

INNOVATION SCHOOL APPLICATION



West Generation Academy
January 11, 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 office 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.

Completed innovation school plans should be submitted to:

Denver Public Schools
Office of School Reform and Innovation
Attention: Matthew Neal
Matthew_Neal@dpsk12.org
900 Grant Street, Room 406
Denver, CO 80203

INTRODUCTION

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.

West Generation Academy

B. Provide the name of the school leader under innovation status. If different, provide the name of the main contact for this application.

Dr. Robert Villarreal

C. Date application submitted:

January 11, 2012

D. Provide an overview of the innovation school plan development process.

In June of 2011, the Denver Public School Board approved the placement of West Generation Academy (West Generation Academy) serving grades 6-12th as a replacement option for West High School beginning Fall 2012. The West Denver Equitable Education Collaborative (WDEEC) met once a week for almost a year to undertake the question of what should happen to turnaround West High School. As a representative group of community members that included alumni, parents and grandparents of current students, business owners in the community, non-profit representatives and others, they studied the history of West, current and past performance and community needs and then researched various school models ultimately inviting Generation Schools to respond to the district's Call for Quality Schools. This community effort provides Generation Schools with additional public will to successfully implement the model.

Generation Schools Network recruited Dr. Robert Villarreal, an award-winning principal with more than 20 years of experience in the Cherry Creek School District. Upon retiring from Cherry Creek, Dr. V migrated to DPS where he turned around Garden Place Academy before accepting the post with West Generation Academy.

1. Detail who participated on the design team.

- Furman Brown, Founder, Generation Schools
- Athena Fliakos, Director of Instruction, Generation Schools
- Teresa Klava, Principal, West Leadership Academy
- Wendy Piersee, Managing Director Rocky Mountains, Generation Schools and Get Smart Fellow
- Jonathan Spear, Co-founder, Generation Schools
- Craig Spencer, COO/CFO, Generation Schools
- Gabriel Trujillo, Principal, Manny Martinez Middle School
- Dr. Robert Villarreal, Principal, West Generation Academy
- Dr. Bushrod White, Director of Special Education & Alternative Licensing Program for College of Adult & Graduate Studies at Colorado Christian University

2. Explain specific roles and responsibilities of design team members.
 - Furman Brown, Founder – Leadership, Vision, Budget Development, Staffing Configuration
 - Athena Fliakos, Director of Instruction, Generation Schools – Staffing & Teacher Development
 - Teresa Klava, Principal, West Leadership Academy – Leadership, Plan Development
 - Wendy Piersee, Managing Director Rocky Mountains, Generation Schools and Get Smart Fellow – Organization and writing of plan
 - Jonathan Spear, Co-founder, Generation Schools – Review of plan and waivers
 - Craig Spencer, COO/CFO, Generation Schools - Review of plan and waivers, interface with legal counsel
 - Gabriel Trujillo, Principal, Manny Martinez Middle School – Review of plan and input
 - Dr. Robert Villarreal, Principal, West Generation Academy - Leadership, Plan Development
 - Dr. Bushrod White, Director of Special Education & Alternative Licensing Program for College of Adult & Graduate Studies at Colorado Christian University – Review of plan, consultant in regard to district and state policy.

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

Due to West Generation Academy being a new school, the leadership hired for the school participated in the process as well as representatives from partner schools in the building as there are no staff or teachers at this time. However, we did have the core of what will be our School Advisory Committee review and comment on the plan. Please see further description in the School Governance and Parent Engagement Section.

INNOVATION: VISION & 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.

There is a tremendous value – civic, cultural and economic – in providing every student with the tools to fulfill his or her promise. Education is the pathway for a healthy democracy, vibrant culture and robust economy. It has become indispensable. Today's youth must develop an aptitude for learning and an ability to think critically in order to access 21st century skills and succeed in a rapidly changing economy.

Yet, the ability for Americans to compete for quality jobs has continued to deteriorate. Our nation is failing to prepare the vast majority of students for their futures. Internationally the United States is lagging significantly, ranking 11th among industrialized nations in high school graduation and 16th in college completion rates. This has tremendous implications for our country's ability to innovate and create high-paying jobs in today's global economy. For students of color or those living in low-income homes the impact is particularly profound.

Generation Schools addresses this stark reality through scalable and sustainable whole-school innovations designed to ensure that all students acquire critical lifelong tools for success, and have access to the economic, social and political opportunities that follow.

The Generation Schools Team envisions creating a high-performing, innovative school located in the heart of Denver where students are supported, academically challenged and successfully launched on a career trajectory that includes post-secondary education and a commitment to their community. West Generation Academy (West Generation Academy) considers its ability to bring a new structure, program

and experiences to the setting to be equally critical to the community and districts willingness to support a new program and offer vital community expertise and partnership.

In addition to meeting the learning needs of our students, as our name “Generation Schools” signifies, we are committed to the professional growth of our staff. We understand that great schools are places where there are generations of learners: students and teachers, principals and parents, community partners and all those whose work impacts the success of children. We envision, and have reinforced through our operating plan, a school that supports the continuous growth of its staff. Our goal is to create a school where good teachers become great, and great teachers become deeply satisfied in their profession.

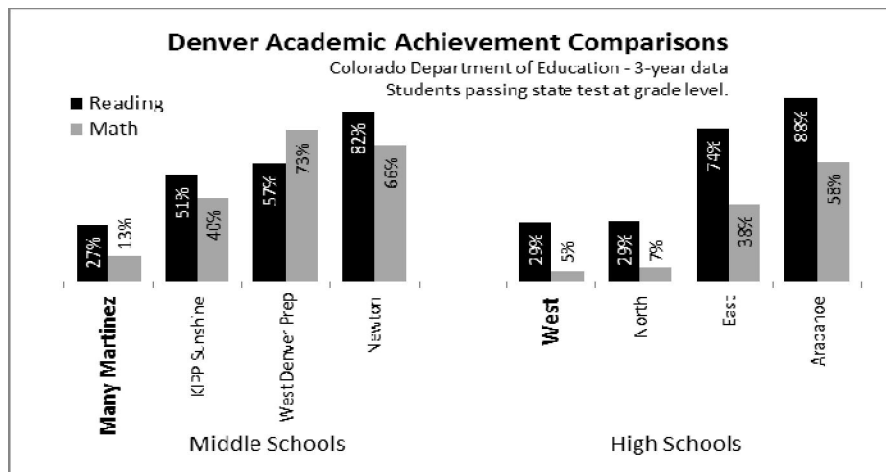
Building on Success. The experiences of the Brooklyn Generation School, the first pilot school to operate using the Generation Schools model, shows remarkable results in a similarly challenging environment to that of West High School in Denver. Brooklyn Generation opened with a student population of 350 students: 84% eligible for free or reduced lunch and 99% minority (87% African-American, 8% Hispanic, 4% Asian and 1% Anglo). In a campus that was described in *The New York Times* as “unsalvageable” when the school opened in 2007, today nearly three-quarters of its students are on track for on-time graduation, passing New York State Regents exams, earning course credits and exceeding citywide expectations. The first ever graduation ceremony for Brooklyn Generation School took place on June 29, 2011 with 88% of the senior class graduating on time. Of these students, 90% were accepted to college. The first graduating cohort was largely male, 100% minority and only 20% entered school on track for on-time graduation.

B. State the mission of the school.

West Generation Academy will be an exceptional public school where generations of learners prepare fully for life's responsibilities, challenges and opportunities so that students can Dream Bigger. Work Harder. Care More.

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

With a combined student population of 1,020 during the 2010-2011 school year, both West High School (796 students) and Manny Martinez Middle School (224 students) are struggling to successfully educate the majority of their student populations. Both schools fall into the low growth/low achievement quartile for the Colorado Growth Model and currently, only 52% of West students are graduating from high school.



The current results are viewed by Generation Schools as providing a great opportunity to change the trajectory of hundreds of student's lives. Our results working with similar student populations combined with robust national studies, like the 90/90/90 report on highly successful urban public schools, make it clear that students can attain much higher achievement levels. We know that students at Manny and West can and will excel when provided with the right opportunities and supports despite the fact that more than 90% of the student body qualifies for FRL based on historical CDE data which also shows 20-40% of students will need ELA services, 15-20% will have IEPs, and 5% are likely to be identified as Gifted and Talented."

Denver Public Schools is in the process of redrawing the boundary for West. The proposed boundary will be presented to the Board of Education for a vote in November 2011. If the new boundary is approved, there will be approximately 3,900 eligible students for West Generation.

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

Goals for Students and Families

- Prepare all students for success beyond high school in college and careers.
- Increase high school graduation rates and eliminate the achievement gap.
- Engage families and community extensively.
- Transform the experience for special education students and ELL students.

Goals for Teachers and School Leaders

- Substantially increase teaching effectiveness.
- Emphasize collaborative practice, transparency and workplace success.
- Establish a mission-driven and data-informed professional climate.
- Substantially increase professional development and training.
- Create residencies and other professional growth opportunities.

Goals for the System

- Implement a more responsive and nimble infrastructure.
- Adopt school models that can scale quickly through existing and new schools.
- Build bridges that allow districts, unions, and states to innovate.
- Adopt proactive and comprehensive accountability strategies and policies.
- Develop solutions that accomplish more without costing more.

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

At Generation Schools Network, our school design is predicated on three core beliefs. We believe: 1) that when teachers have more time with fewer students, good things happen. 2) when teachers have a realistic course and student load and are given adequate planning time, good things happen and 3) when students have the opportunity to link learning to life, good things happen. The outcome of the model is that both teachers and students are more successful and feel cared about which in turn begets more success.

- C. Explain how the vision and mission support the mission of Denver Public Schools.
Denver Public Schools mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing members in our society.

Generation Schools model provides rigorous academics, especially in core subjects supplemented by numerous opportunities that link learning to life. This propels students toward their future and taking concrete steps toward making that a reality allowing them to: Dream bigger. Work harder. Care More.

- 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.
- Factory-model chops the day into small chunks preventing students to go deep in core subject areas
 - Limited time in the conventional school year prevents students from catching up while also taking in new content and doesn't allow time to link learning to life and college/career in a significant way
 - Inability to hold teachers and staff accountable for implementing a different school model
 - Limited opportunities to personalize instruction in regular classroom.
 - Teachers having minimal planning time and professional development opportunities
 - Lack of control over resource allocation limits ability to ensure resources are focused on the mission.

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

By making significant structural reforms that allow for a longer day and year for students without requiring additional days for teachers, students receive 30% more learning time: key to closing achievement gaps and facilitating college/career transition. Staggering teacher work schedules and employing three distinct teacher teams also allows teachers to receive 20 days of professional development each year and at least 2 hours of common planning time daily. Finally, being able to reallocate school resources is akin for the Generation Schools model to cleaning the garage and then re-organizing the contents to ease overcrowding. West Generation will receive unparalleled college/career guidance and transition experiences through 40 days annually.

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

A. Provide an overview of the school’s research-based education program.

Foundation Courses: Students take two 75-minute Foundation Courses each morning. The core of our instructional program, these year-long courses prepare all learners with the academic skills and knowledge needed to succeed in high school, college and beyond. The courses are taught by a team of teachers that include experts in the content area, special needs, and ELL instruction. The vast majority of our teachers are recruited and supported for this role. As a result of this “all-hands-on-deck” strategy, core class sizes are much smaller than a typical school – without requiring a larger staff. In our West High School turnaround project, for instance, these courses will average just 19-25 students. In addition to smaller class sizes, the teachers only teach three classes a day total, and a small-group advisory.

Moreover, to ensure that each teacher is successful with her students, every Foundation Course team benefits from at least two-hours of common preparation time every afternoon. This daily debrief enables the staff to review daily goals, assess progress, analyze data and respond immediately to student needs. Teachers have the time and resources needed to successfully personalize instruction. How do we provide all other responsibilities expected of a school if most of the school staff teach Foundation Courses? We create sensible dual roles for all staff supplemented by a smaller team of full-time, non-instructional professionals.

Studios Courses: Every student also attends three 75-minute Studio Courses each afternoon. These include additional required classes, electives and mandated services and remediation. Studio courses range from advanced sciences and technology, to arts and music, world languages and drama, physical fitness and nutrition. These are the types of courses that motivate scores of students to stay in school: particularly important for students at-risk for dropping out.

By having most of our faculty strategically serve dual roles – teaching Foundation Courses in the morning and one Studio Course later in the day – we can offer a much wider variety of courses than a conventional school of similar size. This strategy aligns with a deep talent pool. Most people have expertise and interests outside of their core content area. They are skilled at art, music, dance, film, technology, language, fitness and more. Our strategy creates an opportunity to benefit from these talents deliberately. While our staffing plan also includes teachers who only teach studio courses, we are leveraging the talents of our Foundation teachers to expand course offerings.

Studio Courses are scheduled in trimesters. This allows students to take many types of courses throughout the year; it also enables staff to plan courses that adapt to students’ needs and interests. As the school year unfolds, the faculty reviews student data during each cycle to determine which courses make the most sense to offer. The Studio cycles creates an ideal mechanism for immediate credit recovery and support for struggling students as well as advanced courses or dual-credit options for excelling students. We schedule pullout IEP or ELL services needs during this time. This complements the inclusive student support services offered every morning during Foundation Courses.

Intensive Courses: Intensive Courses are a unique feature of our full model. While Foundation and Studio Courses are essential to the academic preparation for each student, Intensives create the hands-on opportunity to link this learning to life: reinforcing the relevance of Foundation and Studio Courses. Ultimately students make long-term choices about future life options early in their school careers -- whether they recognize that or not. The Intensive Courses fundamentally re-invents career guidance.

Twice a year for a month at a time, each student participates in a rigorous, credit-bearing Intensive. Every student explores life beyond the high school campus to connect with professionals, organizations and experiences that inspire them to visualize their futures, recognize the tangible results of hard work, and set life goals. Demanding assignments, field experiences, guest speakers, college visits, and projects combine to create life-changing educational experiences.

It is the primary course students have for the month which allows for in-depth focus and off-site experiences. Each Intensive Course prioritizes pedagogy that models the 21st century workplace and culminates in a real-life project. Our goal is to create opportunities for students to put their academic skills to use. Negotiating, communicating, facilitating, debating, problem solving, project managing, innovating, budgeting are all essential college/workplace skills. These higher-level capacities require people to utilize math and language to evaluate, synthesize and organize information successfully. These skills are essential to most well-paid professions. They also are precisely the type of skills needed to address most of the world’s challenges.

Our expanded 200-day school year, made possible by staggering teacher vacations, creates the extra time needed to offer these courses. Our Intensives are taught by a team of full-time, certified teachers who rotate to each grade level throughout the year. The team works with the school’s guidance counselor on developing and executing their courses. By re-defining the roles for some of the teachers on a school’s roster, we do not need more teachers than a similarly-sized school to provide this comprehensive program to all students. During each Intensive month, the regular classroom teachers on the grade level have a mid-year break: a three-week vacation and a week-long, grade-level conference.

Generation Schools addresses the organizational impediments that overwhelm many potentially good teachers and limit student success. Our work is based on three reasonable hypotheses: 1) Student achievement increases when effective teachers have much more time with far fewer students. 2) Students from all kinds of backgrounds dream bigger, work harder and care more when school is relevant and engaging. 3) A much greater percentage of America’s teachers can be effective in a professional workplace that supports successful teaching. Generation Schools brings a “Rubik’s Cube” mindset and expertise that enables schools to simultaneously implement all of the key advantages without increasing current school costs and in ways that teachers unions can support.

Key Advantages	Generation School	Conventional Model
Expanded learning time	200 days per year	180 days
	7-8 hours per day	6 hours
Small class sizes in core courses	18-25	30-35
Exceptional college guidance	1,100 hours per student	1-3 hours total
Technology-enhanced learning	In-class minilabs	Limited access
Reduced student load for teachers	75 students daily	150+ students
Reduced course load for teachers	3 classes per day	5 classes per day
Expanded common planning time	2+ hours every day	45 min. per week
High-caliber teacher training	20+ days per year	2 days per year

Research Based. Relevant research continuously informs our work: Each of the key advantages listed is linked to rigorous research. This includes the National Center for Time and Learning data on the

impact of expanded learning time on student achievement globally (Farbman, 2009); the National Commission on Teaching and America's Future data on the impact of workplace conditions on recruitment and retention of effective teachers (Hunt, Carroll, 2003), the Consortium on Chicago School Research at the University of Chicago study on teacher mobility in schools serving low income and minority families (Allensworth, 2009). The influential research detailed in the 2006 Silent Epidemic report commissioned by the Gates Foundation found that 81% of high school dropouts called for more "real-world" learning opportunities and 75% wanted smaller classes with more individual instruction. Not surprising, but counter to the way our schools have been organized for the past century (Bridgeland, Dilulio, Morison, 2006). While class-size reduction research has been less definitive on test-score performance, the seminal Tennessee STAR Report detailed the impact on student achievement and teacher retention when class size was reduced substantially.

Other research suggests that incremental class size reduction – reducing class size from 32 to 28, for instance – has less effect on student outcomes. Generation Schools offers a cost-neutral strategy to reach the class size goals more aligned with the STAR report. The potential impact on the recruitment and retention of effective teachers makes our innovation highly worthy of study. The Center for High-Impact Philanthropy (2010) at Penn's Wharton School of Business selected Generation Schools as one of only two promising full-models in their high-profile national study "High Impact Philanthropy to Improve Teaching Quality: Focus on High-Need Secondary Students."

A separate study conducted by the Bridgespan organization evaluated Generation Schools as an "exemplar" demonstrating in this challenging economic reality a scalable model that "increase[s] quality through differentiated instruction and personalization can be delivered at the same cost or less than the existing systems today." (Bridgespan Group, 2010)

Promising results at our pilot schools: Our first full-model school, Brooklyn Generation School, opened in 2007 as part of New York City's turnaround strategy for the notorious South Shore High School. The campus was described as "unsalvageable." This large and failing campus had been dangerous and avoided for years. BGS has had excellent results working with the same population of students who historically attended South Shore. Over three-quarters of our students qualify for free/reduced lunch and more than 90% are minority students. Two thirds are African-American males. Only 20% of our students entered high school on grade level. Despite the statistical odds stacked against these students, their achievement has been remarkable.

In June 2011, 88% of our inaugural senior class graduated on-time and 90% of the graduates have been accepted into college. Moreover, our school far exceeded the citywide averages for cohort completion. Meaning, even if we calculate the data for the cohort of students who entered in 9th grade – who then may have moved away or transferred (a figure that the district reports as well as senior graduation) – an amazing 70% of students graduated on time – compared to approximately 50% of all schools city-wide. Each year since our inception, freshman enrollment has increased by 20%, with the students selecting our school in their top three choices: a substantial accomplishment considering that the campus was the least requested high school in NYC for years. Attendance has remained strong at 85% even with our expanded year.

- B. Provide an overview of the instructional philosophy and approach. What innovations, if any, will the school implement?

Our school plan is organized on every level to maximize teaching effectiveness and student engagement. Our theory of action is driven by our recognition that student achievement will improve dramatically when effective teachers are able to focus much more time with far fewer students pursuing instruction

that is relevant to students. West Generations School is designed to provide a safe, rigorous, customized and future-focused educational environment for middle and high school students.

Our instructional model is uniquely designed to allow teachers to get to know their students well: building on their strengths and interests while supporting needs and challenges. At every turn, teachers are expected to consider cultural relevancy in their planning by asking themselves the questions: What vantage point/world view are my students coming from? Which role models from their own races, locations of origin or language groups could be included in this unit to advance student's understanding? Etc.

Special needs services combine the best of inclusive learning with focused pull-out services. Our ELL program is designed specifically to lead to dual-language success. The honors program ensures that academically gifted students are challenged and pushed to their best with AP and dual-credit options in the high school grades and honors opportunities throughout.

Without increasing public school costs, the Generation School's model simultaneously:

- Expands learning time for all students without increasing the teacher work year,
- Reduces core class by 30-50% for all students,
- Transforms college- and career-readiness, continuously linking learning to life for all students,
- Creates substantial blended-learning opportunities that leverage emerging technologies,
- Greatly increases common planning and training time for teachers, and
- Provides the ideal infrastructure for new-teacher residencies and master-teacher mentoring.

A well-rounded, rigorous and robust education is possible – and necessary – for all students. Negotiating, communicating, facilitating, debating, problem solving, project managing, innovating, budgeting are all essential workplace (and societal) skills that require people to read, write, speak and listen successfully; to utilize math skills and principals successfully; to evaluate, synthesize and organize information successfully. These skills are essential to most well-paid professions. They also are precisely the type of skills needed to address most of the world's challenges. Cultivating these 21st-century skills is fundamental to our program.

Our multi-faceted and responsive school model ensures that each student can develop the academic skills and knowledge they need to be accepted into college or post-secondary training and the life skills and experiences they need to succeed once enrolled.

- C. Summarize the school's culture and learning environment (e.g., classroom-based, independent study, etc.). What innovations, if any, will the school implement?

A strong school culture is critical to developing a sense of belonging and creating positive peer relationships: essential qualities that propel student achievement and build the confidence and life skills needed in high school and beyond. An inclusive model focusing on a student's assets will provide proactive responses to needs. Culture building elements for all students include:

- *Smart Start Programs*: 3-4 days at beginning of school year where students and staff bond through facilitated group activities and students (with support of parents) make an investment in creating a personalized College & Career Transition Plan (CCTP). Diagnostic assessment and study habits training are a part of the program.
- *Advisory Groups*: Ensure that all students are known well through an enduring relationship with a key adult. Advisors help students navigate peer relationships and remain future focused. An all-hands-on-deck approach keeps advisories at 8-10 students. Advisories meet twice daily: five-minute Morning Meetings set a positive tone for the day; 25-minute session mid-day enable Advisories to

re-connect. Longer advisory sessions are scheduled throughout the year. Educators for Social Responsibility (<http://esrnational.org/>) materials will provide the base for our curricula and training.

- *Token Economy System*: For students, understanding how our economy functions and how to participate, is a critical part of preparing for self-sufficiency. ID cards track rewards for positive behaviors such as being on-time, participating in service, leading morning meeting, and progressing on their SLCTP. Cyber-buck rewards allow students to invest, save, manage on-line and spend in the school store to reinforce math, banking and investment skills. A program such as *Smart Money for Kids* (<http://smartmoneyforkids.com>) internet based software provides the technology backbone.
- *Foundation RTI Teams*: Teachers are scheduled for over 2 hours of common planning time daily to focus on student achievement and plan needed interventions (SPED, ELL, RTI, social and academic). Structured as a *Response to Intervention* team, they will work collaboratively with the school Wellness Team to continuously evaluate and respond to student needs. They will be guided by our KidTalk protocol tools that focus on: 1) Presenting challenges, 2) Interventions – past, present, effectiveness, 3) Questions to be answered and 4) Action Plan – goals, deadlines, person responsible.
- *Love & Logic Discipline System*: For teachers, Love & Logic provides non-confrontational and responsibility building strategies for students who despite the strong, participatory and directive WGS school culture may still struggle to stay on track. Love & Logic helps educators, administrators, and counselors set limits in the classroom, support underachievers, raise the odds for kids to stay in school, build strong connections between home and school, improve attendance, minimize disruptive behavior, make teaching and learning fun and productive, keep students' attention, build positive student-teacher relationships, help students own and solve their own problems and diffuse power struggles. (<http://www.loveandlogic.com/what-is-for-teachers.html>)
- *Wellness Team*: The school staff includes social workers, DPS student services staff and community-based partners who focus specifically on developing individual plans, small group interventions, and school-wide strategies for addressing the social and emotional wellbeing of our school community.
- *My PLACE*: Many of the reasons students cite in research for disengaging from school are addressed through reinforcement of the My PLACE acronym which describes behaviors staff and students are asked to demonstrate daily: Persistenceⁱ, Leadershipⁱⁱ, Academic achievementⁱⁱⁱ, Connectedness^{iv}, Engagement^v. In tying with Generation Schools mission for students and teachers (generations of learners), West Generation Academy is “My PLACE to dream bigger, work harder and care more as I prepare for life’s responsibilities, opportunities and challenges.”

The comprehensive model creates the opportunity – and expectation – for multi-dimensional and differentiated instruction that actively engages all students, particularly students with special needs or limited English proficiency. Our expanded day and year are organized to accomplish this, providing students with approximately 30% more learning time annually. The credit-rich model helps students stay on-track for on-time graduation. All students participate in three types of courses and an advisory:

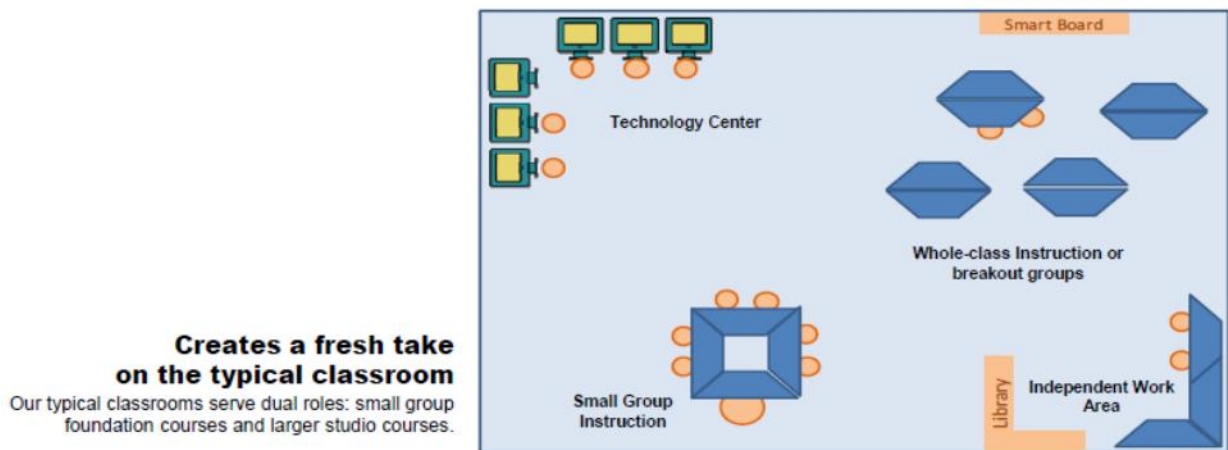
- Foundation Courses – every morning
- Studio Courses – every afternoon
- Intensive Courses – twice per year
- Advisories – daily

Foundation Courses every morning. All students take two 75-minute Foundation Courses daily. As the core of the instructional program, these year-long courses prepare all students for the CSAP and college entrance exams, and then success in college and beyond.

Foundation Courses are taught by a team of up to five teachers depending upon the number of students per grade level. We recruit and train teachers for this highest priority role first and foremost. By focusing

the vast majority of our teachers on this task – in an “all hands on deck” mindset – the classes average less than 18-22 students at full school enrollment.

Each classroom is organized for whole group lessons, individual work areas and has a mini-lab of computers. With much more time focused on far fewer students, all Foundation teachers are able to customize instruction substantially. Focused small-group settings enable teachers to know their students well and attend to individual learning needs and modalities. Students can build positive relationships over time with caring adults who are dedicated to their success, and who help them set and maintain high expectations. The Foundation Course teams include experts in the content area and in special needs or ELL instruction based on group composition.



Dynamic Student Grouping: The ability to dynamically group and regroup students enables focused, guided instructional groups. Teachers can bring their classes together to team teach whenever appropriate, they can keep groups of learners separate when needed to ensure concept understanding and dynamically group and re-group students to support student achievement. These flexible options are possible on any given day. We have designed the teaching teams specifically as *RTI* teams with over two hours of common planning time daily.

During Foundation courses, content is made relevant and engaging to students by customizing to interest and reading level. ELL, SPED and mainstream students alike have equal access to DPS’s core curriculum, with educational delivery planned backwards using *Understanding by Design* to align essential unit objectives with the Common Core standards along with Tier I adaptation to meet the needs of a diverse population of students. Foundation Courses align directly with Tier II interventions scheduled each afternoon which enable students with limited literacy skills to be prepared to access common grade level expectations.

Teachers will use Tier I interventions to engage students with ELL and SPED designations by scaffolding the language-rich curriculum for guided groups and customized activities. Students will engage in similar academic inquiry through the DPS science and math curricula. Engaging and collaborative labs and hands-on learning opportunities provide students with the active, kinesthetic experiences to construct a passion for understanding the world around them.

The humanities curriculum will incorporate the DPS English and Social Studies curricula supplemented by units from the *Teachers’ College Reading and Writing Project* and grounded in the strategies of the *Lesley University Literacy Collaborative*. Foundation Courses will be organized in reading and writing units of study from personal narrative to literary analysis and from research to feature articles. All

students, regardless of ability will be encouraged to read independently for a minimum of one hour each day between class time and for homework. This is aided by Advisories choosing literature to read as a group. Teachers will provide daily guided reading and writing opportunities for students at or below grade level, while allowing more independent work as students make gains. As teachers gradually release responsibility over the course of the year, students will be required to facilitate a leveled book club.

The collaboratively designed classes of language arts and social studies allow students to explore major themes in geography, world and U.S. History and civics through DPS curriculum supplemented by high interest, but appropriately leveled resources such as the *National Geographic Explorers* leveled text sets to ensure students access to the content. Each day student's will have opportunities to examine and reflect in writing upon diverse primary and secondary source materials provided in supplemental curricula such as *History Alive* and *Facing History and Ourselves* and online via the *American Social History Project*.

Expanded blocks of time and the strategic integration of subject areas gives teachers responsibility for integrating literacy and numeracy across the curriculum and tying lessons to relevant examples allowing students to make important connections such as applying graphing knowledge of temperatures (histogram) to a science unit on *Chemical Interactions*. Middle school students, regardless of prior mathematical understanding, use the *Connected Mathematics Project* (CMP2) curriculum where students are challenged by real world inquiries and expected to work collaboratively to share their thinking and debate multiple strategies toward finding common solutions.

Studios Courses every afternoon. Every student also attends three 75-minute Studio Courses daily. These include additional required core courses, mandated services and electives from arts and music, languages and fitness, to advanced sciences and technology, remediation, enrichment, credit recovery and counseling. For scores of students nationwide, youth development and enrichment programs are exactly what motivate them to stay in school. These are particularly important for students who are at risk for dropping-out. By having the majority of faculty serve strategic, dual roles – teaching Foundation Courses in the morning and a Studio Course later in the day – we can offer a much wider variety of courses than a conventional school of similar size.

D. Describe class size and structure. What innovations, if any, will the school implement?

Please see preceding charts and explanations in this section.

E. Describe how the program will serve English language learners. What innovations, if any, will the school implement?

West Generation Academy will align with district procedures and school placements as well as assessment requirements and provide intensive (ELA-S) and sheltered English Instruction (ELA-E) for English language learners. As students enroll at West Generation Academy, they will be given the Home Language Questionnaire. Any student that comes from a home where another language is spoken will then be given the Colorado English Language Assessment (CELA) Placement Test. This test measures speaking, listening, reading, and writing as required by NCLB and allows for the administration and teachers to have needed information to facilitate academic placement and identify students eligible for ELL services.

Students will be grouped in Foundations Courses according to English proficiency with an ELL professional on each team as needed to support sheltered instruction. West Generation Academy facilitates a collaborative approach where teachers work together to use multiple strategies and

interventions to increase language acquisition. The need for ELA-S may also dictate Spanish-speaking teacher teams. Further English Language Development (ELD) in reading/writing, vocabulary and oral language development will take place during Studio Courses using DPS' language curriculum, *Shining Star* by Pearson Longman. West Generation Academy values further development of heritage languages as a marketable job skill and therefore, will support further language development in a native language through class or independent study time in the Studio Courses. English Language Learners will be assessed on an ongoing basis using the *Shining Star* assessments in order to determine their growth and the appropriate course offerings to support further learning. West Generation Academy expects ELA students to obtain the ability to read, comprehend, speak, and write to state standards.

For students identified as both ELL and SPED, the GSD team will work with the Multilingual Assessment Services Team (MAST) from DPS to ensure students receive adequate services. West Generation Academy will specifically seek out and give priority when equally qualified teachers have ELA training through the district as well as encouraging the entire faculty to become ELA certified within three years.

Additionally, West Generation Academy will have an Instructional Services Advisory Team (ISA) made up of an assistant principal and the ELS specialist from each Foundation Course as well as a representative from the Studio Courses that will monitor ELD at the school ensuring placement, monitoring, classifying and exiting of ELL students.

- F. Describe how the program will serve special education students. What innovations, if any, will the school implement?

Compliance with Federal and State Special Education and Disability Laws

West Generation Academy acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individuals with Disabilities Education Act (IDEA), the Colorado Exceptional Children's Educational Act (ECEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). West Generation Academy will be accountable to the board of education of DPS for purposes of assuring compliance with federal and state special education and disability laws. The special education director of the District will ensure West Generation Academy's compliance with special education and disability laws through annual audits of West Generation Academy's special education program. West Generation Academy understands that noncompliance with federal and state special education and disability laws may result in specific actions by the District.

Responsibility for Special Education Services: West Generation Academy acknowledges and understands that the special education director of the District is responsible for assuring that all special education students attending West Generation Academy receive a free appropriate public education (FAPE) under the IDEA and the ECEA. West Generation Academy will use the combination model for special education service delivery. Specifically, West Generation Academy will be responsible for providing special education instruction according to the individualized education programs (IEPs) for each student with a disability enrolled at West Generation Academy. West Generation Academy will deliver special education instruction primarily within the regular classroom through placing a SPED qualified teacher on each Foundation's Course team that includes students with IEPs, and will provide "pull-out" services as required by student IEPs as needed during Studio Courses. Within this framework, West Generation Academy will provide all necessary accommodations and instructional/curricular modifications as required by student IEPs.

Least Restrictive Environment Requirement and Age-Appropriate Classrooms: West Generation Academy will educate its special education students to the maximum extent appropriate in age

appropriate general education classrooms with needed accommodations, instructional/curricular modifications and other supports. The district will make available to West Generation Academy its continuum of alternative placements if a West Generation Academy student is unable to be involved in and progress in the general education classroom with such accommodations, instructional/curricular modifications and supports. If West Generation Academy identifies such a student, West Generation Academy will notify the District Special Education Director in a timely manner to determine if a re-evaluation is necessary and hold an IEP review meeting to discuss appropriate placement for the student.

Special Education Teacher Qualifications: Because West Generation Academy is responsible for special education instruction to support students with IEPs, West Generation Academy acknowledges and understands that it is not exempt from special education credentialing requirements under the IDEA and the ECEA. West Generation Academy will hire special education teachers possessing a Colorado teacher's license with appropriate endorsements as well as supporting all teachers in receiving additional training in SPED.

Related Services: West Generation Academy through application of its staff or through contracts with qualified outside providers or the District will provide all related services required by IEPs, including but not limited to initial evaluations and re-evaluations, occupational therapy, physical therapy, paraprofessional services, school health care services, and school psychology services.

Center Programs: West Generation Academy will be operating a center program; specifically taking on responsibility for the affective needs students in the building.

Graduation Requirements for Special Needs Learners: West Generation Academy will follow DPS policy related to graduation requirements: "Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study (referring to DPS graduation requirements) and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma."

- G. Explain any academic services or programs that are supplemental to that which is included in DPS's core curriculum. What innovations, if any, will the school implement

West Generation Academy will adopt the DPS recommended curriculum in all areas and potentially supplemented by the following:

The College/Career Intensive Courses previously described provide a revolutionary means to facilitate students spending 40 days each year not only gaining academic credit, but linking learning to life in a meaningful way that propels them toward successful college/career transition.

The Teachers College Readers and Writers Project (TCRWP) Units of Study and The Literacy Collaborative Framework developed by Lucy Calkins and Irene Fountas form the foundation of the school's approach to Balanced Literacy. Teachers will use TCRWP's outlines of units of study for Readers' and Writers' workshop in grades 6-12. Complementing TCRWP, The Literacy Collaborative provides the instructional framework necessary to meet unit objectives in reading, writing, and word study for academic vocabulary development, while supporting students' development of oral language. Instruction is differentiated for each student according to his or her reading benchmark assessment, writing score on the six-core trait rubric, and interests. Instructional strategies targeting ELL and SPED students include scaffolding with graphic organizers, building schema, and developing context for word study.

National Geographic Explorers: Teachers engage students through high-interest, appropriately leveled texts, such as the National Geographic Explorers leveled text sets. A variety of strategies including the use of visual aids, graphic organizers, process drama, content dictionaries, and scaffolding of texts will be used to help all students access complex content.

History Alive: Presents opportunities for complex historical inquiry and uses an academic vocabulary accessible to ELL and SPED students. The curriculum is directly aligned with the Common Core in Social Studies. Through the study of maps, historical documents, and other primary and secondary sources, students are asked to recreate historical events and reflect on their outcomes through debate, role-play, and written reflection. Teachers will use the same six core traits writing rubric used in ELA to measure progress, and Heinemann reading benchmarks to ensure that students have access to appropriately leveled instructional texts.

Facing History and Ourselves: Facing History and Ourselves delivers classroom strategies, resources and lessons that inspire young people to take responsibility for their world. Internationally recognized for quality and effectiveness, Facing History harnesses the power of the Internet and partners with school systems, universities, and ministries of education worldwide. Facing History's work is based on the premise that we need to — and can — teach civic responsibility, tolerance, and social action to young people, to foster a strong society.

American Social History Project: ASHP/CML produces print, visual, and multimedia materials that explore the richly diverse social and cultural history of the United States.

Pearson Success Maker: Instructional software that provides learners with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcomes-based data to inform educational decision-making.

AVID: The hidden curriculum. Student's success in class depends on their ability to implement specific skills that enable them to be prepared and organized. These skills are habits, behaviors, and strategies that they can learn, strengthen and maintain throughout their academic careers. They can learn how to "do" school. AVID classrooms recognize that this "hidden curriculum" is critical to student empowerment and life long success. All students deserve a high-quality rigorous, and equitable education. They also need both the academic and emotional support to succeed, especially those students who come to our schools without the necessary " social or cultural capital" that ultimately determines their status. While AVID will not replace any DPS curriculum, the practices AVID teaches will be incorporated and reinforced through the delivery of the DPS curriculum.

AVID is a methodology that promotes "best teaching" practices to develop consistency in thinking, processing, and delivering information by both students and teachers. This is accomplished through the implementation of AVID's framework for WICOR (Writing to learn, Inquiry, Collaboration, Organization, Reading to learn) lessons, Organizational Skills, Student Success Skills, and Partnerships, and through the cultivator of students' self-motivation, helping them expand their personal visions of academic success and achievement.

AVID's mission is *to close the achievement gap by preparing all students for college readiness and success in a global society.* In this context, AVID (Advancement Via Individual Determination) will be such a micro-culture at the West Generation Academy.

For more than 25 years, AVID has been making a positive difference in the academic lives of thousands of students, students who have defied the odds of their circumstances-- least served, first generation to attend university, and/or low socioeconomic status-- by increasing their college going rates. AVID

supports, reinforces and creates a learning community that promotes a safe place to attempt, fail, and persevere.

- H. Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

Changes in scheduling allow for 30% more learning time for students and significant professional development and common planning time for teachers. Re-allocation of resources allows for three teacher teams one of which provides unparalleled opportunities for college/career guidance.

- I. If you are requesting waivers to DPS core curriculum materials please complete Appendix A.

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

A. Provide an overview of the school’s proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

The Measure for Academic Progress (MAP) Test will be used in two ways. The MAP Test will be administered three times a year (fall, mid- year and spring) to provide baseline data for students in three academic areas; language arts, reading and mathematics. Using this measure, researchers will be able to determine the academic growth of the students as they progress through the school year.

Student grade point average will be monitored and recorded every grading period. This data will be used to determine student engagement in school. It is the assumption that students who have higher GPA’s are more engaged, desire to achieve in school and are receiving adequate assistance to achieve their goals. The data will be used further to determine student engagement in specific courses and also as an indicator of how important the student believes the advocacy program is to their well-being.

Students will be asked to participate in focus groups to provide additional feedback. Two important things can be determined from these focus groups. First, the information that is provided from the focus group is helpful in understanding student’s perceptions. Secondly, students’ willingness to participate is an indicator of student engagement and desire to set goals for their future.

Graduation rate will be recorded as a key indicator that the schools are accomplishing their goal of graduating students who have struggled to earn a diploma. Graduation rate is calculated by the state definition. Therefore, graduation rate is determined based on a four-year cohort rate. In addition to NWEA and required district and state assessments, teachers will administer formative assessments to monitor student progress and use a daily exit ticket strategy as well.

Measurable Goals for the Program - To be achieved as quickly as possible and demonstrated consistently for all students who have been at the school for 3 years or more.

Performance Metric	Consensus Target
Enrollment Rate Re-enrollment Rate	Student enrollment rate will be 90% + of the projected enrollment described in the application with a re-enrollment rate of 85% or higher
Attendance Rate	Maintain 85% average attendance for year one and re-evaluate annually
On-track Graduation	85% of students will complete between 1 and 2 years of credits toward graduation annually
Academic Average	Expect students will consistently demonstrate mastery by reaching 75% or more of benchmark targets tied to standards based assessments or IEP’s for SPED.
On-track for on-time graduation & promotion	After one year, 75% of students will be on track for promotion (middle school) or graduation (high school) with the 25% not on track receiving intensive intervention to bring them to grade level within the next year

Performance Metric	Consensus Target
Standardized Testing CSAP – annually (Achievement, Growth, and Growth Gaps) NWEA MAP – 3x/year (fall/mid-year/spring)	CSAP Scores – see chart in Attachment H for 5 year goals in academic status Students enrolled continuously for more than one academic year with 90% or better attendance, will have growth percentiles exceeding the 50th percentile, in math, reading and writing while 75% of continuously enrolled students will meet their personal growth targets by the end of year one. WGS will demonstrate a consistent trend to annually reduce the gap by 10% between performance of white and minority students and decrease the gap by 10% in the Median Student Growth Percentile among ELL and SPED students to non ELL and SPED students as measured by the Colorado Growth Model. The reduction will come as a result of larger Median Growth Percentiles for ELL and SPED students, and not a decrease MGP for non ELL and SPED students.
Discipline Infractions (average per student)	GSD will establish a baseline using enrollment data and seek to reduce infractions through pro-active advisory relationships
Transition Testing PLAN (ACT test for middle school) – 1x/year ACT – 1x/year PSAT/SAT – 1x/year	Will establish a baseline and track student progress toward strong college acceptance scores on the ACT (20-30) and/or SAT (500-600) exams
Graduation Rate Drop-out Rate	Target 75% graduation rate after year 2. Drops to half of current rate in five years or 5.09%
College/Training/Career Path Enrollment	Post-secondary enrollment target of 75%+
Student Satisfaction (Gallup Student Poll) Parent Satisfaction (DPS survey)	Will establish baselines for both and then seek to implement specific measures to increase satisfaction
AYP	Move 15% of students in the unsatisfactory category to the partially proficient and 15% of students from the partially proficient to the proficient category in year one and re-establish goal after initial baselines are established

These goals have been vetted by experts familiar with Colorado schools and the growth framework and deemed to be appropriately achievable while also being aggressive. These goals would place West Generations as one of the premier options on the West Side as evidenced by the following chart:

SCHOOL	ATTENDANCE RATE	GRADUATION RATE	AVERAGE PROFICIENCY	ENROLLMENT (% Capacity)
West Generation Academy Targets	85%	75%	Growth exceeding 50% annually	90% of capacity
West High School	84.4%	47.6%	33-35%	27% of capacity
Colorado High School	70.14%	31.2%	33-50%	
DCIS (application school)	94.4%	90%	50-60%	At capacity
North High School	89.6%	63.8%	36-38%	60% of capacity

2009-2010 Data used

- B. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school throughout the school year and at the end of each year.

Please see Measureable Goals chart above.

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.

Please see Measureable Goals chart above in addition to the following explanation.

- C. How data is used in the Generation Schools model:

1. Applying data through common planning time –

Each day teachers have 150 minutes of common planning time. Teachers are able to meet together in Foundation Course Teams for example (such as 9th grade algebra) and review exit ticket information for the day as well as formative and summative assessment data. From there, teachers plan how to group and re-group students, apply technology, re-teach lessons, challenge students who understand the information to go deeper and apply the learning through real life application.

2. Grade level conferences –

Are held twice annually for a week during one week of the staggered vacation time when a given grade level is out of the building participating in Intensive Courses. The latest data from all sources (MAP, CSAP, formative assessment, exit tickets, projects, etc.) are reviewed at this time and the data applied as teachers plan forward and seek out specific support through professional development to shore up areas in which they may need additional training to meet student needs:

Outcome	Measure	Times Collected	Instrument
Reading	Northwest Evaluation Association	Fall/Winter/Spring	Measures of Academic Progress (MAP)
Math	Northwest Evaluation Association	Fall/Winter/Spring	Measures of Academic Progress (MAP)
Language Arts	Northwest Evaluation Association	Fall/Winter/Spring	Measures of Academic Progress (MAP)
Student Discipline	Discipline Referrals and interventions	Dec/June	School SMS
Student – Teacher Interaction	Data Collection Instrument Based on Rapport Studies of Starkey Duncan, Jr.	Spring	Student focus Group
Student Attendance in the Classroom	Attendance Logs	Daily logs monitored regularly	School SMS
Student Participation	Number of Student Interactions	Fall – Spring	Classroom Observation
Graduation Rate	School Records	Fall/Spring	Graduation Audit
Teacher Satisfaction	Satisfaction Survey	Fall/Spring	Satisfaction Survey

3. Embedded staff development – Each teacher team is guided by a effective teacher who has deep experience in driving student achievement in their content area. In addition, the SPED and ELL teachers that sit on each team coach other teachers in how to ensure that integrated SPED and ELL students receive supports and are specifically reviewing data related to those student groups.

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

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

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

Generation Schools will adhere to DPS policies in this regard.

B. Provide the school’s exit standards for graduating students.

Generation Schools seeks to maximize learning time in each category, exceeding DPS Board of Education requirements in most cases and utilizing learning time to achieve maximum growth through: 1) extending time in college and career transition and support through advisory, Intensives, dual credit, apprenticeship and internship options, 2) providing a credit-rich model where students work toward mastery through meeting benchmarks, 3) extending the school year and day, 4) considering the acquisition of dual-language abilities to be critical for student success and finally, 5) requiring within the elective block that students complete a culminating project for graduation. To ensure that every student can succeed, we have built the following elements into the model:

- Constant data monitoring of student performance
- Wellness Team/RTI intervention process
- Advisory Groups and an assigned Faculty Advisor who connects with students daily
- A lunch block that allows time for tutoring, remediation and credit-recovery
- A credit rich model supported by a longer school day and year
- A partnership with Colorado Youth for a Change that provides for 2FTE to coordinate meeting student needs through accessing government and non-profit support services
- A personalized College & Career Transition Plan for every student
- Giving students the opportunity to learn from multiple faculty
- A broad array of extra-curricular activities to help maintain student interest
- Numerous dual language speakers among the leadership and teachers to remove any barriers in engaging parents
- Ability to group and re-group students on a continual basis in Foundation’s Courses
- Studio Courses that allow for SPED, ELL, credit recovery, remediation, AP honors classes and dual college credit.

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

Parents will receive information in regard to promotion and graduation criteria through: 1) student handbook, 2) progress reports that indicate credits obtained toward graduation, 3) access to Infinite Campus, 4) twice annual meetings where students and parents review each individual student’s College & Career Education Plan with their advocate/advisor as a part of their College/Career Intensive Course. Additionally, at the point a student becomes off-track for graduation, both parent(s) and student will be notified and a meeting scheduled by their advocate/advisor to determine a strategy to address the situation and get the student back on track.

- 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.)

In addition to services provided for ELL and SPED students, West Generation Academy will implement Response to Intervention (RTI) to help meet the needs of all students. RTI will be one of the key processes that drive access to special education services at WGA with the goal that every student will be given the attention they need to succeed. The purpose of RTI is that of a prevention model to limit or prevent academic failure for students who are having difficulty learning by providing "scientific research-based interventions" to bring students up to grade level achievement as well as to identify G&T students so they can achieve to their potential.

Although there is no single RTI model, the many variations that are emerging use a two-to-five tiered model. Each tier provides increasingly individualized instruction, continuous monitoring of progress to calculate gains, and criteria for changing interventions and/or tiers through a regularly scheduled, and systematic team decision-making process. WGA plans to use a three-tiered system as follows and will follow CDE's school and classroom rubrics to support implementation:

- Tier I - high quality instruction, regular assessment and behavioral supports provided in general education classrooms
- Tier II - small group instruction - intensive specialized interventions provided with consistency by highly trained teachers which includes progress monitoring and assessments presented at students' instructional levels to measure growth towards benchmarks
- Tier III - individualized intervention by specialists and/or referral for special education or gifted programs.

Generations school model is structured so that students in Foundations Courses are dynamically grouped and re-grouped according to ability level with additional supports provided for ELL and SPED students. This allows students ranging to G&T to be able to be challenged and work toward their next level of mastery. The afternoon Studio Courses provide additional time for ELL's to receive English instruction, SPED students to receive services, G&T students to take dual credit college courses and other student needs to be met through academic supports and credit recovery options. Our model is credit rich and provides 30% more instruction time throughout the school year due to the extended day and year and cross-subject integration in Foundations and Intensives courses.

To ensure that every student can succeed, we have built the following elements into the model:

- Constant data monitoring of student performance
- Wellness Team/RTI intervention process
- Advisory Groups and an assigned Faculty Advisor who connects with students daily
- A lunch block that allows time for tutoring, remediation and credit-recovery
- A credit rich model supported by a longer school day and year
- A partnership with Colorado Youth for a Change that provides for 2FTE to coordinate meeting student needs through accessing government and non-profit support services
- A personalized College & Career Education Plan for every student
- Giving students the opportunity to learn from multiple faculty
- A broad array of extra-curricular activities to help maintain student interest
- Numerous dual-language speakers among on staff to remove any barriers in engaging parents
- Ability to group and re-group students on a continual basis in Foundation's Courses

Manny Martinez Middle School		3 year data					Yearly Goals				
Group	Reading	Manny Martinez Middle School	KIPP Sunshine Peak Academy	West Denver Prep	Newton Middle School	State Average	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Achievement		27.30%	51.40%	57.10%	82.00%		35.44%	43.58%	51.72%	59.86%	68.00%
Economically Disadvantaged		26.88%	46.42%	56.88%	63.20%	49.03%	35.10%	43.33%	51.55%	59.78%	68.00%
English Language Learners		20.20%	45.06%	55.44%	44.06%	39.22%	29.76%	39.32%	48.88%	58.44%	68.00%
Gifted & Talented		73.68%	73.22%	85.56%	97.90%	96.39%	77.92%	82.16%	86.40%	90.64%	92.00%
Students with Disabilities		0.00%	12.27%	14.33%	37.48%	23.18%	4.00%	8.00%	12.00%	16.00%	20.00%
	Mathematics										
Academic Achievement		12.60%	40.40%	72.60%	65.90%		23.08%	33.56%	44.04%	54.52%	65.00%
Economically Disadvantaged		12.50%	43.12%	71.07%	44.04%	37.16%	23.00%	33.50%	44.00%	54.50%	65.00%
English Language Learners		13.13%	45.92%	72.33%	36.19%	33.74%	23.50%	33.87%	44.24%	54.61%	65.00%
Gifted & Talented		57.89%	73.93%	97.12%	97.21%	91.62%	61.31%	64.73%	68.15%	71.57%	75.00%
Students with Disabilities		0.00%	16.68%	21.85%	26.99%	19.21%	4.00%	8.00%	12.00%	16.00%	20.00%
	Writing										
Academic Achievement		14.50%	45.90%	55.10%	69.70%		23.60%	32.70%	41.80%	50.90%	60.00%
Economically Disadvantaged		15.00%	39.48%	53.80%	48.52%	33.51%	24.00%	33.00%	42.00%	51.00%	60.00%
English Language Learners		13.13%	37.49%	53.41%	25.96%	26.68%	22.50%	31.87%	41.24%	50.61%	60.00%
Gifted & Talented		47.37%	66.43%	85.34%	94.49%	91.83%	50.90%	54.32%	57.74%	61.16%	75.00%
Students with Disabilities		0.00%	10.87%	8.22%	24.31%	12.44%	2.00%	4.00%	6.00%	8.00%	10.00%

1. Complete the Academic Goals Worksheet in Appendix D.

Please see Measureable Growth Goals chart on page 19.

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?

Generation Schools has designed a continuous improvement process based on the following logic models:

Innovations That Turn Around Persistently Low Performing Schools

The Challenge(s)	Resources/Inputs	Activities	Outputs	Outcomes	Process Measures	Impact
<p>Core academic teachers have too little time with too many students.</p> <p>They typically teach 5-6 courses in 45-minute sessions to classes averaging 35 students in middle and high schools.</p> <p>This results in planning for and teaching 175-210 students per day.</p>	<p>Reduce core class size by 30-50% without increasing district costs.</p> <p>Expand course sessions from 45 min to 75 min.</p> <p>Reduce course load for teachers from 5 to 3 courses.</p> <p>Reduce student load from 175 students to approximately 75 students.</p>	<p>Re-deployment of staff resources to focus on Foundation Courses (all hands on deck).</p> <p>Create a new school schedule.</p> <p>Prepare tools and training programs for new instructional model.</p> <p>Redesign classrooms to include areas for directed instruction, mini-labs of computers and independent work.</p>	<p>Teachers spend far more time with far fewer students.</p> <p>Teaches customize instruction for learners.</p> <p>Pedagogy models 21st century and common-core learning goals.</p> <p>Blended learning technologies can be easily incorporated into instruction.</p>	<p>More students on track for on-time graduation and increasing proficiency rates</p> <p>Teacher satisfaction with role increases.</p> <p>Percentage of effective teachers increases.</p> <p>Principals lead successful turnaround.</p>	<p>NWEA Measures of Academic Progress</p> <p>GPA Monitoring</p> <p>Course completion rates</p> <p>Graduation rate</p> <p>Student enrollment</p> <p>Student focus groups</p> <p>Teachers surveys</p> <p>Principal Surveys</p> <p>Data compared with comparable schools in the region.</p>	<p>Districts adopt policies that allow for scaling of innovation.</p> <p>Cost-per school day drops significantly.</p> <p>Achievement gap closes in persistently underachieving schools.</p> <p>Post-secondary preparedness increased for all students.</p> <p>Teachers unions support innovations.</p> <p>Models scale.</p>
<p>The 180 calendar and 6-hour school day are often assumed as unchangeable.</p> <p>Teachers' contracts are assumed to prevent expanded learning time.</p> <p>Operations and logistics at the district level can limit time innovation.</p>	<p>Expand learning time by rethinking how the day and year are structured.</p> <p>Our full model offers a 200-day year and an 8-hour day for students.</p> <p>New plan does not increase teacher work year.</p>	<p>Stagger teacher vacations and workdays.</p> <p>Trade time-for-time (ie longer teaching days offset by shorter PD days).</p> <p>Partner closely with district and union reps to redesign time.</p>	<p>Students receive 30% more instruction time in core subjects.</p> <p>Teachers have over 2 hours of common planning time daily.</p> <p>Over 20 days of high-caliber training days are now built into the 180-day work year for teachers.</p>	<p>Student enrollment increases in PLA campus.</p> <p>Students with special needs are provided with enhanced services.</p> <p>ELL students are provided with enhanced services.</p>		
<p>Teachers have limited time to collaborate.</p> <p>Too little time to review and respond to data.</p>	<p>Schedule at least two-hours of common planning time for all teams of teachers.</p> <p>Reduce course load for all teachers.</p> <p>Reduce student load for all teachers.</p>	<p>Re-define staff roles and responsibilities.</p> <p>Re-define school schedule.</p> <p>Provide tools and training on collaborative practice for teachers and school leaders.</p>	<p>Best teachers can coach and support others on their teacher teams.</p> <p>The best teachers are not pulled from the classroom.</p> <p>Expertise is shared.</p> <p>Inclusive special needs services enhanced.</p>			

Innovations That Support College Access and Success

The Challenge(s)	Resources/Inputs	Activities	Outputs	Outcomes	Process Measures	Impact
<p>Students make long-term choices about future life options early in school careers -- whether they recognize that or not.</p> <p>Too little school time is spent linking learning to life in the conventional public school model.</p> <p>The focus is graduation rather than student success after high school</p>	<p>Expand college and guidance substantially</p> <p>Help all students realize the impact of choices at school on future options.</p>	<p>Staggered teacher vacations to create a team of teachers who rotate to each grade level for a month at a time, teaching College and Career Intensive Courses.</p> <p>Establish partnerships with business, colleges and other community organizations to develop the Intensives.</p> <p>Work with multiple district offices to adapt HR and operation logistics to support the alternative calendar that makes the Intensives possible.</p>	<p>Secondary students spend 2 months per year in Intensive Courses</p> <p>A team of teachers and the guidance counselor monitor and support student progress toward post-secondary goals throughout middle and high school.</p> <p>Students visit a wide array college campuses and workplace environments</p> <p>Students explore life paths they never knew existed.</p> <p>Students hold each other accountable for making choices that lead to post-secondary success.</p>	<p>Student engagement and satisfaction increases.</p> <p>Students select careers they would not have otherwise been aware of.</p> <p>Students successfully complete middle and high school courses that prepare them for their life goals.</p> <p>Student engagement and performance increases as students.</p> <p>Students recapture lost credits.</p> <p>Students remain resilient in the face of challenges they may face in middle and high school.</p>	<p>NWEA Measures of Academic Progress</p> <p>GPA Monitoring</p> <p>Course completion rates</p> <p>Graduation rate</p> <p>Student enrollment</p> <p>College entrance exam measure</p> <p>FAFSA completion rates</p> <p>College acceptance rates</p> <p>College completion rates (over time)</p> <p>Student focus groups</p> <p>Teachers surveys about impact on Intensive course in the regular core courses</p> <p>Principal Surveys</p> <p>Data compared with comparable school in the region.</p>	<p>Graduation rate increases,</p> <p>Enrollment in post-secondary programs increases</p> <p>Students embody life-long learning and see technology as a means to support that</p> <p>Districts adopt policies that allow for scaling of innovation.</p> <p>Cost-per school day drops significantly.</p> <p>Achievement gap closes in persistently underachieving schools.</p> <p>Teachers unions support innovations.</p> <p>Models scale.</p>
<p>A single guidance counselor cannot possibly support all students</p> <p>Most students have limited support in developing a comprehensive post-secondary plan.</p> <p>Many student in PLA schools to not have family members with college experience.</p>	<p>Create real-life experiences that link learning to life.</p> <p>Offer a life-changing</p>	<p>Deploy a full team of teachers to teach credit-bearing courses that engage students on post-secondary readiness.</p> <p>Train the teachers for success in supporting students in college selections, application, and financial aid</p>				

Innovations that Improve Productivity						
The Challenge(s)	Resources/Inputs	Activities	Outputs	Outcomes	Process Measures	Impact
More learning time for students has often required overtime pay or additional teachers.	New daily schedule redefines roles and responsibilities. New annual calendar with staggered vacation.	Create a new school schedule. Create new school calendar	Students have up to 30% more learning time without increasing the teacher work year. Faculty costs are not increased	Each participating school accomplishes much more without costing more. Schools leverage their existing resources fully.	Calculate the amount of expanded learning time for all students. Calculate the cost per school day. Compare costs to the conventional model in schools with similar demographics.	Graduation rate increases, Enrollment in post-secondary programs increases Students embody life-long learning and see technology as a means to support that
Conventional strategies to reduce class size, course load or student load have been extremely expensive and not sustainable.	New daily schedule redefines roles and responsibilities. All hands on deck strategies for prioritized courses.	Re-deploy staff to focus on Foundation Courses (all hands on deck). Redesign classrooms to include areas for directed instruction, mini-labs of computers and independent work.	Actual class sizes are reduced by 30-50% in prioritized core courses for all students every day without requiring a larger teaching staff. Course load reduced from 5 to 3 courses. Student load reduced by close to half for teachers.		Calculate the total added value per school and district-wide of the whole-school redesign plans. NWEA Measures of Academic Progress GPA Monitoring Course completion rates Graduation rate Student enrollment Student focus groups Teachers surveys Principal Surveys Data compared with comparable school in the region.	Districts adopt policies that allow for scaling of innovation. Cost-per school day drops significantly. Achievement gap closes in persistently underachieving schools. Teachers unions support innovations. Models scale.
Teachers need more time to collaborate, study data, improve their practice through expanded training and mentoring. In the conventional model, perceived costs have kept these activities to a minimum.	The conventional school model has evolved in a piecemeal fashion – adapt whole-school redesign plans that are proactive and comprehensive.	Prepare tools and training programs for new instructional model.				

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

N/A

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.

Please see previous descriptions in regard to gaining 30% more instructional time which equates to between 2-3 years of additional education for a student who starts at West Generation Academy in 6th grade. The credit comparison impact is noted in the chart below.

A five-credit class in a conventional school:

- 45-minute class period x 90 days per semester = 4,050 minutes

A five-credit course in the Generation Schools model:

- 75-minute class period X 54 day trimester = 4,050 minutes

Each trimester every student earns at West Generation Academy has the potential to earn:

- 5 credits of Language Arts (required)
- 5 credits of Math (required)
- 2.5 credits of Science (required)
- 2.5 credits of Social Studies (required)
- 2.5 credits of a World Language
- 10 credits of Electives (including physical education)
- 27 credits total are possible per trimester

Each school year every student at West Generation Academy has the potential to earn:

- 15 credits of Language Arts (required)
- 15 credits of Math (required)
- 7.5 credits of Science (required)
- 7.5 credits of Social Studies (required)
- 7.5 credits of a World Language
- 10 credits of Electives (including physical education)
- 16 credits of Electives during Intensive Courses
- 81 credits total are possible per school year

Grade Level	West Generation Academy Credits Possible	DPS Graduation Requirements
9th	81	60
10th	81	60
11th	81	60
12th	81	60
Total	324	240

The additional amount of education time can be utilized in a variety of means to support instruction and movement toward graduation and college/career including: establishing student competency prior to promotion, opportunities for remediation and to fill-in learning gaps, ELA support, dual credit courses, honors programs, etc.

Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.

Proposed 2012-2012 School Calendar

July 23-August 3	Whole School Staff Conference
August 6	First Day for Students
September 3	Labor Day
November 12	Veterans Day Observed
November 21-23	Thanksgiving
December 17-January 1	Winter Break
January 21	MLK Jr. Day
February 18	Presidents Day
March 25-29	Spring Break
May 27	Memorial Day
June 10	Last Day for Students

Sample Schedules for Students and Teachers

Each teacher will teach one of the four schedules listed below (Columns A, B, C or D):

Student Schedule	A. Foundation Course Teacher Schedule	B. Foundation Course Teacher Schedule	C. Foundation Course Teacher Schedule	D. Studio Course Teacher Schedule
Advisory (5min)	Advisory (5min)	Advisory (5min)	Advisory (5min)	Advisory (5min)
Block 1 Foundation Course 8:35-9:50 (75 min) Math or Science 22-students	Block 1 Teach Foundation Course 8:35-9:50 (75 min)	Block 1 Teach Foundation Course 8:35-9:50 (75 min)	Block 1 Teach Foundation Course 8:35-9:50 (75 min)	Block 1 Common Prep Time with Teaching team (2 hours, 35 min)
Block 2 Foundation Course 9:55-11:10 (75 min) Math or Science 22 students	Block 2 Foundation Course 9:55-11:10 (75 min)	Block 2 Foundation Course 9:55-11:10 (75 min)	Block 2 Foundation Course 9:55-11:10 (75 min)	
Block 3 Lunch 11:15-12:30 (50 min)	Block 3 Lunch 11:15-12:30 (50 min)	Block 3 Lunch 11:15-12:30 (50 min)	Block 3 Lunch 11:15-12:30 (50 min)	Block 3 Lunch 11:15-12:30 (50 min)
Advisory (25 min)	Advisory (25 min)	Advisory (25 min)	Advisory (25 min)	Advisory (25 min)
Block 4 Studio Course 12:35-1:50 (75 min)	Common Prep Time with Teaching team (2 hours, 35 min)	Block 4 Teach Studio Course 12:35-1:50 (75 min)	Common Prep Time with Teaching team (75 min)	Block 4 Teach Studio Course 12:35-1:50 (75 min)
Block 5 Studio Course 1:55-3:10 (75 min)		Common Prep Time with Teaching team (2 hours, 35 min)	Block 5 Teach Studio Course 1:55-3:10 (75 min)	Block 5 Teach Studio Course 1:55-3:10 (75 min)
Block 6 Studio Course 3:15-4:30 (75 min)	Block 6 Studio Course 3:15-4:30 (75 min)		Common Prep Time with Teaching team (75 min)	Block 6 Teach Studio Course 3:15-4:30 (75 min)

Sample Student Schedule

	Maria's Schedule Eighth Grade (CELA 1, ELL)	Talia's Schedule Eighth Grade (Gifted and Talented)
Advisory (5min)	Advisory – Morning Meeting	Advisory – Morning Meeting
Block 1 Foundation Course 8:35-9:50 (75 min)	American Lit. & History (18 Students) Mr. Juarez, in Spanish and English, works with a small group including Maria to compose an Op-ed together on the impact of Lincoln's assassination. Others complete independent assignments that feature writing skills for the week including compound sentences using Civil War facts. Students on computers editing their own essays.	American Lit. & History (20 Students) Talia writes an article as a reporter for the New York Times in 1865 reporting on events the night after the event at Ford's Theater. Talia's friend Juan composes a similar article but written for Atlanta's daily newspaper. They will present/debate their articles at the end of the week after refining their work. Students on computers in pairs take notes on a documentary on the impact of the Civil War.
Block 2 Foundation Course 9:55-11:10 (75 min)	Algebra I (22 Students) Following whole-class mini-lesson, Maria works with a peer tutor from the honors section who is practicing how to explain a key algebra concept to a larger group at the end of the block. For second half of class, Maria completes a math activity in Spanish on the computer.	Algebra I (22 Students) Talia is working toward honors credit in Algebra. To demonstrate mastery of quadratic equations, she will present to another class an activity on the topic she has developed and refined. Talia is practicing her lesson with Maria while Ms. Jones observes. Other students are in small groups or pairs in similar peer tutoring sessions.
Block 3 Studio Course or Lunch 11:15-12:30 (75 min)	Advisory – 25 min	Lunch -- 50 min
	Lunch – 50 min	
Block 4 Studio Course or Lunch 12:35-1:50 (75 min)	A-Day -- Spanish CELA 1 (15 students) Maria is focused on learning a Spanish lesson supporting the Earth Science unit on Volcanoes. B-Day -- Earth Science (32 students) Maria participates in hands-on lesson about the impact of Volcanoes on tidal movements.	A-Day -- Choir (35 students) They prepare for a performance at a local senior center. B-Day -- Physical Fitness (40 students) They are practicing a series of endurance activities as they prepare for a fitness challenge.
Block 5 Studio Course 1:55-3:10 (75 min)	A-Day -- Physical Fitness (40 students) They are practicing a series of endurance activities as they prepare for a fitness challenge. B-Day -- Journalism (30 Students) The class is putting the final touches on the monthly school newspaper. Maria is helping to translate the English version to Spanish.	A-Day -- Chess and Strategic Thinking (32 students) Mr. Davis has the Talia taking turns playing a game of chess then watching peers play while she anticipates their moves. B-Day -- Robotics (32 students) Their class is preparing for the citywide competition.
Block 6 Studio Course 3:15-4:30 (75 min)	A-Day – Drumline (24 students) Students learn drumline music in preparation for an exhibition B-Day -- Heritage Art (30 Students) Students study the style and techniques of 19 th Century Mexican artists in a painting class.	A-Day -- Spanish, Intermediate (32 students) Maria is practicing writing a personal journal in Spanish. B-Day -- Earth Science (32 students) Talia participates in hands-on lesson about the impact of Volcanoes on tidal movements.

Sample Student Schedule

	Jose's Schedule Eighth Grade (Special Needs, Tier I)	Carter's Schedule Eighth Grade (Special Needs, Tier II)
Advisory (5min)	Advisory – Morning Meeting	Advisory – Morning Meeting
Block 1 Foundation Course 8:35-9:50 (75 min)	American Lit. & History (18 Students) Mr. Juarez works with a small group including David to compose an Op-ed together on the impact of the Lincoln's assassination. David's struggles with writing on his own but makes strong, compelling arguments. His classmate Maria finds his ideas an asset to the group writing process.	American Lit. & History (14 Students) Carter is practicing a choral reading of the Gettysburg Address in small groups. There are five students around a table with Ms. Preskar while the others practice independent writing activities. Ms. Carter will pull the entire class together for a directed lesson about the Civil War to end the block.
Block 2 Foundation Course 9:55-11:10 (75 min)	Pre-Algebra (22 Students) David practices foundational math using Successmaker on the computers while Mr. Katz provides a mini-less to half the class. David will work with Mr. Katz and six other students on a hands-on pre-algebra lesson during the 2nd half of the block.	Pre-Algebra (22 Students) Like David, Carter practices foundational math using Successmaker on the computers. However, he has a tutor from CYC helping him learn how to use the software program. Carter will work with Mr. Katz and six other students on a hands-on pre-algebra lesson during the second half of the block.
Block 3 Studio Course or Lunch 11:15-12:30 (75 min)	Advisory – 25 min	Lunch -- 50 min
	Lunch – 50 min	
Block 4 Studio Course or Lunch 12:35-1:50 (75 min)	A-Day -- SPED Services (5 students) David will work on re-writing the group essay. He enjoys this extra time with Mr. Juarez practicing writing exercises from his American history course.	A-Day -- Choir (35 students) Students prepare for a performance at a local senior center. Carter needs help staying focused sometimes. Ms. King helps him by letting him sit with her at the piano, nodding when she needs him to turn the page.
	B-Day -- Physical Fitness (35 students) They are practicing a series of endurance activities as they prepare for a fitness challenge.	
Block 5 Studio Course 1:55-3:10 (75 min)	A-Day -- Physical Fitness (35 students) They are practicing a series of endurance activities as they prepare for a fitness challenge.	A-Day -- Spanish, beginning (32 students) Carter speaks Spanish well and is now learning to write his native language.
	B-Day -- Robotics (32 students) David absolutely loves this class. Their class is preparing for the citywide competition. Mr. Katz teaches him here as well and helps David make the connection to robotics and algebra.	
Block 6 Studio Course 3:15-4:30 (75 min)	A-Day -- Counseling Services (5 students) David spends time with a small-group practicing skills to meet his affective needs and responses.	A-Day -- Speech Services (1 student) Carter has speech followed by his volunteer work in the main office helping prepare the daily bulletins
	B-Day -- Choir (35 students)	
		B-Day -- Physical Fitness (35 students) They are practicing a series of endurance activities as they prepare for a fitness challenge.

Summarize the length of the school day, including start and dismissal times.

Daily Schedule	West Generation Academy
TIME	EVENT
8:30 - 8:45 a.m.	Camino Nuevo - (morning news)
8:48 - 10:03 a.m.	Foundation Course 1
10:06 - 11:21 a.m.	Foundation Course 2
11:24 a.m. - 12:39 p.m.	Lunch & Advocacy Block (alternating)
12:42 - 1:57 p.m.	Studio Course 1
2:00 - 3:15 p.m.	Studio Course 2
3:18 - 4:30 p.m.	Studio Course 3 or Athletics & Extra-curricular Activities
8 hour day school day with up to 7.25 hours of instruction time	

2. 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.

	English	Social Studies	Math	Science
6 th	American Humanities Foundation Course Required; yearlong; Integrated ELA and Social Studies; 75-min daily College and Career Intensive Course – Private Sector Experiences Req.; month-long, twice annually; misc. sub; 1 Eng., 1 elect credits		Math Foundation Course Req. yearlong, 75-min daily	Science Core Studio Course Required, 1 credit
7 th	World Humanities Foundation Course Required; yearlong; Integrated ELA and Social Studies; 75-min daily College and Career Intensive Course – Private Sector Experiences Req.; month-long, twice annually; misc. sub; 1 Eng., 1 elect credits		Pre-Algebra Foundation Course Req. yearlong, 75-min daily	Science Core Required, 1 credit
8 th	American Literature and History Foundation Course Required; yearlong; Integrated ELA and Social Studies; 75-min daily College and Career Intensive Courses – Public & Nonprofit Sector Req.; month-long, twice annually; misc. sub; 1 Eng., 1 elect credits		Algebra I Req. yearlong, 75-min daily, 3 credits	Earth Science Core Studio Course Required, 1 credit
9 th	World Geography and Literature Foundation Course Required; yearlong; Integrated ELA and Social Studies; 75-min daily College & Career Intensive Courses – Private Sector Experiences Req.; month-long, twice annually; misc. sub; 1 Eng., 1 elect credits		Geometry Req. yearlong, 75-min daily, 3 credits	Core Studio Course Options: Required, 1 credit per year 1 credit per course Chemistry 101, 201, 301
10 th	American Literature and History Foundation Course Required; yearlong; 1.5 ELA and 1.5 Soc. Stud. credits; 75-min daily College and Career Intensive Courses – Public & Nonprofit Sector Req.; month-long, twice annually; misc. sub; 1 Eng., 1 elect credits		Algebra II Req. yearlong, 75-min daily, 3 credits	Physics 101, 201, 301 Engineering 101, 201, 301 Genetics 101, 201, 301
11 th	English Core Studio Electives, 1 credit required; misc. subjects College and Career Intensive– Internships & Campus Life Req.; month-long courses, twice annually; misc. subjects; 1 Eng., 1 elect credits	Civics Core Studio, 1 credit required; misc. subjects	Trigonometry Req. yearlong, 75-min daily, 3 credits	Biology Foundation Course Required, 3 credits, 75-min daily Core Studio Electives
12 th	Senior Capstone (integrated subjects) Misc. Electives			
Electives	journalism, poetry, creative writing, drama, screen writing, grant writing	history, genealogy, Constitution law,	architecture, engineering, physics, robotics, art/design, finance	chemistry, physics, engineering, genetics

3. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

The design of the model allows for significant time to be spent delivering intervention and enrichment strategies throughout the course of the day. These include:

Foundation Courses – Foundation Course teacher teams also function as rti teams making it possible for Tier I and Tier II interventions to take place during Foundation Courses, which take place for two 75-minute blocks each day.

Studio Courses – The three 75-minute Studio Course blocks may be utilized for a variety of purposes in addition to gaining needed credits and provide opportunities for Tier I, II and III level interventions. In addition, the third Studio block can be utilized for students to participate in athletics, drama, music and other enrichment activities.

Advocacy/Advisory Block – This 30-minute daily block can be utilized for interventions, enrichment, tutoring and other non-academic or academic needs based on the specific needs of the students in a given advocacy group.

In the Generation Schools student-focused model, the goal is to serve each student in a personalized way to ensure they reach their education goals. This approach seeks to imbed interventions throughout the academic program through the approach to instruction.

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.

Generation Schools and West Generation Academy will be utilizing the DPS enrollment system. The school's principal, with support from GSN, is executing a robust marketing and recruitment plan (please see attachment) to make every effort to fully enroll each grade level. Examples of activities include ads being placed in newspapers (Spanish & English), making calls and going door-to-door in the boundary zone, open houses, principal visits to all 5th and 8th grade guidance counselors, as well as with teachers and parents at feeder schools, etc.

- 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.

- 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.

Great teachers transform lives. Our human resource plan is strategically designed so that every student can benefit from effective and engaging instruction daily. Ultimately our goal is for good teachers to become great, and great teachers to become deeply satisfied and sustained in their profession. Our HR plan is designed to build, support and keep great teachers.

To accomplish this, the Generation Schools model provides all faculty with organizational structures that support successful teaching. This includes having all teachers spend much more time with far fewer students, and reducing the number of courses that a teacher prepares for daily. Every day, all teachers have expanded blocks of common planning time facilitated by a team leader. Every year, all teachers have over 20 days of quality professional development built into the work year. All of these structures combine to ensure that professional growth and collaboration are fundamental priorities of the school. Through these structures, the school leadership team can provide teachers, at any phase in their career, with a wide variety of customized professional supports to ensure continuous growth.

The performance evaluation framework at West Generation Academy is designed to create clear pathways for teachers to reach and sustain "Effective" or "Distinguished" status. We recognize that high-caliber teachers are among a school's greatest assets and critical for positively transforming students' lives.

Performance evaluations will be completed each trimester for every teacher using the DPS LEAP evaluation framework. The evaluations will be used to develop a personalized *Teaching Effectiveness Plan* for each teacher: articulating essential feedback, tools, mentoring, recommended PD and support.

A *Focused Teaching Effectiveness Plan* will be developed for any teacher who receives a rating of Not Meeting in any indicator of the evaluation framework. This focused plan will specifically address each indicator receiving a rating of Not Meeting, as well as other areas identified for improvement by the teacher and principal and will provide for intentional, regular support from the principal to help ensure that appropriate improvement is achieved in the noted areas.

As in any public school, all staff in all positions are subject to budgetary limitations and professional conduct criteria. If reductions in force (RIF) are necessitated as a result of budgetary limitations, the principal has the discretion to select the staff lines that will be eliminated in alignment with the Generation Schools model and the mission and vision of the school.

The leadership team, working closely with the Generation Schools organization, reserves the right to modify the LEAP Framework to accommodate the unique attributes of the Generation Schools model and the West Generation Academy Innovation Plan. This may include additional domains, indicators or definitions to account for model and mission alignment, such as personalized instruction, blended learning and collaborative practice.

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

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 West Generation Academy plan includes appropriate administrative and support staff to successfully implement the school. During the first year, this includes a principal and assistant principal. The Year 1 plan also includes a shared nurse, library tech and athletic director; part-time social worker and school PC apps specialist; 1.6 secretaries and at least 3,600 hours of paraprofessional support. In subsequent years, this team will include expanded non-instructional support that includes a principal-in-residency.

In addition to this staff, a small percentage of teachers will provide limited non-instructional support in targeted roles. While the primary responsibility of these teachers is to teach three Studio Courses daily (such as electives), their secondary role can include one of the following: attendance documentation support, coverage planning, advisory planning, school community partnership coordination or other similar non-instructional roles. By reducing the course load for these teachers, we are able to schedule these dual roles reasonably and at no additional cost. This strategy allows us to focus the vast majority of staff costs on direct instruction, particularly in core learning areas, while providing the non-instructional services necessary.

Secretaries, paraprofessionals, custodians and facilities managers will be employed at West Generation Academy in accordance with the terms and conditions of employment agreed upon between the District and Denver Association of Office Professionals (DAEOP), Denver Federation of Paraprofessionals (DFP), Facilities Managers Association (FMA), and Communication Workers of America (CWA). The school will schedule staff based on the needs of students and the mission and vision of the school. The school will maintain minimum pay thresholds consistent with the MOU and/or respective agreements.

West Generation Academy leadership will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit, the school will work with the district to remove the staff member and find a more suitable placement. The West Generation Academy principal will be the ultimate decision maker regarding the selection and hiring of classified personnel.

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.

Staggered staff vacations increases student learning time significantly: The Generation Schools model expands the school year for all students as well as training time for all teachers by strategically staggering teacher vacations. We accomplish this without increasing the work year by redefining the roles of some teachers to teach credit-bearing courses scheduled as month-long Intensives Courses. These courses are staggered throughout the year to different grade levels at a time. This staffing strategy provides 30% more learning time school wide without increasing the teacher work year. As a result it does not increase district costs.

Staffing structures reduces class sizes substantially in English and math: A key priority is to substantially reduce class size for every student in math and English every day. To do this, we have a high percentage of our teachers assigned to core Foundation Courses. This staffing plan helps ensure that all students have personalized instruction from remediation to acceleration. This strategy ensures inclusive Tier 1 and 2 RTI supports during Foundation Courses; while Tier 3 RTI support is offered during the afternoons as pullout services.

All Foundation Course teachers teach one additional studio course daily in miscellaneous subject areas. This strategy ensures that the school can offer the types of broad programs and services expected in a middle and high school setting while maintaining small class sizes in all English and math Foundation Courses: our highest priority academic subject areas.

Redefined staff roles transforms college and career guidance and exploration: Intensive Courses are a unique feature of our full model. While Foundation and Studio Courses are essential to the academic preparation for each student, Intensives create the hands-on opportunity to link this learning to life: reinforcing the relevance of core academics. Twice a year for a month at a time, each student participates in a rigorous, credit-bearing Intensive targeting career sector. This is made possible by re-defining the roles of some teachers as described above and in the education plan.

Daily block schedule creates expanded common planning time: The daily schedule fully leverages the 40-hour work week defined in the teacher's contract. We are able schedule two hours of common planning time for all teaching teams daily. Collaborative planning time is strategically organized throughout the afternoon.

Overlapping staggered teacher vacations enables high-caliber staff development: By staggering teacher vacations with the Intensive Course teams and overlapping the work-year, we are able to offer over 20 days of staff development for all teachers as part of the work year. This includes a two-week summer institute, two week-long grade-level conferences and spring conference.

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 student achievement.

1. Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.

The school leadership, working in close partnership with the Generation Schools organization, will execute a multi-faceted staff recruitment and selection process to bring the best possible faculty and staff to the school. The recruitment process will include a wide variety of strategies:

- Information sessions at the Generation Schools headquarters.
- Outreach to teacher training programs including local colleges and universities, teacher residency programs, Teach for America, City Year and AmeriCorps.
- Partnerships with the Center For Teacher Quality and National Center on Time & Learning.
- Marketing and media campaigns locally and nationally.
- Presentations at local conferences and staff development initiatives within DPS and beyond.

As Described in this document, including Appendix E, West Generation Academy 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 or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles aligned to the model and mission to any job description.
- Hire non-licensed teachers for non-core subjects 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. West Generation Academy 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 students, staff, and programs.
- Create a process to evaluate and improve teacher performance.
- Create a process to address under-performing employees.
- Establish 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.

2. Describe selection criteria and other qualifications for faculty, support staff, and administration that will ensure vision, mission and academic plan fit with the school.

A multi-faceted and model-aligned selection process will guide staffing decision making. We recognize that the unique qualities of the Generation Schools model will require effective teachers who are committed to personalized instruction and collaborative practice and whose lives allow them to operate on a less traditional school calendar. Not all teachers may be comfortable, confident or competent in this type of model.

Teachers are selected by the school principal in collaboration with the School Leadership Committee and from the Generation Schools Network. The principal may choose to engage additional staff and community members in the initial screening processes. The hiring process steps may include:

- Step 1: Candidates submit resume and cover letter.
- Step 2: Resumes are screened based on current hiring needs.
- Step 3: Candidates are invited to take an online survey, detailing their educational philosophy.
- Step 4: Based on the survey, candidates are selected for a phone interview or if they are teaching locally, the principle will schedule a visit to their classroom.
- Step 5: Selected candidate interviewed by the Principal, Leadership Team and representatives from the Generation Schools Network.
- Step 6: Selected candidates are invited to teach a model lesson to a group of students, teachers, Principals and GSN representatives.
- Step 7: Selected candidates references are checked.
- Step 8: A conversation regarding the expectations of teachers at West Generation Academy takes place with the candidate and the Principal.
- Step 9: A job offer is made.

West Generation Academy will seek teachers with strong content knowledge; ability and desire to work collaboratively to build on another's strengths; ability to use a variety of data in quick cycles to inform instruction; and a desire to relentlessly pursue student and school success within a culture of continuous improvement. In addition our selection criteria will evaluate a candidate's commitment to invest in the social and emotional needs of students in and out of the classroom through our Advisory/Advocacy program. West Generation Academy will follow NCLB guidelines in regard to teacher hiring to ensure that all staff meet the highly qualified designation and other federal guidelines.

Additional staff will be hired based on school needs, understanding of the Generation Schools model and the ability of the applicant to demonstrate how they can support model implementation and impact.

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

Teachers who lead groups of foundation course teachers may be provided with small stipends for team facilitation work. These costs are incorporated into the "non-salary" budget worksheet.

1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

Teachers who receive a rating of Effective or Distinguished on their performance evaluations will have the opportunity to work with the Generation Schools Network team as Adjunct Faculty and Special Project managers during their mid-year breaks and at other times in paid roles.

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

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

Our entire model is organized to ensure that teachers as well as students continually grow and achieve at their highest potential.

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

The very name of the Generation Schools organization signifies a commitment to supporting generations of learners. The leadership team promotes the idea that "I learn and therefore my students learn." The growth of teachers throughout their careers is a priority and supported through a multi-faceted process:

- Two hours of common-planning time every day for every teaching team
- A two-week summer institute for professional development for all staff built into the work year
- Two weeklong grade-level conferences staggered throughout each work year
- Adjunct opportunities with the Generation Schools Network during mid-year breaks
- Paid opportunities for teachers to lead faculty teams
- Cross grade-level collaborative planning
- A structured and supported PD sequence that supports teacher growth and development around 21st Century Teaching.

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

Generation Schools Network is seeking to build a strong leadership pipeline by establishing a principal residency program. Our founding principal, Dr. Robert Villarreal, has extensive experience cultivating future leaders and was selected, in part, to mentor and train future DPS school leadership. This mentorship will be combined with training and guidance from the Generation Schools Network team around the new roles and responsibilities of managing a school utilizing the Generation Schools model. Dr. Villarreal has worked with the Generation Schools Team since Spring 2011 to further understand the Generation Schools model in three overlapping areas:

- 1) instruction and blended learning, 2) systems and operations, and 3) leadership and accountability.

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

A key component of GSN's mission is to affect systemic change in urban education. This is one of the key reasons GSN chose a district versus a charter school. The model, budget and human resource plans have been strategically designed to be scalable throughout the district. We have actively worked with the OSRI Office and other departments and have sought teaching effectiveness solutions that the district can implement with the DCTA.

Generation Schools Network is committed to knowledge sharing. Supporting the West Leadership Academy as a full-model affiliate school is an example. The Generation Schools team is providing substantial technical assistance and resources to ensure that the school leader and community partner are able to implement the Generation Schools model. All students at West Leadership Academy will benefit from the Intensive Courses developed and managed by Generation Schools.

Further the Generation Schools Network team has provided multiple presentations on whole-school re-designs for DPS leaders, as well as the Colorado State Department of Education's Expanded Learning Opportunities Commission. The Generation Schools team we will continue to do so. Once West Generation Academy is launched, the school leadership team will provide guided visits and information session at the school during the academic year.

The Generation Schools team also plans to work closely with existing public schools interested in a whole-redesign to expand the learning opportunities and increase achievement for their students and staff. Generation Schools calls these deep-dive partnerships, their Affiliate School program.

- 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.

Each teacher will be observed by a member of the school's leadership team designated by the principal. Performance evaluations are scheduled for all teachers least once during each trimester using the DPS LEAP Framework for Effective Teaching. The evaluator will provide each teacher with post evaluation feedback, including insight on areas of strength and areas for improvement. Together, the individual teacher and principal will set goals for professional growth and develop a *Teaching Effectiveness Plan* for achieving those goals. These *Teaching Effectiveness Plans* will provide the necessary road map for each teacher to improve each area to a level of Effective or Distinguished.

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

The Teaching Effectiveness Plans will serve as the catalyst for providing feedback and celebrating excellence.

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

The principal is the primary evaluator and will provide feedback through individual teacher meetings as well as written feedback following each evaluation. Additionally, assistant principals, principals in residence and other persons in leadership roles may also conduct evaluations at the request of the principal. Evaluators must have a type D certification.

In any circumstance in which a teacher receives a rating of 3 or below in any category from an evaluator who is not the principal, the evaluation process will be immediately referred to the principal. The principal will then conduct his/her own evaluation of the teacher.

4. Explain how the school will handle unsatisfactory leadership and teacher performance.

As noted, performance evaluations will be completed each trimester for each teacher using the DPS LEAP framework. The performance framework at West Generation Academy is designed to create clear pathways for teachers to reach and sustain a rating of "Effective" or "Distinguished".

Evaluations will be used to develop personalized Teaching Effectiveness Plans: articulating essential feedback, tools, mentoring and support.

A teacher rated as Not Meeting on any indicator of the evaluation framework during any performance evaluation will receive a *Focused Teaching Effectiveness Plan* detailing areas targeted for immediate improvement. This plan will provide for more intentional, regular support from the principal so that deficiencies are addressed and appropriate improvement is achieved in the noted areas. If concerns are not addressed within a reasonable timeframe, a formal Performance Evaluation may be performed in accordance with the provisions of Article 10 of the DCTA Agreement. If warranted, a Remediation Plan may also be developed and implemented in accordance with Article 10.7 of the DCTA Agreement.

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

The performance management system detailed above is designed to ensure that all students have effective instruction daily and that all teachers have clear pathway for professional growth.

Additionally, the school leadership team can utilize the data from the Teaching Effectiveness Plans to drive the professional development content for the twice annual grade level conferences based on the common needs of teachers that surface. See appendix D for details.

The performance management system will be evaluated and may be modified once the initial teaching staff is hired. Subsequent changes to the teacher evaluation plan may be implemented during the second year as well as during on-going years of the school's operation in accordance with the innovation law.

- 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.

Beginning in Year 1 at West Generation Academy, the school leadership team will include a full-time principal and assistant principal. In addition, the staffing structure includes a residency program for emerging leaders. We intend to work with DPS leadership as part of the Wallace Grant to develop and implement the residency.

The staff plan also includes team leaders for each of the Foundation Course teams. The team leader will coordinate the two-hours of collaborative practice time provided daily. Responsibilities can include

setting and measuring progress toward achievement goals, ensuring effective documentation of team work, establishing professional development priorities, etc. The principal has the discretion to provide a stipend for the team leaders and may provide release time from a Studio Course responsibility during one of the trimesters to provide extra time for the leadership duties if needed.

- 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.

Dr. Robert Villarreal, Founding Principal, West Generation Academy. Dr. Villarreal, one of Colorado's most accomplished principals, has dedicated his life to facilitating substantial educational gains on behalf of students in high-needs communities in both Aurora and Denver, CO. His recent work as principal at Garden Place Academy resulted in the school moving from red to green status within two school years, and in 2000, he was recognized by President Clinton as one of six outstanding principals in the nation. A graduate of North High School, Dr. Villarreal received his bachelor's degree from the University of Denver, a master's degree from the University of Colorado and a doctorate in education from the University of Northern Colorado, researching critical elements of high-achieving schools.

- I. Provide a detailed leadership succession plan which 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 leadership succession plan is intended to ensure continuity in the implementation of the educational program outlined in the Innovation Plan in the event of school leadership changes. From the onset, the Generation Schools Network will work closely with the leadership at West Generation Academy to cultivate a strong pipeline of emerging leaders who are well prepared to lead and manage a school using the Generation Schools model.

Generation Schools Network will facilitate the principal replacement process beginning with internal candidates who will have the opportunity to be vetted by the School Leadership Team and Generation Schools Network. In addition, the Network will recruit and vet principal candidates after posting nationally as well as in the district.

Once qualified candidates are identified, an interview team comprised of representatives from the Generation Schools Network, the School Leadership Team and the School Advisory Committee will conduct interviews and guide the vetting process. Feedback from interviews will be used to recommend at least two qualified candidates to the Generation Schools Network leadership. Generation Schools will then forward at least two qualified candidates for consideration to the Superintendent. The Superintendent will make the final decision.

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.

West Generation Academy will be governed by the DPS Board of Education in accordance with the School Innovation Plan. The West Generation Academy principal will have the authority set forth this innovation plan to manage the school. The principal will be held accountable and supported by the Generation Schools Network, the School Leadership Team, the School Advisory Committee, the DPS Office of School Reform and Innovation, and the DPS WDN Administrator.

Leadership Team: The school leadership team will include: the principal, assistant principal, principals-in-residency and three teacher leaders, selected by the principal as well as representatives from Generation Schools Network. The leadership team will make decisions about hiring and dismissal of staff, including being engaged in the process to select a new leader in the event that the current principal leaves the school. They will also weigh in on decisions regarding educational structures and schedules, curriculum, programs, community involvement, and budget and resource allocation. The leadership team will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The leadership team will continually cultivate new leaders and help ensure that the teachers that serve West Generation Academy students are the most dedicated, reflective and effective in facilitating student learning. The leadership team will be held accountable by the principal and the Generation Schools Network.

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

School Advisory Committee: West Generation Academy will have a School Advisory Committee consisting of the school leadership team and a Generation Schools Network representative. In addition, the committee will include a business representative, teachers, a paraprofessional, students, the business/office manager, parent representatives, alumni and a community partner. The total composition will be determined by the principal. This team will serve instead of a CSC. The School Advisory Committee will meet monthly and support the leadership team in securing resources and developing community partnerships necessary for success and will hold the leadership team accountable for reaching implementation and achievement goals.

The School Advisory Committee will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will be presented by the Leadership Team and disaggregated by academic subjects, student groups, grade level, and teacher. The committee will make recommendations for improvement based on trends and concerns that emerge. The school leadership team will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations. The school principal will distribute a summary of data trends, committee recommendations and actions to be taken to students, parents, and the community via a quarterly report and the school website.

The committee will be held accountable for their participation in board meetings and active advocacy for the school. All members will participate in annual a self-evaluation and will receive feedback from their peers on the impact of their involvement in school outcomes.

Community Engagement Teams: West Generation Academy will establish a Community Engagement Team for each sector of our College & Career Intensive program to help plan student experiences and outcomes related to their specific course. The Engagement Teams will meet 8 times annually and serve as the college and career bridge for students. The teams will seek to inform the community, support planning and partnerships for Intensive Courses and internships and raise funds to support model implementation.

OUTREACH AND ENROLLMENT		
ACTIVITY	AUDIENCE	PARTNERS/PURPOSE
Meetings	West Community Committee	To understand needs and desires of the community and to win advocates
Meetings with community agencies, especially those that serve high needs and students at-risk	Employees of agencies and government entities	Student support services, referrals and student recruitment
Meetings with higher education partners	Program directors of teacher and principal education, and facilitators of dual enrollment programs	To promote joint recruitment efforts of students and teachers and explore dual credit opportunities
Extended Learning Time Summits	Parents, teachers, area principals, community and educators	Padres Unidos – to help audience understand options for extended learning time in school
Meetings	Business community	Program funding, workforce pipeline development, internships, parent exposure
Feeder School Presentations	Principals, teachers, guidance counselors, parents and students	Communicate options for students – reintroduce West
Meetings	Community organizers and organizing groups	To gain support for outreach to parents and students
Open Houses	Alumni, prospective parents and students	Student recruitment and alumni support

Parent and Student Engagement

West Generation Academy wants to see parental engagement to the largest extent possible, knowing that it is a critical factor for success for the community, parents and students to feel like West Generation Academy is their "PLACE." We want to build a culture where parents are at the school on a regular basis for a variety of activities and the school is a central hub for the community. Some of the opportunities for parent involvement are described below:

OPPORTUNITIES FOR PARENT ENGAGEMENT		
IMPACTS	PARENT ACTIVITY	FREQUENCY
All students	Input, review progress on Student College & Career Education Plan(s) for their child(ren)	• 2 x Annually
Students in Intensives	Chaperone off-campus experiences and/or host students at their work site	• 2 x Annually for their student • Additional opportunities to assist as it fits with curriculum and student interest
All students	School Advisory Committee	Meets monthly
Students with need	Tutoring	Based on parent availability, block available each day over lunch
Participating students	Extra or co-curricular activity support	Based on particular activity
Students/Alumni	Participation in the West Alumni Association	Monthly
Public will for change	Participation in Re-Configuring School Seminar Series	Quarterly
All students	Parent Teacher Association	Monthly

Advisory Bodies

Denver's West Generation Academy has begun the process of building a School Advisory Committee (SAC) that will include the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Members may be elected by peers (students/teachers/support employees), while business and community members may be appointed. The SAC will be looked to as advisors on decision-making related to policies, procedures, events, etc. that impact the school community and where the constituent groups represented need to buy in such as whether or not students should wear uniforms, how the newly developing reputation at West can draw students and families as a great middle and high school choice, etc. Officers will be elected from the group after a group of initial meetings. Neither the principal nor a student can serve as the board chairman.

The principal will also seek to find members from the community to serve on DPS' broader group of advisory councils such as the Latino Education Advisory Council and the Gifted & Talented Advisory Council as well.

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

Parent and family is a priority to the school. Daily advisories and a community liaison on staff are two examples of the structures built into our plan.

D. Describe any community partnerships needed to implement the school's innovation plan.

Populating the Corporate & Civic Engagement Teams and having them function well in their role of planning 20 day College/Career Intensive Courses for students is critical. Each team will be chaired by a industry person who will along with GSN staff, seek to populate the team with a diverse group from the sector that will meet eight times annually to plan student experiences.

1. Describe any other community partnership or services you anticipate developing as a result of innovation status.

Generation Schools has partnered with, and is consulting with, organizations such as Colorado Youth For A Change, GetSmart Schools, Colorado League of Charters, Educators for Social Responsibility, Community College of Denver, Colorado Succeeds, Denver Metro Chamber of Commerce and others as we move toward implementation of the Generation Schools model in Colorado.

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

N/A

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.

At the heart of the Generation Schools model is rethinking the way that schools utilize existing resources, particularly human capital and time to provide a more effective learning and teaching environment for both students and teachers. Also at the core of the model is a recognition that schools and districts are under increasingly tight financial pressures and that sustainable innovation must be accomplished with the funds that are currently available within the school system. West Generation Academy has evaluated the resources necessary to implement the Generation Schools model, has considered the funding available through the SBB allocation and has developed a budget that is financially viable within two years of the school launch. As indicated in the school's Five Year Budget, the school is projected to be financially stable on an ongoing basis after that point as well.

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.

Please see attached.

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.

Generation Schools' sustainable and scalable model has been recognized by the Center for High-Impact Philanthropy as one of the nation's most cost-effective and promising whole-school redesigns. The Bridgespan Group described the Generation Schools model as an "exemplar" of whole-school redesigns that are financially viable. These 2010 reports and multiple others have underscored the financial (and programmatic) implications of how the innovative yet practical model successfully re-deploys existing school resources.

At its core, the Generation Schools model accomplishes more without costing more by strategically implementing three over-lapping organizational strategies with a "Rubik's Cube" mindset:

- staggering teacher vacations
- having "all-hands-on deck" at key times
- creating sensible dual roles

Staggering teacher vacations: We offer a 200-day school year for all students and schedule 20 days of high-caliber training for all teachers every year without increasing the teacher work year. To accomplish this, we strategically stagger vacations for our faculty. All teachers still work the same number of days as in any public school – just not all at the same time. This basic concept is similar to the calendars utilized in year-round schools. The key difference in our approach is that students continue to attend school while their core teachers have staggered mid-year breaks. Our Intensive Course teachers make this possible. We do not need a larger staff or over-time pay. As a result, our model is cost-neutral. Most extended learning models, by contrast, are extremely expensive since they either have to pay for an additional set of teachers or they have to pay over-time for a longer work week or year.

All Hands On Deck: By concentrating teachers on the highest priority courses, we reduce class size substantially: between 30-50%. We do not need more staff than a typical school. We just prioritize staff responsibilities differently. The majority are trained and supported to teach Foundation Courses.

Creating sensible dual roles for staff: We provide all necessary services and responsibilities expected of an urban public school – instructional and administrative – without requiring a larger staff by creating sensible dual roles: a primary and a secondary role. For most staff, the primary role is to teach two Foundation Courses; the secondary role is to teach one Studio Course. For others, the secondary role may be to undertake an administrative responsibility for approximately an hour. This is certainly not a radically new concept for a school; in fact it is pretty common. What we have done differently is to schedule this in a more strategic manner. We have administrators and full-time specialty teachers; we just require fewer as a result.

2. Explain major revenue sources, including any funds originated from private sources.
- 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.
- A grant from the Wallace Foundation of \$140,000 in the aggregate is included in years 2 through 5 of the attached budget. It is intended that this grant will be used to subsidize the costs of a residency program for new school leaders.
 - Start-up funding of approximately \$450K will be provided by DPS to fund shortfalls in the planning year and year 1. It is expected that the revenues generated through the SBB allocations will be sufficient to cover the school's projected expenses beginning in year 2.
 - A \$20,000 planning grant has been approved by the Walton Family Foundation and the school will apply for a \$300,000 grant to support the launch of the school including the measures outlined in this Innovation application. Note that these funds are not included in the sources of revenue set forth on the attached budget.
 - Generation Schools Network is raising capital through private philanthropy to fund the development of the curriculum, college and career intensive programs and other key elements of the Generation Schools model, which will be implemented in the school.

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).

The Generation Schools model operates without additional operating costs once the school its target enrollment. The proposed phase in plan for West Generation Academy anticipates a balanced budget by its second year in operation.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.

West Generation Academy, as a new school, will incur costs of \$125,000 in the planning year a \$367,000 shortfall in year 1. These short-term startup costs are the result of launching a new school rather than the result of operating with innovation status.

The planning year costs will contribute to the development of the course curriculum, college and career intensive sections, expanded professional development for the teachers and secure substantial technical assistance and training from Generation Schools Network. Year one costs will ensure that necessary teaching and administrative staff are in place to successfully launch the school.

- c. Explain how the school will fund such additional operating costs.

Start up funding to be provided by the district and funding to be provided by the Wallace Foundation will be used to fund these one-time costs. The leadership team of West Generation Academy has worked closely with the DPS Office of School Reform and Innovation (OSRI) to ensure that the short-term startup costs are well within the District expectations.

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).

Increased Learning Time. The Generation Schools model brings remarkable efficiencies to the operation of the school. This includes an extended school day and year for all students: adding 30% more learning time without increasing school costs. In fact, students beginning with West Generation Academy will benefit from nearly three years of additional instruction by the time they graduate versus a student attending a school with a traditional schedule.

Increased Professional Development. It also provides over 20 days of professional development annually for each staff member by staggering and overlapping staff vacations. All of this is achieved within the standard SBB budgeting model currently used by DPS.

Reduced English and Math Class Sizes. By scheduling “all-hands-on-deck” for the core English and math Foundation Courses, the school will reduce class size by 30-50% compared to the conventional model used by most middle and high schools citywide.

Greatly Enhanced College and Career Guidance. By redefining staff roles of a number of teachers we are able to significantly improve guidance support for students without increasing costs. West Generation Academy plans to have 11 fulltime Intensive teachers once the school is fully phased in to work with the full-time guidance counselor.

Actual Salaries. Cost savings will be achieved through this innovation proposal through budgeting with actual salaries rather than average salaries. The attached five-year budget assumes that 80% of the teaching staff will have five years of experience and a master’s degree; while 20% of the staff will be new teachers. Management of West Generation Academy believes this is a conservative estimate. Contingency plans provide reasonable programmatic alternatives if actual salaries are above the projections. This includes hiring fewer teachers for the Foundation Course sequence. While this strategy would increase class size in some courses, the average would still be significantly below district averages.

- 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.

The budget will be managed directly by the school principal with substantial support from the Generation Schools CFO/COO and the Founder/CEO.

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.
- A. Please complete Appendix E.
1. Article 32.5-108(4) of Title 22 of the Colorado Revised Statutes (the Innovation Schools Act of 2008) 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.”
- See Appendix E – Table II for a detail of state statutes requested to be waived and a discussion of 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. Dr. Robert Villarreal (West Generation Academy principal) and Gabriel Trujillo (West Generation Academy assistant principal) were involved in the development of the innovation proposal as well as Teresa Klava, principal of West Leadership Academy, also located in the same building.
 - B. Attach evidence that more than 50% of faculty have voted to support the proposal. This is a new school. Faculty have not yet been hired.
 - C. If seeking waivers from collective bargaining agreements, attach evidence that more than 60% of faculty have voted to support the proposal. This is a new school. Faculty have not yet been hired.
 - D. Attach statements of support from other staff employed at the school. This is a new school. Support staff have not yet been hired.

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 School Advisory Committee.
 - B. Provide letters of support from community based organizations.
 - C. If applicable, provide other evidence of community support.

REQUIRED ATTACHMENTS

- Teacher Schedule (embedded) Page 31
- Student Schedule (embedded) Pages 31-33
- Student Handbook
- Personnel Policies (See Teacher Handbook)
- Written Enrollment Documents and Forms Provided to Families (using standard DPS package)
- Organizational Chart (See Staffing Plan)
- Committee Descriptions (embedded) Page 69
- By Laws (N/A)
- Five-Year Budget (attached)
- Evidence of Administrative Support (N/A)
- Evidence of Faculty Support (N/A)
- Letter of Support from CSC (See School Advisory Committee Letter)
- Letters of Support from Community Based Organizations (N/A)

ⁱ <http://onlinelibrary.wiley.com/doi/10.1002/pits.20174/abstract>

ⁱⁱ <http://www.prnewswire.com/news-releases/us-army-and-the-national-association-of-state-boards-of-education-team-up-to-launch-new-leadership-development-and-academic-achievement-program-117746728.html>,
http://findarticles.com/p/articles/mi_m0FCG/is_4_29/ai_95148392/

ⁱⁱⁱ <http://www.slocounty.ca.gov/Assets/CSN/PDF/Flyer+-+Why+students+drop+out.pdf>

^{iv} <http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9279>

^v <http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9279>

APPENDIX A

Request Waivers in Curricular Materials & Instructional Design

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

1. 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.
2. Provide an overview of the core curriculum.
3. Describe the research to support the proposed educational program and its effectiveness with the school's target population.

Curricular Materials

1. Explain how the proposed non-adopted material aligns to state standards for the grade level.
2. Explain how the proposed non-adopted material has a sequence that is equally or more rigorous than that adopted by DPS.
3. Explain how the proposed non-adopted material better prepares students for post-secondary readiness.
4. Explain how the proposed non-adopted material aligns to non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence).
5. Explain how the proposed non-adopted material is research-based for the school's population.
6. Explain how the school will minimize the impact of mobility (both student and teacher) with the use of alternative sequence.
7. 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.
8. Explain how the proposed non-adopted material promotes academic achievement for diverse groups of students.
9. Explain how the non-adopted material decreases the potential for tracking.
10. 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

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.

1. 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.
2. 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.
3. 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.
4. 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

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"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<i>Please see chart on page 19 of Innovation Plan</i>
Student Achievement Level/Status, including the following measures: <ul style="list-style-type: none"> • 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) 	
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	
Student Engagement, including the following measures: <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	
School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)	
<i>Organizational & Financial Viability</i>	
School Demand, including the following measures: <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	
Financial Fundraising goals Reserves Other	
Leadership & Governance Quality	
Parent & Community Engagement, including the following measures: <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	
School-Specific Organizational Objectives	

APPENDIX E – Waiver Request Template

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

DPS Policy Reference	Description of Policy	Innovation – Proposed Replacement Policy or Practice
BDFH: Collaborative School Committees	School Governance	<ul style="list-style-type: none"> - The School requests waivers from policy BDFH. - As described in the Innovation Plan, the School's Collaborative School Committee will be replaced by a School Advisory Committee to support the implementation of the Innovation Plan.
CFBA: Evaluation of Evaluators	Human Resource Management: Teacher Evaluation	<ul style="list-style-type: none"> - The School requests waivers from policy CFBA. - The School has the authority to identify, prepare and evaluate its own evaluators. The School's evaluation system will meet the standards of SB191.
DF: Revenue from Non Tax Sources	Budget	<ul style="list-style-type: none"> - The School requests waivers from policy DF. - The School has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.
DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships	Budget	<ul style="list-style-type: none"> - The School requests waivers from policy DF-R. - The School has the authority to collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget.
GBEBA: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)	Human Resource Management: Dress Code	<ul style="list-style-type: none"> - The School requests waivers from policy GBEBA. - The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.
GBEBA-R: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers) Procedure	Human Resource Management: Dress Code	<ul style="list-style-type: none"> - The School requests waivers from policy GBEBA-R. - The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.
GBEBB: Dress Code for Non Teaching Staff	Human Resource Management: Dress Code	<ul style="list-style-type: none"> - The School requests waivers from policy GBEBB. - The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.

APPENDIX E – Waiver Request Template

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

DPS Policy Reference	Description of Policy	Innovation – Proposed Replacement Policy or Practice
GCB: Professional Staff Contracts & Compensation	Human Resource Management: Hiring, Compensation, Job Descriptions	<ul style="list-style-type: none"> - The School requests waivers from policy GCB. - The School has the authority to issue its own employment offer letters. The School’s letter will outline the terms of employment. - The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp. - The School will meet minimum statutory requirements.
GCF: Professional Staff Hiring	Human Resource Management: Hiring	<ul style="list-style-type: none"> - The School requests waivers from policy GCF. - School has the authority to develop and implement its own policies and procedures for hiring staff, including creating a hiring schedule that best meets the needs of the School. - The School has the authority to adopt policies and procedures to ensure that background checks are completed for all personnel.
GCF-2 : Professional Staff Hiring (Athletic Coaches)	Human Resource Management: Hiring	<ul style="list-style-type: none"> - The School requests waivers from policy GCF-2. - The School has the authority to develop and implement its own policy for hiring athletic coaches.
GCID: Professional Staff Training, Workshops and Conferences	Human Resource Management: Professional Development	<ul style="list-style-type: none"> - The School requests waivers from policy GCID. - The School has the authority to develop and implement its own professional development program that supports the education plan. - The School retains the option to participate in any professional development programs offered by the District.
GDD: Support Staff Vacations and Holidays	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests a waiver from policy GDD. - The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook.
GDK: Support Staff Schedules and Calendars	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests waivers from policy GDK. - The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.
IC/ICA: School Year/School Calendar	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests waivers from policy IC/ICA. - The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.

APPENDIX E – Waiver Request Template

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

DPS Policy Reference	Description of Policy	Innovation – Proposed Replacement Policy or Practice
IF: Voluntary School Initiated Designs	Education Program	<ul style="list-style-type: none"> - The School requests waivers from policy IF. - Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. - The School’s education program will meet or exceed minimum standards of the District and state.
IJOA: Field Trips	Education Program	<ul style="list-style-type: none"> - The School requests waivers from policy IJOA. - The School will develop and implement procedures to conduct field trips and extended day excursions.
IJOA-R: Field Trips (Guidelines for Extended Excursions)	Education Program	<ul style="list-style-type: none"> - The School requests waivers from policy IJOA-R. - The School will develop and implement procedures for field trips and extended day excursions.
IKE: Promotion, Retention and Acceleration of Students	Graduation and Promotion	<ul style="list-style-type: none"> - The School requests waivers from policy IKE. - The School has the authority to adopt a policy for promoting, retaining and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. - Following the District’s process (which is a process that is separate from the process of securing innovation status), the School may request the flexibility to adopt its own promotion and graduation policies.
IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures	Graduation and Promotion	<ul style="list-style-type: none"> - The School requests waivers from policy IKE-R. - The School has the authority to adopt a policy for promoting, retaining and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. - Following the District’s process (which is a process that is separate from the process of securing innovation status), the School may request the flexibility to adopt its own promotion and graduation policies.

APPENDIX E – Waiver Request Template

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

DPS Policy Reference	Description of Policy	Innovation – Proposed Replacement Policy or Practice
IKF: Graduation Requirements	Graduation and Promotion	<ul style="list-style-type: none"> - The School requests waivers from policy IKF. - The School has the authority to adopt a policy for promoting, retaining and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. - Following the District’s process (which is a process that is separate from the process of securing innovation status), the School may request the flexibility to adopt its own promotion and graduation policies.

APPENDIX E – Waiver Request Template

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

State Statute	Area of Operational Impact	Replacement Policy or Practice
Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation	<ul style="list-style-type: none"> - The School requests a waiver from 22-32-109(1) (f). - The School has the authority to select teaching staff directly.
Section 22-32-109(1)(g): Handling of Money	Budget	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(1)(g). - The School has the authority to manage its receipt of money and will meet performance expectations provided by the District. - The District may conduct an annual audit and require the School to provide quarterly trial balances to the Office of Budget.
Section 22-32-109(1)(n)(l): Schedule and Calendar	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(1)(n). - The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. - School has the authority to determine the number of professional development days, days off, and late starts/early release days.
Section 22-32-109 (l)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(II)(A). - The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.
Section 22-32-109 (l)(n)(II)(B): School Calendar	Calendar & Schedule	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(II)(B). - The School has the authority to create its own annual calendar. - The School's annual calendar will meet or exceed the minimum standards for the District and state.
Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(t). - Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks. The School's education program will meet or exceed the minimum standards of the District and state.

APPENDIX E – Waiver Request Template

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

State Statute	Area of Operational Impact	Replacement Policy or Practice
Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(aa). - Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks. - The School’s education program will meet or exceed the minimum standards of the District and state.
Section 22-32-109(1)(cc): Adopt Dress Code for Employees	Human Resource Management: Dress Code	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(cc). - The School has the authority to establish a dress code for all employees that will be described in the Employee Handbook.
Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development	<ul style="list-style-type: none"> - The School requests a waiver from Section 22-32-109(jj). - The School has the authority to design and implement its own principal development program. - The School may select to participate in District professional development programs.

APPENDIX E – Waiver Request Template

**Table III – Analysis of DPS/DCTA Collective Bargaining Agreement Waivers Called for by the Innovation Plan
Reference numbers apply to the DCTA/DPS Contract dated: 10/1/08 – 10/31/11**

Agreement Articles Waived	Areas of Impact	Replacement Policy or Practice	Not Waived
Provision 1-2	Hiring and Job Descriptions	-The School has the authority to create a broader definition of a teacher that aligns with the Innovation Plan.	1-1, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11
Provisions: 8-1-2, 8-2-2, 8-7-2	Calendar & Schedule Staff Assignments Teaching Load Leadership Structure	<ul style="list-style-type: none"> -The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. -The length of the contract year for teachers shall remain 184 days with professional development days exceeding the allotted 3 full days. -The School has the authority to establish class sizes and teaching loads that support the Innovation Plan. -The School has the authority to establish any necessary committees. -The School has the authority to request that teachers spend more than 120 minutes per week in meeting time to facilitate a collaborative teaching model. -Special educators' and specialized service providers' non-duty teaching time may be assigned to education related duties beyond IDEA mandates. 	8-1-1, 8-1-3, 8-1-3-1, 8-1-3-2, 8-1-4, 8-1-5, 8-2-1, 8-3, 8-4, 8-5, 8-5-1-1, 8-5-1-2, 8-5-2, 8-5-2-1, 8-5-2-2, 8-5-2-3, 8-5-2-4, 8-5-3, 8-5-3, 8-7, 8-6, 8-7-1, 8-9, 8-10-8-10-1, 8-11, 8-11-1, 8-11-2, 8-12, 8-13
Provisions: 5-4, 13-8, 13-10, 29 Multiple provisions affecting committees are reflected here.	Leadership Structure: Committees	-The school has the authority to create committees that align with the Innovation Plan.	5-1, 5-1-1, 5-1-2, 5-1-3, 5-1-4, 5-1-5, 5-2, 5-2-1, 5-2-2, 5-2-3, 5-3, 5-3-1, 5-3-2, 5-3-3, 5-3-4, 5-3-5, 5-3-6, 5-5, 5-5-1, 5-5-2, 5-6, 5-6-1, 5-6-2, 5-6-3, 5-6-4, 5-6-5, 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7, 13-9, 13-9-1, 13-9-2, 13-9-3, 13-9-4
Provisions: 10-2, 10-3, 10-5-2, 10-5-3, 10-6, 10-7, 10-8, 10-9	Teacher Evaluation	-The School has the authority to establish and implement its own evaluation process, protocols, timing, sequence, professional development and remediation plan as detailed in the Innovation Plan provided the established system meets the standard provisions of SB 191.	10-1, 10-1-1, 10-1-2, 10-1-3, 10-1-4, 10-1-5, 10-1-6, 10-1-7, 10-1-8, 10-1-9, 10-1-10, 10-1-11, 10-1-12, 10-1-13, 10-1-14, 10-1-15, 10-1-16, 10-1-17, 10-1-18, 10-1-19, 10-1-20, 10-1-21, 10-1-21, 10-1-22, 10-2-23, 10-1-24, 10-1-25, 10-1-26, 10-1-27, 10-4, 10-4-1, 10-5, 10-5-1, 10-5-4, 10-5-5

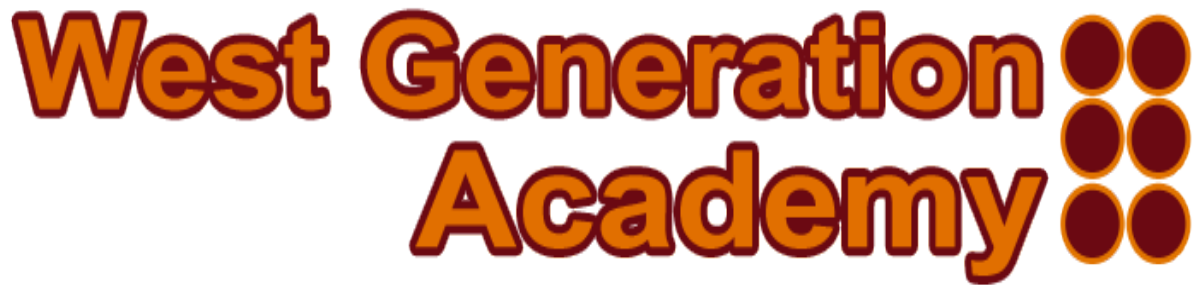
APPENDIX E – Waiver Request Template

Table III – Analysis of DPS/DCTA Collective Bargaining Agreement Waivers Called for by the Innovation Plan
Reference numbers apply to the DCTA/DPS Contract dated: 10/1/08 – 10/31/11

Agreement Articles Waived	Areas of Impact	Replacement Policy or Practice	Not Waived
Provisions: 11-3	Complaints Against Teachers, Administrative Leave, Corrective Action	-The School has the authority to establish policies and procedures on teacher leave and corrective action as outlined in teacher handbook.	11-1, 11-1-1, 11-1-2, 11-2, 11-2-1, 11-2-2, 11-2-3, 11-2-4, 11-2-5, 11-2-6, 11-2-7, 11-2-8
Provisions: 13-7, 13-8, 13-9, 13-10, 13-11, 13-12, 13-13, 13-14, 13-15, 13-16, 13-17-3, 13-17-4, 13-19-1, 13-19-2, 13-19-2-1, 13-19-3, 13-19-4, 13-20-2, 13-20-4	Hiring & Staff Assignments, District and School Procedures for Transfer and Reassignment of Teachers	-The School has the authority to hire staff as vacancies become known and/or adopt a hiring schedule that best meets the needs of The School. -The School has the authority to implement recruitment and selection policies and procedures that support the Innovation Plan.	13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-16, 13-17-1, 13-17-2, 13-17-5, 13-17-6, 13-17-7, 13-17-8, 13-18, 13-19-5, 13-19-5-1, 13-20-1, 13-20-3, 13-20-5, 13-20-5-1, 13-20-5-2
Article 20	Reduction in Force (RIF): Procedures for Conducting Reduction in Force	-The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school's leadership and be made in accordance with School policies and the Employee Handbook.	
Article 25	Job Sharing and Half-Time	-The school has authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.	
Article 32	Extra Duty Comp.: Sets Rates for Extra Duty Compensation	-The School has the authority to determine its own compensation structure for additional work. Compensation will be agreed upon and communicated in advance.	

REQUIRED ATTACHMENTS

- Teacher Schedule (embedded) Page 31
- Student Schedule (embedded) Pages 31-33
- Student Handbook
- Personnel Policies (See Teacher Handbook)
- Written Enrollment Documents and Forms Provided to Families (using standard DPS package)
- Organizational Chart (See Staffing Plan)
- Committee Descriptions (embedded) Page 69
- By Laws (N/A)
- Five-Year Budget (attached)
- Evidence of Administrative Support (N/A)
- Evidence of Faculty Support (N/A)
- Letter of Support from CSC (See School Advisory Committee Letter)
- Letters of Support from Community Based Organizations (N/A)



TEACHER HANDBOOK

West Generation Academy
951 Elati Street
Denver, CO
303-423-5327

INTRODUCTION

Vision

Mission

Core Values and Beliefs

ACCIDENTS, ILLNESS REPORTS-CHILDREN

ACCIDENT REPORTS-STAFF

ATTENDANCE- STAFF

ATTENDANCE- STUDENT

BUILDING HOURS AND CLASSROOM CARE

CALENDAR (Building Master Calendar)

COMMITTEES

COMMUNICATION WITH PARENTS AND COMMUNITY

CONFIDENTIALITY

CONTINGENCY PLAN

CUMULATIVE RECORDS

CUSTODIAL SERVICES

DIAGNOSIS OF STUDENT PROBLEMS

DISCIPLINE

E-MAIL

EMERGENCY PROCEDURES

EQUIPMENT AND BUILDING USAGE

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

FIRE CODES

GRADE LEVEL TEAM WORK

HOMEWORK

HOURS

IDENTIFICATION

KEYS

LEADERSHIP TEAM

MEDICINE

MONEY AND VALUABLES

OFFICE

ORDERING SUPPLIES AND MATERIALS

OUTDOOR DUTY

PARAPROFESSIONALS

PARKING

PERSONAL DAYS

PHOTOCOPYING

PROFESSIONAL DEVELOPMENT

REIMBURSEMENTS

RELEASE OF STUDENTS

RESPONSIBILITIES OF TEACHERS

SUPERVISION

SPECIAL EDUCATION

TECHNOLOGY

TELEPHONE CALLS

CELL PHONES

TEXTBOOKS

VISITORS TO THE BUILDING

VOLUNTEERS

INTRODUCTION

VISION

There is a tremendous value – civic, cultural and economic – in providing every student with the tools to fulfill his or her promise. Education is the pathway for a healthy democracy, vibrant culture and robust economy. It has become indispensable. Today’s youth must develop an aptitude for learning and an ability to think critically in order to access 21st century skills and succeed in a rapidly changing economy.

Yet, the ability for Americans to compete for quality jobs has continued to deteriorate. Our nation is failing to prepare the vast majority of students for their futures. Internationally the United States is lagging significantly, ranking 11th among industrialized nations in high school graduation and 16th in college completion rates. This has tremendous implications for our country’s ability to innovate and create high-paying jobs in today’s global economy. For students of color or those living in low-income homes the impact is particularly profound.

Generation Schools addresses this stark reality through scalable and sustainable whole-school innovations designed to ensure that all students acquire critical lifelong tools for success, and have access to the economic, social and political opportunities that follow.

The Generation Schools Team envisions creating a high-performing, innovative school located in the heart of Denver where students are supported, academically challenged and successfully launched on a career trajectory that includes post-secondary education and a commitment to their community. West Generation Academy (WGA) considers its ability to bring a new structure, program and experiences to the setting to be equally critical to the community and districts willingness to support a new program and offer vital community expertise and partnership.

In addition to meeting the learning needs of our students, as our name “Generation Schools” signifies, we are committed to the professional growth of our staff. We understand that great schools are places where there are generations of learners: students and teachers, principals and parents, community partners and all those whose work impacts the success of children. We envision, and have reinforced through our operating plan, a school that supports the continuous growth of its staff. Our goal is to create a school where good teachers become great, and great teachers become deeply satisfied in their profession.

MISSION

West Generation Academy will be an exceptional public school where generations of learners prepare fully for life's responsibilities, challenges and opportunities so that students can Dream Bigger. Work Harder. Care More.

West Generation Academy will uphold the following core values:

My P.L.A.C.E:

Persistence

Leadership

Achievement

Connectedness

Engagement

The “My PLACE” values reflect our school community’s commitment to our mission and are grounded on the premise that our students will be future leaders who will influence their communities and the world at large to dream bigger, work harder, and care more.

ACCIDENTS, ILLNESS REPORTS-STUDENTS

In the event of minor injuries to students, teachers are asked to administer basic first aid (bandages, soap and water, rest, TLC, etc.) If students complain of illness, allow them to take a break or put their head down if they are not feeling well. When necessary, send students to the health office. If the school nurse feels strongly that the parent needs to be called or the student needs to go home, please advise the office. Students may not contact parents directly about accidents, injuries or illness. It is recommended that teachers use rubber gloves when working with students who are bleeding, vomiting, etc. Contact the nurse or office personnel for supplies and additional information to assure your personal safety. **Any time a student is sent to the nurse, send a completed green Health Referral form.**

A student with a more serious illness or injury should be referred to the clinic immediately. Parents will be notified as necessary. An accident report form may need to be completed and returned to the nurse by the staff member(s) who witness an accident.

ACCIDENT REPORTS-STAFF

Injuries to employees should be reported to the principal and Secretary II (Gaylene) immediately and an accident form completed. Information on Workers Compensation will be provided for employees. **Important: In order to qualify for Workers Compensation, you must report an accident within 48 hours.**

ATTENDANCE- STAFF

Daily Procedures – All staff members are expected to arrive at the school by their assigned start time and end time. Staff will work an 8 hour day and will be staggered in order to ensure supervision before and after school in order to meet the needs of the school. They must sign-in at the office to pick-up keys and check mailboxes. Staff may leave at the end of their 8 hour day after signing out and returning classroom keys to the lock box. For the benefit of our students and our professional learning community, it is imperative that we all respect the integrity of the work-day and adhere to the assigned times. If it is necessary to adjust the

regular workday (i.e., arrive late or leave early), send an email to the principal and Secretary II in advance for approval.

Teacher Absences- Call or log on to the Substitute Employee Management System (SEMS) as soon as you know you will be absent, and never later than 6:30 a.m. for a same day absence. After you have called SEMS, call the school with the SEMS job number. If you do not plan to return the next day, call the school by 1:00 p.m. so we may attempt to retain the substitute for the following day.

To request a specific substitute:

- Phone the substitute and confirm availability. Please use the WGA Substitute list first.
- Log on to SEMS (tip sheet available in the office). Follow prompts. You may also call SEMS at 720-423-3231. You will need the substitute's ID number if you call SEMS.
- Write down the job number and give it to the secretary.

You must maintain a substitute teacher folder, which is kept in the office. The following items are to be included:

- Welcome letter to the substitute teacher.
- Information for Substitute form completely filled out Refocus form and Intervention form.
- Emergency information, such as a floor plan with the evacuation route marked in red.
- Emergency Activity Kit.
- Detailed lesson plans complete with times, specials, duties to be covered. It is better to leave an overabundance of work rather than leaving too little. The secretary may not take lesson plans over the phone. **All teachers must have their Emergency Sub Plans and Folders complete by Friday, August 10, 2012..**
- Monitors and class helpers should know what assistance they can give substitute teachers. There should be a note to the substitute to indicate students who are reliable and dependable.

Remind students that cooperation and completed class work is expected. When you return to work, you are to complete the back of the "Substitute Teacher's Summary Report" and return it to the office. Be sure to let the Secretary II (Gaylene) know if there are substitutes who should be added to or deleted from our list of substitutes. You must find a replacement for your assigned supervision duty if you are absent. The office personnel cannot do this for you. An absence before or after a holiday and cumulative absences deemed to be excessive may require a doctor's note. District policy states that sick leave is to be used for a teacher's own illness, illness of an immediate family member, or the death of a family member or friend. Abuse of this policy will be addressed.

Paraprofessional Absences- Call the school secretary, XXX-XXX-XXXX, by 7:00 a.m. and when possible, call the classroom teacher. **Special Education Paraprofessionals-** you will enter your substitute request through the SEMS system.

ATTENDANCE- STUDENT

REPORTING ABSENCES:

- Parents must communicate with the main office, orally or in writing, about a student's absence.
- When parents report an absence to a teacher, it is the teacher's responsibility to notify the attendance clerk of the date and reason for the absence via note or email to the attendance clerk.
- Attendance will be taken by classroom teachers everyday by 8:45 a.m. using Infinite Campus at the beginning of the day **and within the first 5 minutes of each class period.**
- During the day, the office is to be notified immediately if a student's whereabouts or attendance is in question.
- After 8:30 am, students must report to the main office and to pick up a tardy pass. Students may not be admitted to class without this pass. Do not allow parents to bring a student to class without permission from the office.
- Students who are to be dismissed early will be notified by a call from the main office and must be signed out by a parent or authorized guardian. Do not allow parents to excuse a student from class without permission from the office.
- All notes from doctors to excuse absences, tardies or early dismissals will be kept in the main office.

ATTENDANCE TRACKING:

- Parents will be called, by the office, after an unexcused or questionable absence, tardy or early dismissal.
- A letter will be sent to parents whose child has had 10, or more, absences, tardies or early dismissals. This letter will be sent from the office. A record of these letters will be kept.
- Absences, tardies and early dismissals will be considered "Excused" only with a written note from a doctor or sufficient parent explanation. After 10 "Unexcused" absences, tardies or early dismissals, a filing with the Denver Juvenile Court may be initiated.
- Each student's attendance record will be reviewed quarterly. Students with ten unexcused or questionable absences, tardies and early dismissals will: 1) receive a letter from the nurse/social worker, 2) each additional absence, tardy and early dismissal will be followed-up with a telephone call or letter.

BUILDING HOURS AND CLASSROOM CARE

The building is open from 6:00 a.m. to 9:00 p.m. Please impress upon students that the custodial staff works extremely hard to make our building clean. Due to extreme budget cuts throughout the district, we must all work together to keep the building clean. It is expected that classrooms will be safe, neat, orderly, and visually appealing. Each classroom should present an environment that encourages and displays the learning process and the talents of our students. What is being taught should be clearly evident in all classrooms. Paper should not be

posted on the classroom doors or within 3 feet of the door unless it is posted on a permanently affixed bulletin board.

NOTE: If you use another area of the building (auditorium, library, gym etc.), please return the area to its original condition. Food is strictly prohibited in the auditorium, library and gym.

CALENDAR (Building Master Calendar)

The building master calendar is available to all staff through Outlook. All requests to add calendar items must be submitted to the principal by email with a cc: to the secretaries. All activities must be scheduled and approved. Submit activities for the calendar as soon as possible to avoid conflicts. Please keep in mind that our after school programs have first priority to building spaces. It is recommended that all excursions for the school year be scheduled early in the year.

NOTE: Any classroom activity outside the regular agenda (i.e. a walk to the park, class play, bringing in special equipment or materials, special classroom celebrations, etc.) must be communicated with the office personnel and or activities director..

Frequently, parents call asking details about such events and the office staff is unprepared to give them answers.

COMMITTEES

A variety of committees are in place to ensure that important decisions are made collaboratively. All teachers are required to serve on at least 2 committees. A committee sign-up sheet will be circulated at the beginning of the school year.

COMMUNICATION WITH PARENTS AND COMMUNITY

WRITTEN COMMUNICATION - All written communication with parents and community must be submitted to the principal before it is sent. A final copy must also be given to the office. A Microsoft Word template for school letterhead and notices is available and should be used.

TELEPHONES – A quick phone call to a parent to share positive information about a student is always appropriate and strongly encouraged. When calling to discuss an issue or concern, please do so privately. All teachers have access to voice mail and are expected to record and maintain a current greeting.

CONFERENCES - Parent/ teacher conferences must be scheduled in advance. **Do not take class, planning or duty time for an unscheduled conference.** Please maintain this policy for the benefit of everyone in the building. Simply explain to the parent that you are happy to meet with them and in order to give them your full attention, it would be best to arrange a time to meet. Conferences should be kept to a reasonable amount of time. Please notify the principal if a parent's requests require an exorbitant amount of time.

COMMUNICATION WITH STAFF

Good communication is an essential component of a productive, pleasant, effective and efficient workplace. The standard at WGA will be calm, respectful, considerate and honest communication. We have systems and structures in place to ensure that matters are discussed professionally. ALL staff members are expected to be courteous and professional to colleagues, parents, students and community members. At no time is it appropriate to raise your voice to a student, parent or colleague. There will be no tolerance for yelling, demeaning or inappropriate communication.

To facilitate communication, please note the following.

- Check your mailbox in the office upon arrival, at your lunch break and after school. If you have received a large package, a note will be placed in your mailbox indicating the location of the item.
- Voice mail and email **MUST** be checked daily upon arrival and when you leave. You may consider leaving a message on your voice mail to indicate what time of day you will check your voice mail.
- Daily announcements will be sent by email.
- The weekly bulletin will be sent to your computer via Outlook each Monday morning. Please refer to the bulletin throughout the week regarding activities and information. If you wish to put anything in the weekly bulletin, submit your information to the principal and secretary by Thursday of each week. Paraprofessionals will receive the bulletin via hard copy in their mailboxes.
- Professional Development, faculty meetings and/or team meetings will be held on a weekly basis or as necessary.
- Before changing procedures or scheduled events, please notify the principal and office.
- Be sure to notify the lunchroom, at least two weeks in advance, if your class will not have their regular lunchtime or if you need sack lunches.
- If a class is out of the classroom for activities other than those regularly scheduled, notify the office and leave a note on the door indicating the location of the class and approximate return time.

CONFIDENTIALITY

All information pertaining to students, personnel or school documents are confidential. Discussions or materials relating to students, personnel or school documents shall be limited to appropriate personnel and areas of the school building that provide necessary privacy. Breaching confidentiality may result in disciplinary action. Do not discuss anything with parents about any child other than their own. Paraprofessionals may relay school related information to parents only with the permission of the teacher.

CONTINGENCY PLAN

In the event of an emergency or when appropriate substitutes are not available, the school contingency plan will be put into action. Groups of students will then be assigned to a different classroom during the teacher's absence. Teachers will be compensated for taking the students of the absent teacher during their assigned planning time. In the event that this plan is not feasible, alternate substitute arrangements will be made.

CUMULATIVE RECORDS

Cumulative records are kept in the office in a locked file and are available to teachers at any time during school hours. Check with the secretary before removing cums from the office. Cumulative records are to be signed out and are not to be taken from the building. Cums for Special Education students are kept in the bottom drawer.

CUSTODIAL SERVICES

All requests for custodial services should be emailed to the facility manager. Please CC your request to the principal.

DIAGNOSIS OF STUDENT PROBLEMS

Staff members will not make a diagnosis about a student's problem without confirmation from a medical professional or a school specialist, i.e. "Your child has strep throat", "Your child needs Special Education". Staff members will not recommend medications or mental health needs. If you have a concern about a student, please advise the Rtl Team, psychologist, nurse or principal.

DISCIPLINE

Discipline at West Generation Academy is a team effort. The primary person responsible for classroom discipline is the teacher. Establishing clearly defined expectations, applying them in a consistent manner and maintaining continuous parent contact are important in all matters of discipline. All staff members will be familiar with and implement the school discipline policy. For the sake of consistency and due process, use only the school wide "Intervention" program. The principal, AP, deans or teacher-in-charge is available for issuing Intervention forms and working with students who do not respond to the classroom discipline system.

If you wish to detain students after school for any amount of time, you must notify a parent before the student is detained. This is to be used as a last resort. Students may be kept in the classroom during lunch for a period of time but may not be denied the opportunity to eat. Physical and verbal abuse of children cannot and will not be tolerated. In order to promote positive behavior throughout the school, WGA will adhere to the established PBIS processes and procedures.

DISMISSAL

All classes are to be dismissed promptly at 4:30 p.m. and **teachers must assist in supervision of hallway and outside of building**. Students who participate in the after school program need to quickly make their way to the assigned locations. All other students must leave the school grounds immediately. Students are not permitted to stay between the end of the school day and the beginning of an evening event. Students remaining at the school for any other reason must have parent permission and be under the supervision of a teacher or coach.

E-MAIL

E-mail is the primary communication tool used between the office and all teachers. Important information and messages will be transmitted through e-mail. It is your professional responsibility to check your e-mail three times daily – once upon arrival, once mid-day and once prior to departure.

EMERGENCY PROCEDURES

Emergency Procedures and Evacuation Locations are listed in a separate document. Teachers should be familiar with and discuss these procedures with students as they apply to their classrooms. Each classroom should practice the evacuation, lock-down, and severe weather drills early in the school year. Fire drills will take place monthly.

EQUIPMENT AND BUILDING USAGE

There are ample TVs, DVDs and VCRs on all floors. All can be reserved in the library. Commonly used equipment should not be checked out for an extended amount of time. TVs, DVDs and VCRs are assigned to a specific floor and should remain on that floor. Please ensure that power cords and remote controls stay with the equipment.

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

Excursions are to be of educational value and must relate to the **appropriate curriculum with academic learning objectives clearly evident**. Excursions, speakers and events must be discussed and scheduled at team planning meetings. The DPS Purchasing Department must approve any payments for performances, individual or group, 6 weeks in advance. The office staff will have the appropriate paper work. An enrichment fee of \$15 was collected during registration. There are limited school funds available as scholarships to cover those unable to pay the fee. Additional funds may be collected at the beginning of the second semester.

Procedures for scheduling excursions:

- Determine the purpose, location, and date of the excursion. Consult with the school activities director.
- Check the building master calendar and get approval from the principal.
- Transportation requests must be made at least three weeks in advance and adhere to the times defined by the transportation department. All requests must be approved by the principal.

No student may be excused from excursions without prior consultation with the principal or parent. It is the teacher's responsibility to make appropriate educational arrangements for students who do not go on the excursion with the class. Scholarships may be available for excursions through the principal.

FIRE CODES

Fire drills will take place monthly. All staff members must follow the Fire Code regulations. Keep all fire doors shut. Close doors to all rooms when unoccupied.

GRADE LEVEL TEAM WORK

Collaborative grade level teamwork is very important to ensure effective academic planning and a positive learning environment for students.

Collaborative grade level teams must work together, including, but not limited to, student progress monitoring, student work examination and strategic planning, parent communications, excursions, speakers and events, special programs, curricular issues, homework policy and orders for supplies and materials. Intensive and Studio teachers will also form teams for the purpose of communication and planning. When necessary, Intensive and Studio teams will align with various grade level teams for activities and planning.

HOMEWORK

Homework may be given to students Monday through Friday. Homework should be meaningful and designed to **reinforce** skills that have been taught in the class. Teachers should check the work that is turned in and give students appropriate feedback on the work immediately. Parents must give a full day of notice when requesting make-up work.

HOURS

The school day for students will go from 8:30 am -4:30 pm. The staff will have staggered schedule to meet the needs of supervision before and after school. Each teacher will have at least 750 minutes of planning weekly. Also, teachers will have a 45-minute lunch break each day.

IDENTIFICATION

All staff are required to wear their school issued ID and lanyard at all times.

KEYS

Keys are to be picked up and left in the key box in the main office each day. If the office is closed, deposit the keys in the slot at the back office door. Do not take keys home. Your cooperation is essential. Do not leave keys in desk drawers, on the desk, etc. during the day. Care should be taken with keys at all times. Building security depends on our collective ability to be cautious. Lost or missing keys are to be reported to the principal immediately. Replacement of lost or stolen keys and possible re-keying expenses will be at the expense of the employee.

LEADERSHIP TEAM

The school leadership team will include: the principal, the assistant principal, and 4/5 teacher leaders, selected by the principal and faculty. The leadership team will collaborate to make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The leadership team will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The leadership team will continually cultivate new leaders and help ensure that the teachers that serve WGA students are the most dedicated, reflective and effective in facilitating student learning. The leadership team will be held accountable by the principal.

MEDICINE

District policy states that no employee of the Denver Public Schools shall diagnose illness or prescribe medicine. All requests for the administering or taking of medicine in school should be referred to the nurse. After proper procedures have been followed, all medicine will be administered in the clinic by the nurse or by other designated personnel. Students may not have inhalers, cough drops, or the like, in their possession.

MOVIES

The use for films and videos is permitted in order to enrich and reinforce the curriculum. Do not use animated or feature length films without prior approval.

MONEY AND VALUABLES

Do not, at any time, leave money, class keys, your wallet/purse, or any valuables where they are easily accessible as they could be stolen. Take precautions to secure your belongings at all times. Also, stress with your students the importance of not bringing valuables to school or keeping them in a safe place. Close and lock your doors when not in the classroom. Report thefts immediately. **Money collected from students, parents, or staff for any activity or items must be receipted daily by the secretary, without exception.** A money envelope is provided by the office.

OFFICE

The office will be open each day from 7:30 a.m. to 5:00 p.m. Office personnel have a variety of responsibilities and are very busy. When information is requested by the office, please complete tasks in a timely fashion so that the office staff can maintain their efficiency. Do not call the office for telephone numbers or student ID numbers. Student information can be found on Infinite Campus and the DPS telephone book is online. It is strictly the office staff's responsibility to answer the telephones. When passing through the office – particularly through the Secretary II's (Gaylene's) office to reach the principal – please be respectful of their workspace.

ORDERING SUPPLIES AND MATERIALS

The Warehouse Supply Order Form is located on the school server. When you need something from the Warehouse, fill out the form and email it to the Purchasing Secretary. Most basic warehouse supplies and materials are on hand. Please ask for assistance from the secretary when you are in need of an item. To order from a catalog, fill out the catalog order form and give it to the Supplies and Materials Secretary.

OUTDOOR DUTY

All teachers will be scheduled on a rotational schedule for outdoor duty. For the safety of our students it is imperative that staff be at their assigned duty locations at the assigned times. In the event of an absence when you have duty, please ensure that your substitute is aware of the location or make alternative arrangements with a colleague. All staff are expected to be outside during dismissal.

PARAPROFESSIONALS

Paraprofessional hours vary; each one arrives and departs according to an individual schedule. Each four hours of continuous work merits one 15 minute scheduled break. Each six hours of continuous work merits one 30- minute unpaid lunch, and one 15 minute scheduled break. Paraprofessionals are to check in and out daily. Paraprofessionals who will be absent must call the office by 8:00 a.m. to indicate the reason for the absence. If the paraprofessional does not plan to return the next day, please call the school by 1:00 p.m. on the day of your absence. Paraprofessionals are expected to make arrangements in advance for their duty, if an absence is anticipated. Paraprofessionals must conference with the regular classroom teacher before giving, sharing or requesting information about a specific student to other students, parents or other staff members. Paras must also communicate with teacher regarding instruction and discipline. Paras may accompany classes on field trips –please ensure that duties and other responsibilities are covered.

PARKING

Parking on the streets around the building is limited. Ample staff parking is available in the lots on the Westside of the school. In order to ensure that parking is available for our parents and visitors, teachers are asked to park in the lot. In the event of theft or damage to personal vehicles, a \$250 reimbursement is available from the district only if you are parked in the school lot.

PERSONAL DAYS

A Short Leave form must be completed in advance to request personal leave. These forms are available from the Secretary II (Gaylene).

PHOTOCOPYING

Photocopying codes will be provided for all teachers. In order to make the best use of our very restricted copying budget, all copying is to be done by office personnel. Please follow the procedures as outlined to ensure fast turnaround. All copies of 20 or more must be made on the RISO.

PROFESSIONAL DEVELOPMENT

There will be many opportunities for professional development during the school year. Each staff member is expected to prepare for and participate in these sessions. If you need to miss a staff development session, you are still responsible for the information that was covered. Please meet with a colleague to collect handouts and debrief the content covered.

REIMBURSEMENTS

A limited classroom budget will be made available for teacher's to use. Any items that are purchased must be for classroom use and are to either be consumed or remain at WGA. **If reimbursement is expected, staff members should have the principal's approval prior to purchase.** Reimbursements will be for amount shown on original receipt only. Taxes will not be reimbursed. A tax-exempt number is available. Original receipts must be provided and signed by the teacher. Receipts should be submitted to Gaylene and reimbursement will be submitted to the district. This process could take from 6-8 weeks.

RELEASE OF STUDENTS

When a student leaves the classroom, s/he must have a classroom pass from the teacher. If a student is to return to the classroom during lunch, s/he must also have a pass. **Always ask to see passes of students in the hall or bathroom.**

RESPONSIBILITIES OF TEACHERS

Each teacher, under the supervision and guidance of the principal, is responsible for the academic achievement and educational growth of all students assigned to his/her classroom. High expectations for behavioral and academic success will be communicated on a regular basis to the students and the parents. Student progress will be continually monitored and instructional methods differentiated, as necessary, to meet the individualized needs of the students. A variety of assessment tools will be implemented to get an accurate picture of each student's educational progress. There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials that capture and build upon students' interest.

Teachers will read and follow the West Generation Academy Unified Improvement Plan and the school vision and use these documents in the development of professional goals and classroom strategies. Complete lesson plans will be written in advance of each school day and will be available for review on a daily basis. They will be clearly written and will include specific information (i.e. date, time, subject area, standards, expected outcomes, objective, specific lesson information, student activities, materials). The principal will request copies of lesson

plans periodically. Lesson plans from probationary teachers, teachers on appraisal and other teachers will be requested regularly. Feedback on lesson plans will be given to specific teachers and through staff development discussions.

On-going, school/ home communication is important. Frequent phone calls and notes, especially of a positive nature, are beneficial. Keep parents informed about what you are teaching and encourage them to visit your classroom and participate in classroom activities. A classroom calendar of events will be sent home at the beginning of each month.

Employment Status

Teachers employed at [WGA](#) will be subject to agreeing to adhere to all provisions outlined in the innovation plan. The teacher contract will outline general terms of employment to include the process by which a teacher can end his/her work relationship with [WGA](#) and Denver Public Schools. If the school wishes to terminate a teacher contract early, the teacher will have a right to procedural due process consistent with Board of Education policy GDQD, GDQD-R. The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. Renewal decisions will be based upon the LEAP evaluation process and follow-up as described in the innovation plan. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*

Teachers hired after the adoption of the Innovation Plan who were employed by DPS and obtained non-probationary status prior to their employment at [WGA](#) 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 [WGA](#) if they do not secure a position through mutual consent.

Evaluation & Dismissal

If a teacher receives a rating of 1 or 2 on any indicator on the evaluation framework, the teacher will be put on a focused teaching effectiveness plan to address specific deficiencies as noted. Additionally, a Focused Teaching Effectiveness Plan may be developed at the principal's discretion for any rating of 3 or below. With the goal of improving performance and retaining the teacher, the principal will meet with a teacher on a focused teaching effectiveness plan weekly to discuss progress toward addressing deficiencies. The teacher will be given no less than 30 calendar days to make needed performance improvements. If the principal has not seen sufficient progress by the teacher to warrant evaluating the teacher at a level of 4 or higher on the framework, the principal may choose to end the working relationship with the teacher.

Teacher dismissal procedures will be consistent with employment terms.

SUPERVISION

Students are to be under supervision at all times and are the responsibility of certified personnel. **DO NOT LEAVE A CLASS UNATTENDED FOR EVEN A SHORT PERIOD OF TIME.** An accident may happen in an instant, and you are liable even if you are not present.

SPECIAL EDUCATION

If a student has an IEP or 504 Plan, the Special Education Staff will review IEPs with appropriate staff. All classroom teachers working with Special Education students must be familiar with the document and design instruction collaboratively with Special Education staff to meet the needs of that student. A copy of the goals must be kept in the cum file, it is the student's classroom teacher's responsibility to communicate with the Special Ed team to ensure that appropriate strategies are in place to meet the student's IEP goals. When Special Ed teachers are working with students in the classroom, efforts should be taken to ensure that the Special Ed student is interacting with others and experiencing the curricular content and activities in the least restrictive manner. In the event that a teacher suspects a student may be in need of Special Ed services, the teacher must adhere to the Rtl process by conferring with grade level colleagues and collecting data prior to signing up to discuss the child's behavior and/or needs at an upcoming SIT meeting. The SIT (Student Intervention Team) sign-up sheet is located in the office on the whiteboard near the staff mailboxes. Students will not be referred for Special Ed testing and/or services without having been presented to the SIT team.

TECHNOLOGY

Technology is very important to the administrative process and instructional program at WGA. Technology must be an integral part of academic instruction rather existing in isolation. **Therefore, games and "computer free time" should not be the focus of technology use.** Classroom teachers are expected to schedule times to work in the computer lab. Teachers are to remain in the lab with the students interacting with and facilitating instruction as well as collaborating in the planning and delivery of lessons with colleagues.

If you require computer service, please complete a Computer Repair Request and place it in the School Technology Rep's mailbox. Do not load any software onto computers without the approval and guidance of the STR.

TELEPHONE CALLS

The office phones are for school business only. Please caution your family and friends not to call unless it is a priority matter. Also, your family members should identify themselves for ease in getting messages to staff members. **Phone calls will not be transferred to classrooms during instructional times.** Phone messages will be routed to your voice mail or sent to you via e-mail. Generally, students are not to use the telephone at school. If needed, the teacher

may ask a student to call a parent regarding discipline or academics. If you call a student's home, leave a message so the parent knows who called. Each classroom has been equipped with a direct phone line. When calls are placed from within the classroom, the specific phone number for that room will be displayed on caller ID systems outside of the school. As such, parents can press redial and call directly into the classroom – bypassing the office. Phone calls should not interrupt the instructional momentum. If the phone rings when you are in the middle of a lesson or working with students, please disregard the call and allow it to go to voice mail. Answering calls that are from extensions within the building will facilitate communication between classrooms and the office.

If students are assigned to answer the phone, please take time to teach them proper phone etiquette and to practice the saying the greeting. The following student greeting should be used:

“Hello, this is Room _____
(Student's Name) speaking.”

CELL PHONES

Cell phones are not to be used during the school day during class time. Telephone calls made to teachers will be disruptive to the classroom. If you have some special considerations regarding a cell phone, please discuss it with the principal.

TEXTBOOKS

Students will be responsible for textbooks and library books if they are lost or damaged. Fines will be imposed on students, as appropriate, for textbooks and library books that are lost or damaged. Notification will be given to students and parents about the textbook policy. The teacher will inventory all textbooks and classroom resource books at the end of the school year. Classroom libraries are the property of WGA and it is expected that all books assigned to specific classrooms will remain in the rooms at the end of the year.

VISITORS TO THE BUILDING

All visitors in the building must have a visitor's pass. Do not allow a visitor into your classroom or in the halls unless the office/security has authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at school. Parents may not go to a classroom directly to get their student. For early dismissal, the parent will have a note from the office, or you will receive a call from the office.

If you encounter someone in the hall you do not recognize, proceed as follows:

- Ask if you can be of assistance.
- Ask whether or not he/she has reported to the main office. If the person does not have a badge, escort him/her to the office or out the nearest door. Stay with the person until he/she goes to the main office or out of the building and then notify the office.
- Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.

- Notify the office of all unregistered guests.
- Close and lock classroom and office doors when not occupied.

VOLUNTEERS

Volunteers are essential to many of our programs. The office will ensure that all volunteers have completed an application and have a background check done prior to working with students. It is the teacher's responsibility to set a schedule and define tasks for the volunteer to complete while in the classroom.

DRAFT

**West Generation
Academy** 

**STUDENT
HANDBOOK**

West Generation Academy
951 Elati Street
Denver, CO
303-423-5327

SCHOOL HANDBOOK

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INTRODUCTION

VISION

The vision of the school is to provide quality education and college preparation to support the development of fully multilingual and bi-literate students who will become citizens with the tools to lead in the 21st century.

We achieve this through an integration of strategic, purposeful instruction and service learning experiences.

We will nurture the social, emotion, physical and intellectual growth of students so that they can surpass academic standards and become caring and socially conscious citizens who respect linguistic and cultural diversity. We support student development through rigorous implementation of an Advisory Program, expert college counseling, goal setting and a focus on technology integration.

MISSION

The mission of the West Generation Academy is to empower students, through a purposeful pre-collegiate education, to be agents of positive change in an increasingly diverse, technological and multilingual society.

West Generation Academy will uphold the following core values:

Citizenship

West Generation Academy believes that students should engage in studying the world's cultural heritage through service learning opportunities, fostering a commitment to improve their local and global communities.

Scholarship

West Generation Academy commits to prepare our students for success in post-secondary education and to become life-long learners that strive to reach their maximum potential.

Integrity

West Generation Academy encourages students to be guided by the values of being truthful and ethical and to be accountable for their actions.

These three values reflect our school community's commitment to our mission and are grounded on the premise that our students will be future leaders who will influence their communities and the world at large.

West Generation - Staffing Plan	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ADMINISTRATIVE STAFF (FTE)					
Principal	1	1	1	1	1
Asst. Principal	1	1	1	1	1
Leadership Residency (Wallace Grant)		1	1	1	1
CLASSROOM STAFF (FTE)					
Foundation Course Team					
Senior Capstone	-	-	-	3	3
Math/Science (includes RtI & ELL)	9	12	15	18	18
English/Social Studies (includes RtI & ELL)	12	16	20	22	22
Studio Course Team					
Science	1	2	3	3	3
Social Studies	1	2	2	3	3
Arts and Music	1	1	2	2	2
Foreign Language	-	1	1	2	2
Physical Fitness and Health	1	1	2	2	2
Technology Teacher	.5	1	1	1	1
Librarian		1	1	1	1
Library Tech	.38	.5	.5	.6	.6
Intensive Course Teams					
Guidance Counselor	1	1	1	1	1
Intensive Teachers	5	11	11	11	11
Wellness Team					
Mental Health FTE (Psych and/or Social Worker)	.48	.6	1	1.2	1.2
Nurse FTE	.48	.6	.6	.6	.6
PRO TECH STAFF (FTE)					
Community Liaison 233	.5	.5	1	1	1
Tech Support (PC Apps Specialist 220)	.42	.6	.6	1	1
Athletic Director	.42	.5	.5	.6	.6
CLERICAL STAFF (FTE)					
Secondary Secretary I	1	1.5	2	2	2
Secondary Secretary II	1	1	1	1	1
GRAND TOTAL FULL TIME					
	38.18	57.8	69.2	80	80
PART TIME (Hours)					
Paraprofessionals	3,000	3,000	3,500	4,500	6,000

**West Generation Academy
Projected Budget
Years 1- 5**

Innovation Application Attachment

WEST GENERATION ACADEMY: REVIEW	SUMMARY	PLANNING YEAR	YEAR 1 Grades 6,8,9	YEAR 2 Grades 6,7,8,9,10	YEAR 3 Grades 6-11	YEAR 4 Full Enrollment	YEAR 5 Full Enrollment
SBB REVENUE		\$ -	\$ 2,311,231	\$ 3,855,502	\$ 4,625,912	\$ 5,396,322	\$ 5,396,322
Mill Levy (Offset)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GOB Offset		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Consolidation (Offset)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants (Walton, CDE, Other)		\$ -	\$ -	\$ 34,574	\$ 34,920	\$ 35,269	\$ 35,622
OTHER: Current DPS startup grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE		\$ -	\$ 2,311,231	\$ 3,890,075	\$ 4,660,832	\$ 5,431,591	\$ 5,431,944
Administrative Full-time Staff		-	234,041	305,529	308,584	311,670	314,787
Teachers Full-time Staff			1,858,920	2,881,175	3,568,609	4,149,882	4,191,378
Pro-tech Full-time Staff		-	80,761	99,482	124,556	160,994	162,602
Clerical Full-Time staff		-	86,314	107,542	129,186	130,477	131,782
FT ACCOUNTS TOTAL		\$ -	\$ 2,260,036	\$ 3,393,728	\$ 4,130,935	\$ 4,753,023	\$ 4,800,549
PART TIME ACCOUNTS TOTAL		\$ -	\$ 48,571	\$ 49,057	\$ 57,805	\$ 75,064	\$ 101,086
NON-SALARY BUDGET TOTAL		\$ 125,000	\$ 317,000	\$ 432,000	\$ 472,000	\$ 582,000	\$ 530,000
CAPITAL BUDGET TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL BUDGETED EXPENSES		\$ 125,000	\$ 2,625,607	\$ 3,874,785	\$ 4,660,740	\$ 5,410,087	\$ 5,431,635
BUDGET SURPLUS (SHORTFALL)		\$ (125,000)	\$ (314,376)	\$ 15,290	\$ 92	\$ 21,504	\$ 309

Estimated Per Student Revenue - K-12 (K=.5)	NA	\$ 5,136	\$ 5,187	\$ 5,179	\$ 5,173	\$ 5,173
Estimated Subsidy Per Student - K-12 (K=.5)	NA	\$ (699)	\$ 20	\$ 0	\$ 20	\$ 0
Estimated Total Cost Per Student - K-12 (K=.5)	NA	\$ 5,835	\$ 5,167	\$ 5,179	\$ 5,153	\$ 5,173

Supplemental Information:

Generation Schools Fee - Included in Non-Salary Budget Total Above	\$ 125,000	\$ 142,000	\$ 202,000	\$ 242,000	\$ 262,000	\$ 210,000
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December 14, 2011

Dear Friend,

It is my sincere pleasure and honor to extend an invitation for you to consider serving on the West Generation Academy (WGA) **School Advisory Committee (SAC)**.

West Generation Academy at West High School will open its doors on August 6th to nearly 450 students in grades 6, 8, and 9. To this end, it is written into our innovation plan that a diverse group of community members will be asked to serve on our School Advisory Committee.

Your role will be to meet on a monthly basis with the school leadership team to review data, discuss school issues, and share your insights about the leadership and management of West Generation Academy. It will be my goal to honor your time and presence as we work collaboratively to develop WGA into an effective premiere high school in America.

Through the expanded school day, school year, and College & Career Intensives courses, the Generation Schools model enables teachers to better prepare students for the work-force of tomorrow. This model also creates positive, and enriching learning experiences outside of the traditional classroom.

The Generation Schools model has garnered significant media attention for its transformational features. The Colorado Legacy Foundation and Colorado Department of Education highlighted Generation Schools for how students have been able to achieve success beyond the structures of a traditional classroom.

The National Council for Time and Learning featured Generation Schools as a model that uses expanded learning time to prepare students for their college and career future. The US Center for High Impact Philanthropy has named Generation Schools as one of the 10 BEST opportunities for making a meaningful difference in peoples lives in the United States and abroad.

Would you consider becoming a member of my advisory committee? I invite you to join us for a meeting on these dates:

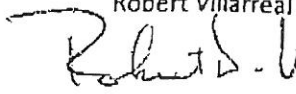
- Thursday, December 22 at 4pm
- Tuesday, January 10 at 4:30pm
- Location: Generation Schools Network Offices
455 Sherman Street, Suite 120
Denver, CO
- Please RSVP to Rachael Walsh at: Rachael@generationschools.org

I eagerly look forward to your membership and participation.

Respectfully,

Dr. Robert Villarreal
Principal, West Generation Academy
720-423-5347
Robert_villarreal@dpsk12.org

Robert Villarreal



Jill Barkin

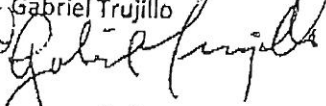
Lu Linan

Gaylene Riviera

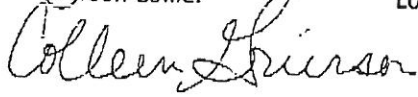


Lucas Rosentrator

Gabriel Trujillo



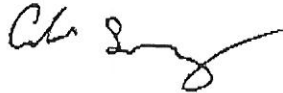
Colleen Grierson
~~Colleen~~



X Adrian Cruz

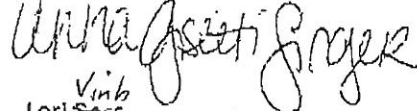


Carlos Seinz

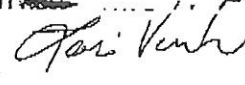


Lisa Flores

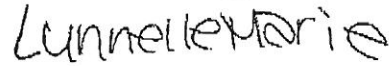
X Anna Gissetifinger




Vinh
Lori ~~Sacco~~



X Lynnelle Marie Murrell



Ainsley Echeveria



Claudia Lopez

