



INNOVATION PLAN

Prepared by
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Performance

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Cover Page – for Colorado Department of Education (CDE)

Innovation School Name: High Tech Elementary School

Location (address): 8499 East Stoll Place CO 80238

Plan Contact (name and position): Dr. Amy Gile, Principal

Email: Amy_Gile@dpsk12.org

Phone: 720-424-2105

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

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

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

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

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

N

➤ If so, when was the request made and what was it for? DPS will submit the request for a school number in December, 2014.

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

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

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

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

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

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

LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER

Denver Public Schools

High Tech Elementary

720-424-2105

www.hightechelementary.dpsk12.org



December 1, 2014

Dear DPS School Board,

As the school leader at High Tech Elementary, I am thrilled to be able to write a letter in support of our innovation plan. As a new school we have worked very hard to create a plan with input from our community on how to ensure that our school is one of the best schools in DPS.

We are very excited about our plans for innovation around the ways that we will deliver personalized instruction through our project based learning and blended learning models.

Through our plan for innovation we have also created a rigorous and proactive hiring and retention strategies that will ensure that we have a highly effective teacher in every classroom.

Our innovations around the school day, content delivery and teacher planning will ensure that our teachers have daily, 90-minute blocks of time to engage in professional learning communities where they can collaboratively review student data, plan data-driven instruction, and learn about high-impact instructional moves to use in their classrooms.

Sincerely Yours,

Dr. Amy Gile

Principal

DISTRICT-RUN INNOVATION SCHOOL APPLICANT EXECUTIVE SUMMARY

Essential Information Form

Name of Proposed School	<i>High Tech Elementary School</i>
School Type	<i>District-run Innovation School</i>
Grade Configuration	<i>ECE-5</i>
Model or Focus (e.g., Arts, College Prep, etc.)	<i>High Tech, Project-Based Learning</i>
Proposed Region and/or Neighborhood for School	<i>Near Northeast</i>
Primary Contact Person (name, email)	<i>Amy Gile amy_gile@dpsk12.org</i>

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

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
ECE	49	62	62	62	62
K	84	100	77	77	77
1	47	100	107	80	77
2	25	77	107	107	80
3		53	85	107	107
4		28	81	85	107
5		28	56	81	85
Total # students	205	488	575	599	595

Student Demographics: Based on the current enrollment for the fall of 2014, the following data represents the current HTES demographics.

	FRL %	SPED %	ELL %
Projected Demographics	10%	5%	7%

Executive Summary Narrative

I. Culture:

This proposal outlines a performance model for High Tech Elementary School (HTES) in the Near Northeast Region to serve elementary campus for High Tech Early College (HTEC). The HTES model focuses on a highly structured learning environment that emphasizes rigorous academics, workforce readiness and project based learning activities that reflect participation from families, business, and community leaders. The High Tech model in Early Childhood Education (ECE) through fifth grades will serve to create a more seamless and integrated education experience for all students as they move from elementary to secondary and beyond. The clear understanding in this statement is that HTES will plan backwards from the identified post-secondary readiness skills our students are required to have by their graduation from high school.

The mission of High Tech Elementary School is to successfully blend a project-based learning environment with a rigorous 21st century curriculum with high standards for all students. We are committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community. HTES is deep-seated in technology-enhanced, personalized project-based learning. All students are immersed in the learning process through exploration, discussion, and reflection. Together the students think, work and create in a way that demonstrates their new understanding. Students develop qualities and attributes throughout their daily work, such as integrity, character, equity and accountability. We foster in our students joy and passion for learning. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success. When preparing for new learning, students build upon their prior experiences through an asset-based model.

Members of the HTES planning team actively engaged parents and community members during the planning year and throughout the first year of operations to gather ideas and support regarding the development and design of the school. Through ongoing dialog with the families, community members and other stakeholders, we were able to foster new community partnerships to further the development of the school plan.

II. Leadership

The school principal for HTES is required to have not only excellent leadership skills appropriate for an elementary school and the general attributes DPS requires for outstanding school leadership, also has the following additional qualifications that this unique position requires:

- Understanding of the High Tech model and ability to work collaboratively and effectively with the secondary principal at High Tech Early College.
- Knowledge and skills required for new school development.

- Understanding of the importance of multiple perspectives in a multicultural world and the ability to effectively lead school efforts to adjust teaching methods and techniques to account for diversity.
- Advocacy of technology as a tool to enhance learning in the classroom. Expertise to leverage district and community partnerships to provide teachers with professional development and blended learning resources.
- A working knowledge of the elements of the specific curricula planned for HTES.

Based on the requirements for leadership, the leader for HTES is Dr. Amy Gile. Dr. Gile has been working in the field of education for twenty-one years in predominately diverse, inner-city schools of poverty. She has a relentless commitment to ensure that culturally and linguistically diverse students experience a positive and high-quality education. During her twenty-one years in education she has acquired a wealth of different experiences from classroom to small group instruction; general education to special education; school level leadership to district level leadership; teacher to administrator. Most recently, Dr. Gile worked as assistant principal helping to lead the turnaround school efforts at Green Valley Elementary. Within two months of the board's approval, she had assisted in the hiring and training of an entirely new staff. The first year of turnaround witnessed many successes: Suspensions decreased from thirty-eight to eight with the implementation of a strong Positive Behavioral Intervention Supports (PBIS) system. Under Dr. Gile's role as administrator in charge of school-wide literacy instruction, the school experienced an overall growth in reading proficiency of eleven percent across all grade-levels. Dr. Gile continues to pursue creative and innovative opportunities to provide successful school experiences for all students.

III. Education Plan:

HTES uses an inquiry based model of learning built upon a strong, technology-enhanced academic foundation in the essential skills students need to be critical thinkers in the 21st century. Students participate in technology-enhanced, personalized project-based learning. We believe that in order to close the achievement gap, HTES will maximize instructional time by providing all students with an extended block of time in each of the core content areas of reading, writing, and mathematics. The HTES leadership team has chosen curricula focused on student needs and aligned to the Common Core Standards. In addition, these curricula have been systematically and strategically scope-and-sequenced to ensure that there exists a finely-tuned skill development articulated across the grade-levels. These curricula are designed with technology-based formative and summative data systems to guide teacher pacing and rigor. These assessments will ensure ongoing, data-driven instructional shifts that will closely align the teaching-learning cycle.

IV. Teaching:

Teachers are supported and evaluated using the district's Leading Effective Academic Practice (LEAP) procedures. Professional development is tied directly to the identified learning needs of the students. Teachers participate in a differentiated professional development system focused on developing teacher expertise in content area pedagogy and best practices for instructional delivery. Teachers participate in a weekly observation with school leadership, which will provide

teachers with the “just-in-time” feedback necessary to refine their instructional practice quickly and effectively.

V. Finance: Complete the following table to summarize the detailed budget supplied in this application.

	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students (ECE-5)	205	488	575	599	595
Per Pupil Revenue	653,396	1,620,232	2,154,473	2,254,604	2,237,915
Other Sources	427,075	481,274	455,854	460,465	460,491
Total Revenue	1,080,471	2,101,505	2,610,327	2,715,069	2,698,406
Employee Salaries (including benefits)	831,905	1,842,695	2,308,729	2,490,359	2,515,263
Services/Supplies	248,566	258,810	301,598	224,710	183,143
Total Expenses	1,080,471	2,101,505	2,610,327	2,715,069	2,698,406
NET INCOME	0	0	0	0	0

Section I. CULTURE

A. Mission Statement

The mission of High Tech Elementary School's (HTES) is to successfully blend a project-based learning environment with a rigorous 21st century curriculum incorporating high standards for its students. We are committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community.

Vision Statement

HTES is deep-seated in technology-enhanced personalized project-based learning. All students are immersed in the learning process through exploration, discussion, and reflection. Together the students, think, work, and create in a way that demonstrates their new understanding. Students develop qualities and attributes throughout their daily work, such as integrity, character, equity and accountability. We foster in our students joy and passion for learning. The curriculum is rigorous, yet developmentally appropriate, providing the foundation for success. When preparing for new learning, students build upon their prior experiences through an asset based model.

These mission and vision statements strategically incorporate the key components of the DPS mission, which is to provide all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy.

B. Targeted Student Population

HTES ECE-5th grade program is located in the District's Near Northeast Region (NNE).

Based on the current enrollment at HTES during the fall of 2014, the current demographics are as follows:

- 10% of students qualify for free and reduced lunch
- 37% minority students
- 7% of students are current or exited English Language Learners
- 5% Special Education students

The school-age population in the NNE is expected to continue to grow at an increased rate. HTES has already been asked to expedite their growth plan to include ECE through 5th grade in the fall of 2015. Previously the growth plan was to only increase to ECE through 3rd grade in the fall of 2015, adding an additional grade each year until full build-out in 2017. The following projections are based on a recent projection estimate completed by the DPS planning office.

Enrollment Projections:

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
ECE	49	62	62	62	62
K	84	100	77	77	77
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4		28	81	85	107
5		28	56	81	85
Total # students	205	488	575	599	595

Student Demographics:

	FRL %	SPED %	ELL %
Projected Demographics	10%	5%	7%

C. Parent/Guardian & Community Participation in Application Process

HTES employed strategic marketing efforts to reach a diverse population of prospective students. Flyers and surveys were distributed throughout the neighborhood in English and Spanish soliciting support for the creation of a high performing, project-based learning school in the neighborhood. Prior to our initial presentation of the new school proposal to the school board in June of 2013 there were eighteen members on the planning committee, including parents, community members, staff and stakeholders.

Name	Current Professional Title and Organization	Focus/Experience
John Fry	Principal High Tech Early College	Strategic Planning; High Tech Model
Jane Rauth	National Reading Consultant	Curriculum
Dr. Maria Uribe	Principal – Goldrick Elementary	English Language Development;
Kipp Bentley	Executive Director of Interdisciplinary Learning	Blended Learning; Strategic Planning
Bill De La Cruz	Director, Office of Equity and Inclusion	Equity and Multicultural Awareness
Dr. Elden Daniel	Retired Superintendent/Principal	Consultant; Writing; Strategic Planning
Michael Wacker	Academic Program Manager	Technology Consultant; Blended Learning; Strategic Planning
Christina Jean	Blended Learning	Consultant for Project Based Learning
Michelle Thomas	Math Tutorial Manager	Math Consultant; Strategic Planning Tutoring
Dr. Sara Salmon	Center for Safe Schools	Positive School Culture, School Safety
James Meskimen	PBIS District Support	Positive School Culture, School Safety
Robert Frantum-Allen	Student Services Professional Development Coordinator	Special Education Consultant
Debra Watson	Human Resources	Human Resources Partner
Maria Alfaro	Financial/Budget	Financial/Budget

Matt Smoot	2 nd Grade/Technology	Teacher
Beverley Bedford		Parent
Rayshawn Carter		Parent
Mayra Saucedo	1 st Grade ELA-S Teacher	Teacher
Gabriella Ruiz		Parent
Italia Cortes	El Centro Cultural Abuelita's House	Community Member
Jamie Carter	Green Valley PTA President	Parent Organization

After the school was approved and placed in the Conservatory Green neighborhood in Stapleton, the HTES leadership began working with parents and community members to begin planning for the school to open in the fall of 2014. During our zero-year planning, parents participated in multiple planning committees helping to design the systems and structures for HTES. In August of 2014, a month prior to the opening of the school, a group of teachers and parents were identified to participate on the Innovation Steering Committee. This committee met for a series of six meetings over a two-month period. During each meeting we reviewed a chapter of the school plan and the possible waivers we could consider to support our work in each of the major areas of our innovation school design. As a committee we reviewed our vision for HTES and how the potential innovation waivers would be essential for us to actualize our dream for what we believe HTES can be. As a key component of our committee's work, parents and teachers communicated with our key stakeholders to get their feedback and support with our plan. As a result of this committee's work, we have been able to create the innovation application found in this document.

The following individuals participated in the Innovation Steering Committee:

Name	Current Professional Title and Organization	Focus/Experience
Amy Gile	Principal High Tech Elementary	Strategic Planning; High Tech Model
Lisa Ortiz	Administrative Assistant	Strategic Planning; High Tech Model
Janis Dickman	Multi-Categorical Center Program Teacher	Special Education
Rebecca Eller	Kindergarten Teacher	Classroom Instruction
Mari Grimaldo	ESL Teacher, Teacher Leader	English Language Learners, Teacher Coaching
Breanna Brodsky	ECE Teacher	Early Childhood
Emma Cardillo	Teacher in Aurora Public Schools, CSC Member, Parent of HTES Student	Classroom Instruction, Parent Perspective
Kacy Martinez	PTA President, CSC Member, Parent of HTES Student	Parent Perspective, Parent Involvement
Monica Aldridge	CSC President, Parent of three HTES students, HR Law	Parent Perspective, Legal

D. School Culture & Student Engagement

Student Culture & Engagement

HTES has created a culture that fosters mutual accountability, where all stakeholders (staff, parents, families and the community) value education and take responsibility for student achievement. The development of a positive school culture of high expectations has been developed using a strong Positive Behavior Intervention Systems (PBIS) approach. We have chosen the PBIS approach based on a strong body of research that shows “schools that are effective in their implementation [of PBIS] have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of their school-wide behavior data to guide their PBIS action planning and implementation decision making” (Lewis & Sugai, 1999; Sugai et al., 2000; Taylor-Greene et al., 1997).

HTES staff, students, and families have worked together to define behavioral expectations in the common areas of the building and in the classrooms. These agreed upon expectations are being instituted school-wide. Beginning on the first day of school, the staff will teach students the rituals and routines that will become the expectations for behavior for the rest of the school year. Students observed doing things “right” by any staff member in the school building will be rewarded with a “hawk nickel” which can be used to purchase prizes from the school store at the end of each week. Items at the store will range from a small knick-knacks or toys to purchasing lunch with a teacher or a school administrator. PBIS assemblies will be held quarterly to recognize “star students” who will be nominated by their teachers. Students will be recognized for how they have demonstrated the character traits found in our school-wide social skills curriculum, Peace 4 Kids. Students will also be recognized for academic achievements and perfect attendance. Each assembly will be focused on a particular theme that promotes positive student culture and engagement in the school community.

HTES is a uniform school and students are expected to follow the school uniform policy. Students wear dress pants and polo shirts. The specific colors of the uniform were determined during year-zero with input from the parents, students, and the community. The school uniforms will be one aspect of community building, helping to develop school pride and unity.

A deliberate emphasis has been placed on developing an inclusive culture where all student, teacher, and parent backgrounds, cultures, and experiences will be celebrated and leveraged as instructional assets to deepen and enhance the learning of all students. This is achieved through a variety of avenues. All students are fully integrated into the core content area blocks and project based learning blocks regardless of ELL or IEP status. The staff uses a proactive approach to developing social skills, multi-cultural awareness, and tolerance for diversity in our school community by utilizing the PBIS model and the Peace 4 Kids curriculum. HTES emphasizes a bully-free culture. Students participate in bully-proofing curriculum, problem-solving protocols, and school wide anti-bullying initiatives.

HTES utilizes the Peace 4 Kids curriculum as an integral component of our efforts to build a positive school culture. The Peace 4 Kids program offers a daily gathering where a minimum of three students per day will be recognized for demonstrating one of the fifteen character traits of the program. These morning meetings also provide an avenue for students to resolve issues and restore positive relationships in the classroom. The Peace 4 Kids curriculum includes three lessons per month taught to increase social competence and mental health in the school. This evidenced-based program also has been shown to increase academics. In a recent study conducted by the University of Texas, schools who utilized Peace 4 Kids showed significant gains in academics and behavior. Our school will partner with the Center for Safe Schools organization for staff training and coaching to preserve the fidelity of the program. Peace 4 Kids also provides a tiered system of support. Students who need more targeted and intensive support will participate in small group instruction.

HTES emphasizes a health and nutrition focused culture. Students participate in a school-wide, healthy snack program supported by the school cafeteria. Students will also be involved in the development and maintenance of a school garden. Students learn about how to plant and grow healthy food. They will also be able to eat the food they grow. The school garden units will become an integral component of our school-wide science curriculum. The focus on nutrition will be overseen through a joint parent-teacher committee. The Nutrition Committee will serve as an oversight committee to guide the ongoing nutrition opportunities of students, support with the work in the garden, and oversee the creation of garden-based science units of study.

Another strong component of student culture is the development of a school-wide Student Leadership Team. The Student Leadership Team will have representation from students in grades 1-5. In order to participate on the Student Leadership Team students must write a letter to the principal explaining why they should be considered for the team, citing how they display the Peace 4 Kids character traits in the school each day. They will also have to have one letter of recommendation from a HTES staff member. The final decision on which students participate on the Student Leadership Team will be made by the school principal. This team will serve as a voice for the student body. They will bring ideas and concerns to the school leadership team. They will work to help plan special events, problem-solve situations, and provide feedback to the staff on key issues that face the school community. In addition, students who serve on the Student Leadership Team will have special jobs within the school community (i.e., hall monitor).

Parent Culture & Engagement

Parents play an integral role in developing and maintaining a positive school culture. To encourage this high level of involvement, HTES offers the Parent Empowerment program that connects to the Peace 4 Kids curriculum. This parent education program has gained national recognition through its original name, FAST--Families and Students Together. This program which works together with parents and their children is an eight-week intervention.

All staff will have high expectations for parent support and involvement in their child's education. Parents will be expected to attend all parent/teacher conferences and to monitor their child's nightly reading and homework completion. Parents will be expected to work collaboratively with their child's teacher in achieving a positive outcome regarding behavior/academic success. As a sign of this commitment, parents will be required to sign a Parent-Student Compact when registering their child for school. The various strategies and

language of school culture will be shared with parents to be used at home and on parent involvement committees to ensure consistency across all stakeholders.

Staff Culture & Engagement

Along with the implementation of PBIS and Peace 4 Kids, there is a focus on professional development for all staff on how to establish rituals and routines in all classrooms that maximize student engagement in instruction. Each staff member will participate in a professional learning community book study, using the text, *Teach Like a Champion* (Lemov, 2010).

All staff participates in ongoing professional development in culturally responsive practices and bias awareness. This ensures that all staff members are supporting colleagues, students and parents in a positive and culturally responsive manner that promotes the academic and social emotional success of the entire community. Through our partnership with the Department of Organizational Culture and Effectiveness, we have developed a strong “inquiry base asset” model where all staff accepts and appreciates the diverse experiences of our students as an asset to learning, not a deficit to be overcome.

The partnership with the Department of Organizational Culture and Effectiveness will occur over several months through a total of 12-hours of training in equity/inclusion led by Bill De La Cruz. The training will occur in four phases:

1. Phase One – The Behavioral Impact of Individual Bias
2. Phase Two- The Behavioral Impact of Systemic Bias
3. Phase Three – Action Planning: What will our culture look like at HTES?
4. Phase Four – Strategic Planning for Future Years at HTES

The training provides teachers with a deep, personal look at the behavioral impacts of their biases and how these biases can impact our interactions with others. Teachers will learn strategies for “Purposeful Conversations” and “Deep Listening.” The professional development will be implemented using a multi-month, gradual-release model. Mr. De La Cruz will provide guidance and support for HTES to create an Equity Advisory Team. This team will ultimately oversee the continued efforts of developing multicultural, equity/inclusion awareness for the school. As a key component of our work with Mr. De La Cruz, HTES will create an “onboard” process for all new hires to the building. This will ensure that the initial work done to develop a strong school culture will continue as we add a new layer of staff each year. The professional development will also include work that can be done with the parent community, educating them on the strong, multicultural, equity/inclusion values which will be a key component of the core values at HTES.

HTES has incorporated a variety of strategies and routine observances to promote a positive and encouraging adult culture and climate. The systems for creating this positive staff climate and culture will be built upon the “seven essentials of encouraging” from the work of Kouzes and Posner in their book *Encouraging the Heart* (1999). These efforts led by the HTES leadership team and a strong social committee that is focused on creating opportunities for staff to celebrate together.

HTES is currently sharing a campus with DSST Conservatory Green. The students and staff of both schools will participate in ongoing opportunities to ensure that a strong culture of collaboration exists between both schools. This will occur through bi-monthly meetings with school leadership teams and strategic events where the staff and students from both schools have the opportunity to interact and develop relationships.

E. Student Discipline Policy

At HTES we have a strong belief that if students are adequately challenged and supported in the classroom the need to administer discipline consequences should be minimal. In addition, we believe that discipline policies and procedures should be primarily focused on providing students with an opportunity to develop the skills and strategies to make positive behavior choices. This will be accomplished through the proactive efforts of the direct instruction of social skills through the Peace 4 Kids curriculum. It will be reinforced through a strong PBIS system that provides students with a clear understanding of what specific behaviors are expected of them in the classroom and common areas of the school. Students will be given positive reminders of expectations and recognized whenever they are meeting them through positive verbal recognition, the voucher system, and recognition at the PBIS assemblies. Any violation of schools expectations will result in a “restorative” outcome where students are given the opportunity to make restitution to the school community.

We believe in a shared responsibility approach to behavior and discipline. A strong school system requires high standards of behavior that all staff, students and parents understand and support. Improving individual accountability among students is a major goal of the school. Parents are KEY! The student must realize that the home and school are partners in helping the student to become accountable in work habits and behavior. We believe that every student has the right to learn and that every teacher has the right to teach. To accomplish this, everyone must know what is expected of students, teachers, and parents.

Each classroom will participate in a color-based behavior leveling system. Teacher may choose the specific visual format of the system (i.e., stoplight, pocket chart, etc.). The leveling system colors will be required to remain the same in all classrooms. The colors are:

- Blue – Above and Beyond Behavioral Expectations
- Green – Meeting Expectations
- Yellow – Warning
- Orange – Refocus in the classroom
- Red – Refocus outside classroom, parent signature on form required, Parent conference by phone or in person

When a student’s behavior requires disciplinary action, HTES staff will be expected to follow the specific guidelines of the disciplinary referral ladder which can be found in the *Discipline* section of the Employee Handbook found in Appendix I.

Keeping a student in school and engaged in learning will always be the primary focus of student discipline. However, if the severity of the behavior warrants a more severe consequence, suspensions and expulsions will be handled based upon *DPS Board of Education Policy JK – Student Discipline*. Students may be suspended, at the discretion of school administration, for

specific prohibited behavior and/or continued and repeated defiance/disobedience. Reinstatement from a suspension will require a conference with the student, parent/guardian and school administration prior to the student being admitted back to classes. The leadership at HTES is committed to closely monitoring our behavioral systems to identify and aggressively address any practices that appear disproportionate or discriminatory.

F. Student Recruitment & Enrollment

During the zero-year for the HTES planning committee and core school leadership hosted open houses, attended all DPS School of Choice fairs, and attend NNE community engagement meetings. We provided all parents who demonstrated interest in HTES submitted monthly correspondence through the HTES email, website, Facebook, and Twitter with updates and feedback on the continued development of the school. Monthly parent meetings were held to keep those parents who have committed to the school advised on the most current information about the school. These meetings also provided prospective parents with opportunities to have a voice in the pre-opening year decisions (i.e., parents will have input on the “color” of uniforms).

Ongoing Recruitment and Enrollment

It is the intent of the HTES leadership team to actively recruit and secure strong enrollment numbers. During our first year, the leadership at HTES is committed to ensuring that the school demonstrates the high level of academic success in order to continue to attract new families. The HTES staff, leadership, and parent organizations will continue to attend all DPS School of Choice fairs and attend NNE community engagement meetings. We will host periodic school tours and open house events for parents in the community that showcase the school and its opportunities for students. We will actively communicate with and recruit within its enrollment boundaries to ensure that all neighborhood students choose to attend HTES over other schools in the area. Also, there will be a continued effort to leverage all avenues of information distribution (web, HMO’s, Library, Recreation Center, community newspapers, etc.) to ensure that the community is aware of the amazing things that occur at HTES.

Based on the assumption that the student population at HTES would be similar to that of neighboring school, a goal of 90% re-enrollment rate has been set for the school. Meeting this goal would allow HTES to receive the maximum points available on the SPF.

G. Student Investment & Satisfaction

Student investment will be measured in multiple ways. One area that will be closely monitored will be student attendance. HTES has set the goal of maintaining an attendance rate of 95% or higher. In order to meet this goal, attendance will be monitored on a weekly basis. Staff will receive a weekly report on attendance by classroom and grade-level. In alignment with our PBIS systems, there will be multiple avenues for students to receive positive reinforcement for good attendance. Classrooms and grade levels who maintain a 95% or higher rate of attendance will be recognized publically. Classrooms and grade levels who are able to maintain this high level of attendance for an entire month will receive additional incentives (i.e., pizza party, extra recess, etc.). Individual students who maintain perfect attendance for the quarter will be recognized in

the PBIS assembly. Students who receive perfect attendance for the trimester will have a special lunch with the principal.

Elementary students are highly dependent on their parents to maintain a high rate of attendance. Therefore, the attendance plan for HTES will include a strong partnership with parents. High expectations for parents have been set in the Parent/Student compact. Parents will receive positive phone calls from the principal and classroom teachers when their child has perfect attendance for the month. Parents will also receive a certificate of recognition at each six-week report card period if their child maintains a 95% or higher attendance rate. Partnerships will be established with community businesses to provide additional incentives whenever possible (i.e., gift cards).

The attendance of our chronically absent and tardy students will be closely monitored by office staff and the school social worker. As soon as a student's attendance falls below 90% a parent meeting will be held with the teacher and the principal. At the meeting a plan will be created to ensure that the student's attendance improves to the 95% or higher range. If a student's attendance continues to drop, the parent will meet with the teacher, principal and school social worker to complete a DPS attendance contract. Parents will have to provide a doctor's note for all absences. If a student misses more than 20 days without a doctor's excuse, parents will be referred to the truancy court.

Overall students' satisfaction will be measured using the DPS student satisfaction surveys. The survey will be administered by the administration to ensure that students understand the importance of taking the time to make their voice heard and to ensure consistency with survey administration. In order to receive feedback more than once a year, we will conduct periodic student surveys using an online survey tool. Surveys will include questions that are pertinent to the time of year the survey is administered (i.e., beginning of the year questions on classroom rituals and routines). There will also be reoccurring questions that will be asked with each survey to measure growth over the school year. The results of the survey will be shared with the HTES student leadership team, staff and teacher leadership teams to review and propose possible solutions for areas where the data may show a need for improvement. We have set a goal of 90% or higher in order to ensure that the maximum SPF points possible are earned.

H. Ongoing Parent/Guardian Involvement & Satisfaction

A similar approach will be taken with DPS Parent Satisfaction Survey data. HTES has set a goal of 90% or higher satisfaction on the surveys to ensure that we receive the maximum points available on the SPF report. In order to receive 100% participation by parents, students will receive incentives to ensure the return of parent satisfaction surveys (i.e., students who return the survey receive a ticket for a "free dress" day). The DPS Parent Satisfaction Survey data collected from parents will also be analyzed at the question level, to identify specific areas for needed growth. Any areas of potential growth identified by the survey will be reviewed by the School Accountability Committee (CSC) to receive teacher and parent feedback on possible next steps to strengthen the parent satisfaction with the school.

In addition, we will conduct school-created surveys for parents at strategic times throughout the school year to receive feedback on the school's progress. Surveys will include questions that are pertinent to the time of year the survey was administered (i.e., Parent teacher conferences, back-to-school night, etc.). There will also be reoccurring questions that will be asked with each survey to measure growth over the school year. The results of the survey will be shared with the CSC to review and propose possible solutions for areas where the data may show a need for improvement.

Parent and community involvement and support will be essential to the sustainability and growth of HTES. Parents have been participating in surveys, open houses, monthly principal coffees, parent meetings, and one-on-one conversations with the school planning team. Through these meetings we have heard from parents that they want a school where students are challenged academically, safe and supported socially and emotionally, and given the opportunity to experience technology-enhanced personalized learning models.

Building upon the relationships and conversations that have already occurred as a part of the school design process, HTES will empower a strong parent-school partnership in many ways, including the following:

- A PTA that will hold regular meetings that will inform parents of school development, events, needs, and opportunities for both parents and their students.
- A Parent Advisory Committee engaged in conversations related to all aspects of their child's education and how the school is doing and where it needs to improve in the specific areas of English language development.
- Ongoing parent-education class sponsored by school staff, PTA, Peace 4 Kids, and community partnerships.
- Parent support for networking with the community in establishing partnerships with the school that support both the general education of the students and specifically that will support the students' project-based learning units of study.
- Project Based Learning Expos will be held periodically throughout the school year in order for students to share their projects with the parents and community members.

School governance will require parent and community membership to formalize investment in the school. The Collaborative School Committee (CSC) will consist of the principal, one community liaison, one teacher from each grade level, specials, and special education and one classified staff member. The teacher and classified staff member positions will rotate each year, allowing each staff member to have an opportunity to participate in the CSC. In addition, the committee will have four parent members that will be nominated by and voted on by the existing CSC. The parents will serve in a 2-year, staggered position to ensure the CSC has continuity in parent membership from one year to the next.

Meetings will be held once each month, but additional meetings may be required. This committee will have review and input authority regarding budget; Unified School Improvement plan development, implementation, and progress; staff positions; recruitment of partnerships; and principal evaluation. A detailed description of the CSC is located in the Governance and Finance section of this plan.

Section II. LEADERSHIP

A. Leadership Team Personnel

The most critical element in starting a new school and establishing a sustainable future is the choice of the school leaders. The principal must:

- Demonstrate a passion for preparing students to be successful in the technological world of the 21st century.
- Facilitate the implementation of PBL content into the culture of the school, as well as into a standards-based curriculum.
- Demonstrate a deep understanding of instructional leadership and model the use of best practices in meeting the learning needs of all students.
- Model a self-reflective, continuous improvement disposition for their own growth.
- Effectively plan and align resources to meet the academic and instructional goals of all students.
- Demonstrate problem solving skills and resourcefulness to act on the needs of individual students, colleagues and the school community.
- Advise students and advocate for them in order to support their successes and help them overcome challenges.
- Recognize, value, and respect the broad spectrum of ethnicities and cultures represented in the school community.
- Understand the dynamics of connecting content to 21st century learning in authentic ways and provide models and opportunities for faculty to integrate this into their teaching practice.
- Effectively communicate with all stakeholders within the school community.
- Share authentic decision making opportunities with members of the staff.
- Provide the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community.
- Model the use of technology to support the student's learning as well as the managerial functions of leadership.
- Use technology to support data-driven decision making and facilitate ongoing communication with the school community.
- Provide the necessary training and resources for equitable access to technology and new media for all students to support their learning.
- Make decisions that are fair and equitable.
- Act ethically and responsibly to support the school, its students, DPS, and community. Demonstrate working knowledge of the specific curriculum, instruction, and behavioral programs used at HTES.

Proposed Principal Candidate for HTES

As a result of the creation and planning of HTES, a principal has been identified. Dr. Amy Gile has been working in the field of education for twenty-one years in predominately diverse, inner-city schools of poverty. She has a relentless commitment to ensure that culturally and

linguistically diverse students experience a positive and high-quality education. During her career in education she has acquired a wealth of different experiences. She has worked as a special education teacher, classroom teacher and a reading interventionist. When Dr. Gile left the classroom to work as the special education curriculum coordinator, she was instrumental in establishing a district-wide curriculum for special education students and a systemic approach to professional development for special education teachers. She also participated in the development of systems for schools to make the shift from a discrepancy-based identification model to an RtI-based specific learning disability identification model for students in special education.

Prior to accepting the position of principal at HTES, Dr. Gile worked as an assistant principal helping to lead the turnaround school efforts at Green Valley Elementary. Along with the school principal, Dr. Gile created an innovative school plan presented to and approved by the school board. Within two months of the board's approval, she had assisted in the hiring and training of an entirely new staff of forty-two teachers. The first year of turnaround witnessed many successes: Suspensions decreased from thirty-eight to eight with the implementation of a strong Positive Behavioral Intervention Supports (PBIS) system. Under Dr. Gile's role as administrator in charge of school-wide literacy instruction, the school experienced an overall growth in reading proficiency of eleven percent across all grade-levels. Even greater success was achieved in third and fifth grades, where a particular focus on reading intervention resulted in a proficiency growth of seventeen percent and twenty percent, respectively.

Dr. Gile has proven herself to be a life-long learner. She has pursued opportunities to further her education and her knowledge of educational pedagogy throughout her career. She has earned an undergraduate degree in Elementary Education, a master's degree in Special Education, and an educational doctorate in Educational Leadership. She has participated in countless professional development opportunities, trainings and conferences. Most recently, Dr. Gile has actively participated in the professional development and leadership guidance provided by the Denver Summit Schools Network (DSSN) and the Blueprint consultant group. As a result of this participation, Dr. Gile has deepened her understanding of the key levers of turnaround work. She has developed a network of support and expertise that will serve her well in this new venture. In addition, Dr. Gile has recently participated in the Strategic School Design (SSD) Institute sponsored by the DPS Office of School Reform and Innovation (OSRI). Through her participation in the SSD institute, Dr. Gile has been able to study the seven dimensions of the instructional model (ERS, 2012) and incorporate this new learning into the design of a strong and compressive school plan for HTES. The vast experiences in education, in addition to her recent experience of opening a successful turnaround school, has prepared Dr. Gile with the knowledge and expertise necessary to take on the responsibility of successfully opening HTES.

Additional Leadership Team Members

Leadership at HTES will be a team effort with a focus on developing the leadership skills and potential of every staff member.

Assistant Principal. The assistant principal will work in collaboration with administration, instructional coach and teacher leaders in developing and continually strengthening the instruction and management systems of HTES. The effective assistant principal must:

- Provide instructional leadership across grade levels and content areas.
- Establish and support a culture of learning through honest and professional feedback to teachers and staff by participating in courageous conversations.
- Support the development of programs and systems that lead to sustained student growth.
- Maintain an intense focus on student achievement by setting rigorous, differentiated, data-driven targets for academic achievement.
- Model the use of technology to support her/his learning as well as the managerial functions of leadership.
- Use technology to support data driven decision making and facilitate ongoing communication with the school community.
- Provide the necessary training and resources for equitable access to technology and new media for all students to support their learning.
- Implement high-leverage, high-impact strategies that align standards, curriculum and assessment to effective teaching and learning practices.
- Through the application of the LEAP evaluation and professional development system, support the development of each teacher on staff.
- In partnership with the principal, engage staff and community in continuous school improvement experiences, as driven by the Unified Improvement Plan.
- Ensure the equitable application of resource and opportunity for all students, parents and staff members.
- Value linguistic diversity and cultural identity by respecting and creating clear communication channels for parents of all linguistic and cultural backgrounds.
- Communicate a clear vision of excellence and growth and achievement rooted in the collective values, core beliefs and goals, as aligned to The Denver Plan.
- Collaborate with school principal and district leadership to design a school budget to meet the needs of the learning community.
- Participate in the creation of a comprehensive master schedule for students, activities, and facility use.

Project Based Learning Coordinator. The project based learning coordinator will work in collaboration with administration, interventionist and teacher leaders in developing and continually strengthening the project-based learning component of the High Tech model. An Effective Project Based Learning Coordinator must:

- Have previous experience with the integration of technology in a PBL model.
- Specific educational degrees in the area of instructional technology. (i.e., Master Degree in Information and Learning Technologies with an Emphasis on K-12 Teaching) -- Preferred but not required.
- Coordinate team planning of the individual PBL's between the specials teachers and the classroom teachers.
- Oversee and manage the articulation of content and skills of the units across grade levels.
- Oversee and coordinate the alignment of PBLs to the state common core content standards and National Educational Technology Standards (NETS).

- Coordinate the assessments and rubrics for the PBL's.
- Develop and support the growth of the community partnerships that enhance student learning, coordinate the parent-school partnership.
- Coordinate PBL expo nights with parents, staff, and school leadership.
- Assist in facilitating support for the faculty for developing strategies, skills and attitudes that strengthen blended learning pedagogy.
- Co-teach lessons in classrooms to support staff in the implementation of blended learning and PBL models.

Dean of Culture: The dean of culture will work in collaboration with administration, instructional coach and teacher leaders in developing and continually strengthening the positive school climate and culture at HTES. An Effective Dean of Culture must:

- Provide facilitation and collaborative leadership in developing and improving positive school culture. This includes supporting the school and student learning with PBIS and other discipline approaches, Core Values, and Peace for Kids.
- Under the supervision and delegation of the principal, maintain positive student behavior and implement HTES disciplinary practices and procedures.
- Facilitate the parent education program in a way that supports student learning and positive student behavior.
- Facilitate student extended learning structures, programs and opportunities.
- Under the supervision and delegation of the principal, coordinate the administration of school-wide assessments. Create and disseminate assessment data.

Office Manager: The office manager will work in collaboration with administration, instructional coach and teacher leaders in developing and continually strengthening the systems and structures necessary for well-organize and highly productive office at HTES. An Office Manager must:

- Establish administrative and clerical processes that make the school office both an efficient and receptive environment for students, staff, parents and members of the community.
- Work with the school administration to coordinate financial processes including accounts payable/receivables, purchasing/receiving, journal entries and ledgers, account reconciliations, and other duties as directed.
- Work in conjunction with school administration in scheduling and coordination of external communications to include community relations, school events, media releases, requests for community based assistance and school district announcements.
- Research and assist management apply for grants associated with external funding for the school in collaboration and consultation with school administration.
- Oversee the maintenance of records for students, staff, community, or alumni as required by school.
- Work in conjunction with school administration to ensure all payrolls, financial transactions, or other related activities associated with school budget are conducted in an accurate and timely manner.

Job descriptions for all leadership team positions have been included in Appendix E. Resumes for all identified leadership team members have been included in Appendix F of this plan.

In order to sustain a strong cohesive leadership team, should one of our current team members leave HTES, we will intentionally develop the leadership skills of all staff. During the first year of implementation, a CSC will be developed with representation from the key staff constituencies. This leadership team will meet monthly to oversee major school functions like assessment, planning, scheduling, professional development, problem-solving, and systems monitoring. In addition to the CSC, the staff will identify key school committees, essential to the success of the school (i.e., registration, clubs, parent-teacher conferences, special events, school culture development, etc.). Every teacher will be required to serve on a school committee. Committees will report to the CSC to make sure goals are set and progress towards the goals is monitored, celebrated, and strengthened. The principal and the leadership team will encourage different teachers to seek membership on the CSC and leadership in the committees from year to year to stimulate investment in the school at large and individual teacher leadership growth. This process will also ensure that multiple staff members have a working knowledge of a given school system so that if someone leaves the system can be sustained.

B. Leadership Team Coaching & Evaluation

As a district-run performance school, the principal of HTES will be supervised by a DPS Instructional Superintendent. The principal will be evaluated using the DPS School Leadership Framework with at least 50% of the evaluation based on student achievement as measured by the school SPF. This framework will be used as a touchstone document for the daily work of the leadership team. Ongoing support for development and feedback on job performance for the principal will be done through the DPS Instructional Superintendent structure. The principal of HTES will actively participate in all professional development opportunities offered to DPS principals through the district and network structures.

Supervision of the additional leadership personnel at HTES will fall under the responsibility of the principal. The assistant principal, Dean of Culture, project-based learning coordinator, and office manager will all report directly to and be evaluated by the principal. The DPS leadership framework, teacher LEAP framework, and designated protech and office management evaluation tools will be used to guide and support the evaluation processes. Leadership team members will receive ongoing feedback and support in professional development from the school principal. The principal will actively pursue and encourage additional opportunities for leadership development both within and outside of the DPS professional development structures.

C. School Personnel Structure

The school personnel structure at HTES will include the following staff responsibilities:

- Classroom teachers will be responsible for planning, teaching, monitoring progress, and differentiating core content.
- ESL teacher will be responsible for supporting English language learning for those students whose first language is not English.

- Teacher interventionist will be responsible for supporting school efforts in moving students' literacy and mathematics development to proficiency and advanced.
- Special education teachers will be responsible for planning, teaching, monitoring progress, and differentiating specialized instruction while collaborating with classroom teachers in support of students with special learning needs.
- Paraprofessionals will be responsible for supporting teachers and students in the classrooms and in small groups.
- Art, Librarian, Music, Physical Education and Technology teachers will be responsible for planning, teaching, monitoring progress, and differentiating their respective content areas. They will collaborate with staff to support the PBL model.
- Office staff will monitor and maintain school systems, welcome parents and students, and support the positive culture of HTES.

Supervision and evaluation of staff will be evenly divided between the five members of the leadership team and any teachers serving as differentiated teacher leader roles. Evaluations done by teacher leaders will occur through a gradual release of responsibility model. In this model, the principal will co-observe and co-evaluate with the teacher leaders until the teacher leader is adequately prepared to conduct the evaluations on their own. Teacher leaders will be selected using the rigorous DPS qualification process to ensure that they have demonstrated that they are high performers in the LEAP evaluation system. Please see Appendix G the School Organization Chart and Appendix H the Staff Roster.

D. Employment Policies

To meet the needs of all students and to achieve the academic performance goals outlined in this plan, HTES requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school. HTES is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students. In order to ensure the strongest candidate pool, HTES will be posting and hiring positions early. We will exercise flexibility in our time lines, job descriptions, and job assignments to ensure that we have the best candidate in each teaching position. Teachers will be hired on annual contracts.

E. Operations - Transportation

It is the intent of HTES to access the current FNE shuttle system. The HTES leadership team will strongly encourage and support parents in accessing the shuttle. During school registration and back-to-school night events, we will partner with DPS Transportation Department to provide parents information regarding the shuttle system and provide opportunities for registration.

F. Operations - Safety and Security

The staff will fully comply with the DPS required Emergency Management Plan (EMP) protocol. The principal will ensure that a current and accurate plan is on file with the district and

in place within the school building. The principal will oversee the yearly training and management components of the plan to guarantee that HTES is prepared to handle an emergency situation if one were to arise. HTES will comply with all district-required fire drill and lock-down drill procedures. School systems for fire drills will be instituted and followed.

The HTES leadership team, office staff and custodial staff will work collaboratively with the DSST colocation leadership team to ensure that the school building is safe and secure at all times. District policies and guidelines for securing the building doors will be strictly adhered to and closely monitored. Office staff will use the door monitoring system to give visitors access to the school building. All parents and guardians will be required to sign in and out of the office when visiting. In addition, any adult who wishes to take a child out of school during the instructional day will be required to show proper identification and be listed in Infinite Campus as an adult who has permission to pick the child up early. The child will be signed out using a designated sign-out sheet in the office and be documented in Infinite Campus. Staff who leave the building during the school day (i.e., to go home for lunch) will be required to sign in and out through the office.

Performance

Section III: EDUCATION PROGRAM

A. Curriculum

In order to ensure that HTES is a high-performing school we must focus on providing students with instruction that is aligned to the Common Core Standards of ensuring that all students develop the skills to be successful in the 21 Century. At HTES, we believe that in order to close the achievement gaps for the targeted student population, all students need extended blocks of time in the core content areas of reading, writing, and mathematics. In addition, the curricula have been systematically and strategically scope-and-sequenced to ensure finely tuned skill development, articulated across the grade-levels. These curricula are designed with formative and summative data systems to guide teacher pacing and rigor. The use of these assessments will ensure ongoing data-driven instructional shifts closely aligned to the teaching-learning cycle.

Curriculum Model and Focus:

The instructional model at HTES will have at its core, an inquiry-based approach supported by an underlying instructional foundation that develops the essential skill sets students will need to successfully participate in Project Based Learning (PBL) opportunities. Students will participate in effectively-delivered curricula that have been systematically and strategically scope-and-sequenced to ensure that students are developing academic and problem-solving skills. These are the skills that they will need to be successful in self-directed, project based learning opportunities. In order to ensure that this goal is met, all students will participate in extended blocks of time in the core content areas of reading, writing, and mathematics. These blocks of time will include whole group instruction that is rigorous, closely aligned with the Common Core Standards, and presented using content that is at grade-level and above. In addition to this core instructional time, students will participate in targeted, small-group instruction that will allow students opportunities to remediate or extend their learning based on their performance on formative assessments. These small group structures will be closely aligned to the data collected by teachers -- weekly exit task data, chapter and unit assessments, and district level interim assessments. The groups will be fluid, with student groups being reevaluated on a weekly basis. An important component of this small group instructional process is that ALL students will participate, not just those students who are below grade-level. This will ensure a cycle of continuous growth for all students.

HTES is proposing to be excluded from the DPS curricula in the following content areas:

- K-5 Literacy – Replace with *Imagine It! & Imaginalo!*
- K-5 Math – Replace with *Math in Focus*.
- K-5 Writing – Replace with *Writing Alive*
- K-2 Social Studies – Social Studies standards will be addressed through individualized project based learning units of inquiry.
- 3-5 Social Studies – Remain the same, utilizing DPS curriculum.
- Avenues Curriculum – Remain the same, utilizing DPS curriculum.
- Science Curriculum - Remain the same, utilizing DPS curriculum.

Blended-Learning

HTES will be utilizing a blended-learning model as a component of instructional delivery. It is our goal to stay true to the definition of blended learning as “a formal educational program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace (*Keeping Pace with Online K-12 Online and Blended Learning Annual Review of Policy and Practice, 2012*).” We will initiate the blending learning with a focus on station-rotation and lab-rotation models. The station-rotation model will be leveraged during small group instructional time while the teacher is pulling a group of students for targeted instruction. Those students not participating in the group with the teacher will be working at “stations” receiving instruction through an online medium. The station and lab rotation models will also be utilized to support students learning and investigation during the daily PBL block. It will also provide students with direct instruction in the content and technological skills needed to complete their individual projects. We will utilize adaptive technology for the blended-learning opportunities to ensure that students are able to participate in effectively differentiated instruction. This will allow for students to be working independently at their “just-right” level instructionally.

The blended learning efforts at HTES will also strive to capitalize on the many benefits of online learning for students. Online learning and blended learning provides students with an avenue to make sure their voice can be heard, even if they are uncomfortable doing so in a face-to-face situation. Online learning provides students with the opportunity to develop individual accountability to the group. Synchronous online-learning environments require students to collaborate with one another through different mediums, including, but not limited to written text, recorded voice, pictures, and videos. This format allows students to creatively communicate with peers in the classroom, as well as peers beyond the classroom. Blended-learning opportunities will also provide additional opportunities to engage and motivate students who might not be as motivated using traditional instructional techniques.

The design of the station-rotation blended learning will follow the guidelines and timelines for best practices established in the *Keeping Pace with Online K-12 Online and Blended Learning Annual Review of Policy and Practice 2012*. In addition, HTES will be using the Seven Guiding Axioms for Blended Learning that has been established by the Denver Public Schools Blended Learning Department:

- Best Practice use of assessment/questioning increases children’s achievement (tight feedback loops, transparent design and access, pipelines to populate a dashboard).
- Student autonomy increases engagement and positive views of learning and school (knowledge of where they are in relation to mastery and tools/resources to drive their own learning).
- Personalized learning pathways increase achievement and buy-in for children (Set a target for each child and focus instruction around meeting those goals).
- Incorporation of Design Thinking, Passion Based Learning, and Project Based Learning, builds authentic and self-identified projects for collaboration.
- Teacher empowerment via time, data access, and peer support/collaboration, increases teacher retention and a positive school and classroom culture.

The specific content of what students will encounter during their blended-learning time will be determined based on individual student need, best options available through current technology, and connectedness to the particular unit of inquiry for a given PBL project. The Project-Based Learning Coordinator and the school administration (in collaboration with the DPS Blended Learning Department) will oversee the purchase and implementation of specific software or hardware for blended-learning opportunities. Teachers will participate in ongoing professional development and coaching in how to effectively implement blended-learning models supported by the DPS Blended Learning Department and the PBL Coordinator.

Reading Instructional Model Linked to the HTES Project Based Learning Model

Reading instruction will utilize a readers' workshop model incorporating whole group instruction, small-group instruction, and individual learning stations. During the small-group reading block, students will be regrouped across classrooms to ensure small group instruction is targeted at the child's individual zone of proximal reading development. This small group reading block will be integrated with the reading intervention block. This will ensure that students in need of intervention are not pulled out during the whole group reading block. This model will also serve to ensure that adequate levels of differentiation are provided for each child. For more details on the small-group reading model, please refer to the RTI section of this plan.

Reading instruction will be taught using the core reading program *Imagine It*. *Imagine It* provides a comprehensive and integrated instructional design with a strong scope-and-sequence across the grade-levels. It incorporates the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) with a common instructional approach and academic vocabulary through a workshop instructional design. There are multiple opportunities for formative and summative assessment built into the program. The progress monitoring tools were designed by Fuchs and Fuchs providing opportunities for teacher to make "just in time" adjustments to instruction. Strategies for supporting English language learners (ELLs) are provided throughout each lesson, ensuring that teachers have the resources to provide students with the supports they need to access instruction and develop their language. In addition, specific vocabulary instruction of key academic vocabulary, designed by Andrew Biemiller, is provided within the teacher's manual, instead of relying on teachers to have to design it themselves. The varied foci of the thematic unit structure of *Imagine It* provides students with engaging and culturally relevant topics to study. Students read and inquire about things like Heritage, Risks and Consequences, Finding Friends, Courage, and Call of Duty. For each unit, the students in a given classroom create a Concept/Question Board where they collect artifacts from home and their classroom, generate questions, locate answers, and create a shared collection of learning about a given focus of inquiry. The *Imagine It* curriculum has been aligned with the Common Core Standards. See Appendix J for a second grade example of the *Imagine It* scope-and-sequence.

In a comparison study conducted in the state of California, students demonstrated nearly double the growth in reading to the comparison schools and outperformed the state average on California Standards Test. In addition, the study demonstrated nearly three times the gains in the sub-groups of ELLs and students of poverty. The published results of the study can be found at <http://imagineitreading.com/NA/documents/Docs/McRae%20Study.pdf>. In addition, the initial implementation of *Imagine It*, in current innovation schools in Denver Public

Schools, has shown the curriculum to be effective. Green Valley Elementary (GVE) adopted *Imagine It* materials during the 2011-2012 school year, resulting in exceptional growth in student achievement as measured by TCAP. Students at GVE experience an average median growth percentile of 66. GVE experienced overall growth in reading status on TCAP in the first year of implementation of +11% across all grade-levels. In the 3rd and 5th grades there was a growth of +17% and +20% respectively.

Teachers will receive professional development to support the implementation of *Imagine It*. Initial training will be focused on how to use the various components, instructional strategies and approaches of the curriculum. Teachers will receive ongoing professional development and support through data teams, team planning, coaching, learning labs and PLC book studies focused on reading instruction.

Imagine It provides multiple resources for teachers to leverage technology in the classroom. The teacher's manual and instructional materials are all available in an eBook format. There are also multiple lesson tools available for interactive whiteboard lessons. The student text is available online in eBook format. The curriculum provides additional online tutorials, activities and quizzes.

Project Based Learning

Inquiry-Based instruction is an integral component of the *Imagine It* curriculum. Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas. Each *Imagine It* unit begins with a cycle of inquiry that becomes the theme of the unit. Students are also challenged to use technology-based learning to enhance and extend these units of inquiry. The *Imagine It* curriculum begins each unit with an inquiry-based lessons investigating the theme of the unit where students learn to take their questions and transform them into research questions—questions that focus on problems and issues. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures. Students are part of a learning community of individuals or groups who share their findings, which adds to class knowledge of the theme.

The inquiry base feature of the *Imagine It* curriculum will be leveraged to drive the foci of the Project Based Learning (PBL) units. Therefore, the projects will be closely linked to the unit of study in reading. This model will provide students with the background knowledge and content area expertise to be successful in developing their projects. For example, one third grade unit of study in *Imagine It* is environments. Students study how animals rely on their environments to survive. Students learn about the essential components in an ecosystem and how different factors can interfere with a successful ecosystem. This unit of study would then serve as the backdrop for students to choose a project-based learning focus in the area of ecosystems. Though the options are endless, one example of a possible project could be that a third grade student or group of students would look at an animal in their immediate neighborhood that has had its ecosystem disrupted by humans and how they might work with

community leaders to remedy this situation. Whenever possible students will work with community partners to deepen their knowledge of the focus of their PBL and when appropriate, get involved in solving identified problems within the community.

Students will participate in daily, extended blocks of time developing their skills to conduct research, synthesize and integrate learning, and produce different products through a technology-based platform. The level of the sophistication of the various projects will be tiered based on the students' grade-level, reading and writing levels, technology levels, and individual abilities to engage in extended, self-directed learning. A systematic scope-and-sequence will be developed for the essential research and technology skills students will need to develop as they move from preschool to 5th grade. A parallel scope-and-sequence will be developed for the required sophistication of each of the focal units of inquiry across the grade-levels. This structure will ensure that students have the skills necessary to become more independent and self-directed with the development of their PBL opportunities. The units will be leveraged to address grade-level standards in social studies. A model PBL unit has been developed to demonstrate what this alignment will look like (Appendix J).

As an essential component of the design of the PBL scope-and-sequence, staff will ensure that students demonstrate growth along the continuum. Growth will be measured using a set of PBL rubrics developed collaboratively with the PBL coordinator, classroom teachers, technology, library and media arts teachers. The initial structure and sketching out of the PBL units will be done during the year-zero with a core group of teachers, parents, and community members who are participating on the HTES planning committee. This process will include a systematic alignment of the PBL units of inquiry to the Common Core literacy standards, Colorado social studies standards, arts standards, and technology standards. Initial drafts of scope-and-sequence, standard-alignment, and PBL rubric documents are found in Appendix J.

Writing Instructional Model

Writing instruction will utilize a writers' workshop model incorporating whole group instruction, small-group instruction, and individual writing conferences. During the small-group block, students will be grouped based on an identified area of instructional need to ensure small group instruction is targeted at the child's individual zone of proximal writing development. Areas of instructional need will be identified by the classroom teachers during weekly data analysis of exit tasks, lesson and unit assessments, and/or district interim assessments. This model will also serve to ensure that adequate levels of differentiation are provided for each child with ALL students receiving small group instruction.

Writing instruction will be taught using the core writing program *Writing Alive*. The curriculum provides students with a common language, set of symbols, and planners that begin in kindergarten and continue through fifth grade. The curriculum provides a specific scope and sequence of skills and genres for continuity across the grade levels. Assessment tools and writing rubrics enable students and teachers to set goals and continue to build their skills, growing as writers. The work of weaving together all six components of writing has been systematically completed to assure all skills are taught, practiced, and spiraled. *Writing Alive's* pacing charts show the scope and sequence of unfolding the skills needed to meet the Common Core Standards in Writing and Language (See Appendix J for a second grade example).

Writing Alive has been implemented in schools across Colorado. Schools participating in this program have experienced on an average of 20% growth on TCAP within the first three years of implementation. In addition, the initial implementation of *Writing Alive* in current innovation schools in Denver Public Schools has shown the curriculum to be effective. Green Valley Elementary (GVE) began implementing *Writing Alive* in the fall of 2012. When comparing beginning of the year proficiency levels to mid-year levels as measured by the DPS Writing Interim assessments, Students at GVE experienced the following growth: (a) Second grade grew from 15% proficient or advanced to 48 % proficient or advanced; (b) Third grade grew from 44% proficient or advanced to 51% proficient or advanced; (c) Fourth grade grew from 34% proficient or advanced to 44% proficient or advanced, and (d) Fifth grade grew from 17% proficient or advanced to 56% proficient or advanced.

Writing Alive organizes the instruction of writing using six components:

- (1) **Structures** - *Writing Alive* instruction begins with mastery of the sentence and its structure. To reach all learners, students manipulate color coded sentence pieces. With this common language, even in fifth grade teachers can show students how to expand their thesis statements and make their writing more fluent. It grows to connected sentences, paragraph, composition, and story and essay structures. Handwriting instruction is built into the kindergarten and first grade curriculum. Providing students with explicit instruction on sentence structure has been linked to improved reading ability, ability to read higher text complexity, and increased speaking and writing skills. When students can read and speak with simple, compound, complex and compound sentence structures, they can communicate their reasoning at a higher level.
- (2) **Grammar** - Every Monday teachers deliver explicit instruction on a skill that is implemented and practiced in their composition and revision throughout the week and across the curriculum. Grammar skills follow a prescribed scope-and-sequence at each grade level.
- (3) **Traits** - Teachers model and teach how to improve organization, content, word choice, voice, fluency, style, conventions and presentation. Students set goals and assess the traits using rubrics.
- (4) **Process** - Teachers and students follow *Writing Alive's* unique guided, interactive writing process: plan, verbally rehearse, set goals, draft, assess goals, revise, edit. After students have had the opportunity to create three drafts within a given genre they publish a final piece of work. Students set goals on formative rubrics before they draft. After the draft is completed, students working with the teacher revisiting their goals to assess their progress and next steps. Research efforts that like of Andrade, Du, and Wang (2008) have shown that when students set goals and use rubrics to self-assess the quality of their written work they produced higher quality written work than students who did not use these strategies.
- (5) **Modes and Genres** - Teachers give students the tools and planners to think about and organize their thoughts for the different modes and genres of writing. These tool and planners (graphic organizers) provide additional support to ELLs.
- (6) **Assessment** – *Writing Alive* has a series of rubrics that connect across grade-levels with increasing sophistication and skill levels. The rubrics are designed to be used by students and students to establish goals and assess their writing.

Teachers will receive professional development to support the implementation of Writing Alive. Staff development begins with four days of intensive Writing Alive classes based on researched learning strategies. Teachers receive three years of Writing Alive implementation support. Each year takes teachers deeper into the curriculum to create master writing teachers. Writing Alive utilizes a coach model to build ongoing school support.

The *Writing Alive* curriculum will be leveraged to support students' work within the PBL units. Whenever genre and instructional foci in writing align with a current PBL, teachers will adjust writing prompts to support students research and reporting on PBL content.

Mathematics Instructional Model

Mathematics instruction will utilize a workshop model incorporating whole-group instruction, small-group instruction, and individual learning stations. During the small-group block, students will be grouped based on an identified area of instructional need to ensure small group instruction is targeted at the child's individual zone of proximal mathematics development. Areas of instructional need will be identified by the classroom teachers during weekly data analysis of exit tasks, lesson and unit assessments, and/or district interim assessments. This model will also serve to ensure that adequate levels of differentiation are provided for each child with ALL students receiving small group instruction (students in need of remediation and those in need of extension).

Mathematics instruction will be taught using the core mathematics program *Math in Focus*. *Math in Focus* follows the pedagogical framework developed by the Singapore Ministry of Education—emphasizing concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. *Math in Focus* is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. *Math in Focus* teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each. See Appendix J for a second grade example of the *Math in Focus* scope-and-sequence.

Math in Focus emphasizes a Concrete–Pictorial–Abstract Learning approach. Numbers and symbols can be confusing when you don't have a grasp of what they actually mean. Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real world with hands-on experiences.

Math in Focus provides supports for all learners. The curriculum provides teachers with resources and supports for ELLs, opportunities for re-teaching for struggling students, extra practice for on-level students, and enrichment for advanced students. In addition, each unit has a pretest that allows the teacher to assess students' readiness for a particular unit of study. If students have missing prerequisite skills, *Math in Focus* provides teachers a reference to how the same concepts were taught in a previous grade-level. In this way, teachers can strategically backfill missing skills without having to go outside the curriculum for instructional resources.

Math in Focus provides multiple resources for teachers to leverage technology in the classroom. Teachers and students can use online virtual manipulatives to explore concepts. Students can engage in the *Math in Focus* interactivities which offer online tutorials,

activities and quizzes via the Think Central platform. Interactive whiteboard activities are also available for the Learn, Guided Practice, Let's Explore, and Problem of the Lessons portions of the lesson. The teacher's manual, assessment guide, teacher resource blackline masters, and additional ancillaries are all available in an eBook electronic format via Think Central. Teachers can also use the Think Central learning management system to plan lessons and create assignments. Students or parents can access the student text and workbook online.

Math in Focus has been found to be a rigorous and successful curriculum. In a study conducted by the Educational Research Institute of America, *Math in Focus* classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the *Math in Focus: Singapore Math* (by Marshall Cavendish) "program is equally effective with various demographic and achievement level students." *Math in Focus* Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

In addition, the initial implementation of *Math in Focus* in current innovation schools in Denver Public Schools has shown the curriculum to be effective. Green Valley Elementary (GVE) adopted *Math In Focus* materials during the 2011-2012 school year resulting in exceptional growth in student achievement as measured by the TCAP. Students at GVE experience an average median growth percentile of 83. GVE experienced an overall growth in math status on TCAP the first year of implementation of +22% across all grade-levels. In grades 3rd, 4th and 5th there was a growth of +16%, +21%, and +29% respectively.

Teachers will receive professional development to support the implementation of *Math in Focus*. Initial training will be focused on how to use the various components, instructional strategies and approaches of the curriculum. Teachers will receive ongoing professional development and support through data teams, team planning, coaching, learning labs and PLC book studies focused on reading instruction.

B. School Schedule & Calendar

HTES will create a school calendar and daily schedule that rigorously addresses the students' academic, social, emotional, physical, and intellectual needs annually. Students will attend school for at least 25 minutes more per day than students attending traditional DPS schools. Teachers will receive 90-minutes a day for data teams, collaborative planning, vertical team planning, coaching, peer observations and book studies.

The students at HTES will attend school from 8:30 a.m. to 3:45 p.m which will be revised annually in consultation with the CSC based on the needs of the school.

C. Progress Monitoring and Assessment

HTES will participate in the DPS assessment structures, systems, and timelines. We will follow the timelines set forth for the CMAS and WIDA -ACCESS state assessments. In addition to the district provided assessments, we will use additional assessment protocols that exist within the core curricula (See HTES Assessment Plan Table below). ECE is not

included in the table due to the fact that they will be using the T.S. Gold assessments following the state and district timelines.

Students will be assessed, grouped and regrouped, and progress monitored using a multitude of data sources throughout the school year. Teachers will monitor progress on an ongoing basis to measure growth towards goals for all students and bring relevant student data to data teams. Special educators and interventionist will actively participate in shared data conversations with the general education teachers. Student data will be captured on a school-wide data wall to track individual student's progress using a color-coded system. HTES will follow the district guidelines, policies and procedures for promotion and retention. Promotion and retention information will be communicated to parents through the Parent/Student Handbook. Parents will formally receive information on their child's progress every six weeks through either a progress report or a standards-based report card.

Data conversations will occur at multiple levels. There will be leadership level data conversations to review, analyze and react to data sets collected throughout the school year. Teachers will participate in weekly data team/planning meetings focused on daily, weekly, unit and period level data. The specific focus of the meeting (weekly data vs. period data) will be determined by the time of year. Data team meetings will be paired with team planning meetings to ensure that instructional planning is driven by data using a specific protocol. Data conversations will also occur on an individual teacher level every six-weeks with an administrator using the *Compelling Conversations* model (Piercy, 2007).

HTES Assessment Plan Table

Subject		Assessment	Frequency or Assessment Window	Grade Level	Source	Person(s) Responsible for Data Collection and Entry	Data System	Systems to Monitor and Analyze Data
Reading	Daily	<ul style="list-style-type: none"> Running Records and Anecdotal Notes during Small Group Instruction Exit tickets* 	<ul style="list-style-type: none"> Daily Daily 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Teacher created—focused on grade level teaching objective 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> Exit tickets—Reviewed during weekly grade-level data team meetings;
	Weekly	<ul style="list-style-type: none"> Weekly assessments * 	<ul style="list-style-type: none"> Weekly 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Grade Level Teams Imagine It Assessment Guide 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> Reviewed during weekly data-team meetings

	Unit	<ul style="list-style-type: none"> Unit assessment * 	<ul style="list-style-type: none"> Every 3-6 weeks 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Grade Level Teams Imagine It Assessment Guide 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> At the end of each unit Reviewed during weekly data-team meetings Monthly Individual Data Conversations with Administration
	Period	<ul style="list-style-type: none"> Imagine It Benchmarks DIBELS Next Optional Interims (DPS) STAR TANGO, DRA2/EDL 2 CSAP-Reading 	<ul style="list-style-type: none"> Imagine It Benchmarks – Administered during six-week intervals where a district reading interim is not available -2X per year DIBELS Next (Fall, Winter, Spring) STAR/Interims – Following district timelines TANGO, DRA2/EDL2: Following district timelines TCAP – Based on district and state timelines 	<ul style="list-style-type: none"> K-5 K-5 3-5 	<ul style="list-style-type: none"> Imagine IT Assessment Guide DIBELS Next - University of Oregon DPS CDE 	<ul style="list-style-type: none"> SAL School Leadership District Assessment Department State 	<ul style="list-style-type: none"> School Net School-Wide Data Wall 	<ul style="list-style-type: none"> Grade-Level Data Walls Revisited after each six-week assessment window

Subject		Assessment	Frequency or Assessment Window	Grade Level	Source	Person(s) Responsible for Data Collection and Entry	Data System	Systems to Monitor and Analyze Data
Writing	Daily	<ul style="list-style-type: none"> Exit tickets* 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Teacher created—on grade level teaching objective 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> Exit tickets—Reviewed during weekly grade-level data team meetings; entered into Infinite Campus
	Weekly	<ul style="list-style-type: none"> Writing sample from weekly writing products using Writing Alive rubrics 	<ul style="list-style-type: none"> Weekly 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Grade Level Teams Writing Alive Rubrics 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> Reviewed during weekly data-team meetings
	Unit	<ul style="list-style-type: none"> Published writing piece at the end of each genre study in Writing Alive 	<ul style="list-style-type: none"> Every 4-5 weeks 	<ul style="list-style-type: none"> K-5 K-5 	<ul style="list-style-type: none"> Writing Alive Rubrics, Common Core State Standards 	<ul style="list-style-type: none"> Classroom Teacher in collaboration with grade level team 	<ul style="list-style-type: none"> Infinite Campus Grade Book 	<ul style="list-style-type: none"> At the end of each unit Reviewed during weekly data-team meetings Monthly Individual Data Conversations with Administration
	Period	<ul style="list-style-type: none"> Writing Interims (DPS) TCAP-Writing 	<ul style="list-style-type: none"> School-wide Writing Interims - Administered during six-week intervals where a district reading interim is not available -2X per year Writing Interims: <ul style="list-style-type: none"> - Following district timelines TCAP - Following district timelines 	<ul style="list-style-type: none"> K-5 3-5 	<ul style="list-style-type: none"> DPS HTES CDE 	<ul style="list-style-type: none"> SAL School Leadership District Assessment Department State 	<ul style="list-style-type: none"> School Net School-Wide Data Wall 	<ul style="list-style-type: none"> Grade-Level Data Walls Revisited after each six-week assessment window

Subject		Assessment	Frequency or Assessment Window	Grade Level	Source	Person(s) Responsible for Data Collection and Entry	Data System	Systems to Monitor and Analyze Data
Math	Daily	<ul style="list-style-type: none">Exit tickets*	<ul style="list-style-type: none">daily	<ul style="list-style-type: none">K-5	<ul style="list-style-type: none">Teacher created—Math in Focus on grade level teaching objective	<ul style="list-style-type: none">Classroom Teacher in collaboration with grade level team	<ul style="list-style-type: none">Infinite Campus Grade Book	<ul style="list-style-type: none">ECE-3rd: Daily-on individual basis4th: Daily-individually, as needed5th: Daily—on individual basis, as needed (coaching)
	Weekly	<ul style="list-style-type: none">Weekly assessments *	<ul style="list-style-type: none">weekly	<ul style="list-style-type: none">K-5	<ul style="list-style-type: none">Grade Level TeamsMath in Focus Assessment Guide	<ul style="list-style-type: none">Classroom Teacher in collaboration with grade level team	<ul style="list-style-type: none">Infinite Campus Grade Book	<ul style="list-style-type: none">ECE-3rd: IC Grade Book4th: weekly, IC Grade book; tutoring weekly assessments5th: weekly, IC Grade Book
	Unit	<ul style="list-style-type: none">Math in Focus unit assessments (Pre/Post)End of Unit Test Prep Assessment	<ul style="list-style-type: none">4-6 weeks varies by gr level	<ul style="list-style-type: none">K - 5	<ul style="list-style-type: none">Math in Focus Assessment GuideEnd of Unit Test Prep Assessment	<ul style="list-style-type: none">Classroom Teacher in collaboration with grade level team	<ul style="list-style-type: none">Infinite Campus Grade Book	<ul style="list-style-type: none">ECE-5th: End of Unit
	Period	<ul style="list-style-type: none">Interims (DPS)Scholastic Math Inventory (SMI)CSAP-Math	<ul style="list-style-type: none">Baseline + 3 (fall, winter, spring): -baseline: 8/22-9/2 -fall: 10/24-11/4 -winter: 1/30-2/10 -spring: 4/23-5/35x/year b/t interims TBD (Tony)March, 2012	<ul style="list-style-type: none">K-543-5	<ul style="list-style-type: none">DPSBlueprint/S MICDE	<ul style="list-style-type: none">SALSchool LeadershipDistrict Assessment DepartmentState	<ul style="list-style-type: none">School NetSchool-Wide Data Wall	<ul style="list-style-type: none">ECE-5th: On timeline of unit assessment results

*plan backwards: Unit assessments→weekly assessments→daily tickets

Purposes of Assessment by Type

Daily—formative, tracks progress toward daily learning objectives, used for next day's differentiated instruction, monitors teaching effectiveness

Weekly—formative, tracks progress toward unit goals, used by grade level team to track progress and determine next steps

Unit—formative (towards larger standards) and summative (of given unit), tracks progress toward grade level and quarterly proficiency

Period (quarterly, yearly)—summative, tracks progress toward grade level and Common Core proficiency

Performance Goals

Since HTES will be a new school starting with grades ECE-2, many of the performance targets listed in the table below will not materialize until the second year of the school's existence. Due to this fact, student progress on district interim assessments, DRA/EDL, STAR and DIBELS Next will be closely monitored to ensure that students are making adequate progress. These measures will also be used to provide evidence to the parents, community, and district of the successful programming at HTES.

If data show that we are not making adequate progress or that a group of students are not meeting benchmarks, immediate action will be taken. Students will be further assessed, teacher practice will be analyzed, curriculum will be reviewed and analyzed, and changes to instructional practice will occur. Changes could include but are not limited to:

- Instruction - pacing, scope-and-sequence, and/or delivery.
- Grouping – regrouping across classrooms, smaller groups, etc.
- Time – students may spend more time in a particular content area until gap is closed.

New School - Performance Targets (Years 1-4)								
	Expected TCAP (MGP) Median Growth Percentile (Grades 4-10)	Expected TCAP % Proficient - Reading (Grades 3-10)	Expected TCAP % Proficient-Math (Grades 3-10)	Expected TCAP % Proficient – Writing (Grades 3-10)	Expected TCAP % Proficient - Science (Grades 3-10)	Expected DRA/EDL % on grade level (Grades K-3)	Expected % of students on-track to graduate on time (Grades 9-11)	Expected MGP on new WIDA-Access State Assessment measuring Growth in English Language Acquisition
<i>Meets Standard on SPF Rubric</i>	<i>Above 50</i>	<i>At least 50%</i>	<i>At least 40% (elem.) 50% (middle) 20% (high)</i>	<i>At least 40%</i>	<i>At least 30%</i>	<i>At least 50% of students at or above grade level</i>	<i>At least 75%</i>	<i>*Current CELA MGP at or above 50</i>
Year 1	N/A	N/A	N/A	N/A	NA	70%	N/A	N/A
Year 2	N/A	70%	70%	70%	50%	75%	N/A	N/A
Year 3	70%	75%	75%	75%	50%	80%	N/A	70%
Year 4	70%	80%	80%	80%	50%	85%	N/A	70%

D. English Language Learner Students

Identification Process and Parent Involvement

HTES will follow all the guidelines and procedures outline in the DPS Instructional Services Advisory (ISA) team manual and the Modified Consent Decree (MCD) 2012. The ISA team and school personnel will ensure that students are accurately identified as English Language

Learners (ELLs) by establishing a standard school registration protocol requiring all parents fill out a Home Language Questionnaire (HLQ) to identify if the primary or home language is a language other than English. If the parents answered “yes” to any of the question on the HLQ form, the parents will receive program information. We will ensure that parents are informed about the school ELA programs in the language or manner that they can understand when registering their child. School personnel will give parents a brochure, access to the DPS video, and the opportunity to speak to staff if they have questions. Providing parents with multiple sources of information will ensure they are well informed prior to making a decision for how their child will participate in the ELA programs and services.

After watching the video, parents complete the Parent Permission Form (PPF) allows the parents to choose Option 1 (ELA-S at TNLI Program School) or Option 2 (ELA-E). These forms are collected by office personal and kept on file. Based on the HLQ students are given a temporary placement and assessed within ten days of registration. Parents will be notified of a final placement decision no later 30-days after the start of the school year.

Assessment and Placement

We will ensure that the ISA team and school personal accurately administer the required English Language assessments by providing the training necessary to test administrators. Upon entry into staff will use the District’s W-APT to assess students’ proficiency levels within 10 days of registration. Students will receive a provisional placement in ELA services within 30 days of arrival.

Based on the initial W-APT data, the ISA team will meet to determine if changes to provisional placement are necessary. If any changes are made to the provisional placement, a letter will be sent home to parents informing them of the change. At this point in time, parents have the option to agree to the placement recommendations of the ISA team or to decline ELA program services (Option 3). Parent program refusal will be documented by the completion of a new PPF. The option to deny services is provided to parents as a provision of the MCD, 2012, but is not a recommended option as research shows that students benefit from additional support while learning English. A school administrator or teacher may refer a PPF3 student to the ISA team at any time to revisit the student’s language needs. We will adhere to the policy that parents cannot change their HLQ once completed, however they will be able change their PPF options at any time.

At HTES parents/guardians will be fully informed about student’s identification and program placement through a face-to-face meeting. The students’ instructional progress, placement data, and all other sources of data will be shared with parent. The schools recommendations for best meeting the “child’s needs” will be clearly outline for the parent. Even if the parent has decided to opt out of all ELA Services, the ISA team will review a body of evidence for each student by monitoring them twice a year (fall and spring). We will inform the parents about the students’ academic language development progress when progress reports are sent out, and at parent-teacher conferences. HTEC will use the WIDA-ACCESS to assess ongoing progress on English Language proficiency levels for speaking, listening, reading and writing. Parents will receive their child’s ACCESS test scores and be invited to participate in a meeting to share with parents how to interpret the test results. This meeting will also

include strategies and resources for parents to access to support their child's language development. All ELLs at HTES will full participate in the school-wide assessment plan to ensure students are making adequate yearly progress in all content areas. Any students receiving instruction in Spanish will receive district and school based assessment in Spanish.

ISA Team

The ISA team will make recommendations regarding program entry, identify what options parents have chosen on the PPF and review Placement exam (W-APT) scores. At the beginning of every school year, the ISA team will run ELL lists using district data bases to determine which students are eligible. This list will be reviewed to determine if all eligible students are receiving the correct ELA services and to ensure that students are placed correctly. If programmatic changes are warranted, the ISA team will follow DPS protocol for revisiting and potentially changing services (with parent permission). The ISA team will strive to conduct their work with integrity, basing decisions on what is best for students instructionally.

Program Design and Curriculum

All students designated ELA will participate in a 45-minute English Language Development (ELD) block every day. Instruction will utilize the DPS identified *Avenues* curriculum for the ELD block. In addition, lessons will incorporate the World-Class Instructional Design and Assessment (WIDA) Standards Frameworks and tools. Each of the WIDA standards will be visited through the continuum of levels of English language acquisition (Level 1: Entering to Level 6: Reaching). Instruction will plan for how students will listen, speak, write and read in the academic language of each of the *Avenues* units. In addition, each expanded standard will encompass Discourse Level, Sentence Level, and Word/Phrase Level considerations. HTES will use the recommended WIDA Template for drafting strands of Model Performance Indicator's (MPI) to plan out the specific frameworks for the focal standards of a given unit.

English language development will not be limited to the daily ELD block. At HTES we believe that our students will be most successful with their acquisition of English if all teachers are supporting their language development throughout the day. This will provide our students with an effective language development model that has been identified by a strong body of research, teaching language through the content. If the instruction is focused on academic content, then students can acquire English, and develop the knowledge and skills of the different content areas at the same time (Freeman & Freeman, 2007). This model will ensure that students have access to rigorous, grade-level content. Students will receive the ELA supports and scaffolds they need to engage in cognitively demanding, yet meaningful learning.

Along with the intensive and purposeful professional development plan outlined in the Professional Development and Evaluation section below, staff will use a team planning protocol to intentionally plan for language development within each of their content area units of study. These plans will be created using the World-Class Instructional Design and Assessment (WIDA) Standards Frameworks and tools. To support this program design, teachers will study and utilize the tools provided by WIDA. The "Can Do" descriptors for each content area and grade level will support staff in creating effective, linguistically-

differentiated lesson plans in each content area, set language goals and closely monitor the progress of each student's language acquisition.

Assessment of the progress of our ELLs, as well as all students, is an integral component of the overall instructional plan for HTES. All ELLs will fully participate in the school-wide assessment plan outlined in this document. Students will be assessed in their language of instruction. Students participating in native language (Spanish) instruction will also have their literacy skills monitored in English to determine progress towards transition and to determine when a shift to English only instruction is appropriate. As a part of our school-wide data systems, a review of student progress data will occur every six-weeks. During these six-week reviews, the ELL population will be disaggregated and analyzed to determine if students are making the gains needed to be academically and linguistically successful. In consultation with Dr. Uribe, we will explore additional progress monitoring tools like the WIDA Measure of Developing English Language (MODEL) to determine the best methods to progress monitor student growth in language acquisition. An initial goal of a median growth percentile of 70% has been set for WIDA-ACCESS. This goal will be closely monitored using our historical ACCESS data, language acquisition progress monitoring data, student data collected within the various content areas and annual performance goals.

Based on the current demographics in the near northeast region, HTES does not anticipate falling into the program designation of a TNLI program. If this proves not to be the case, we will ensure that our TNLI program aligns with the guidelines and procedures that are outlined by the DPS ELA department. A teacher will be designated ELS-S/E at each grade-level to ensure that students designated Option 1 have access to Spanish native language instruction in the core academic areas. Student growth in Spanish literacy and mathematics concepts, as well as their acquisition of English language will be closely monitored. Students will be transition from Spanish instruction to English instruction based on a body evidence that considers their academic and linguistic performance in Spanish and English. Students at HTES will participate in an early-exit model. Students will be monitored to determine when they have reached high levels of academic achievement in all content areas.

Based on the number of ELLs we are currently serving at HTES we are anticipating providing our programming using an ESL Resource Model. We will use a supported and scaffold immersion model, designed to achieve English proficiency as quickly as possible while promoting deep respect for the native language and culture of every student at the school. The principal will be responsible for the oversight of the ELA programming ensuring that all teachers are appropriately designated and have completed all required district ELA classes and certifications. The ESL resource teacher will be designated to manage the ELA program in close collaboration with the principal and ISA team. The individual hired for the position of ESL teacher must possess:

- A working knowledge of the history, culture, and core beliefs of the DPS modified consent decree and ELA programming.
- Have experience teaching the *Avenues* curriculum.
- All required certifications to be considered highly-qualified for the position.
- Language proficiency in the predominate language of the school's ELL population (based on current projections this language will most likely be Spanish).

- Organizational skills to maintain and organize the required paperwork to ensure total compliance with our ELA programming.
- Strong working relationship with our parent community and a strong management of the Parent Advisory Council (PAC).
- A strong sense of efficacy for the ELL students at our school, relentlessly monitoring their progress and advocating for the best programming for each child.
- Manage the ISA team.

The ISA team will consist of at least two ELA teachers, one of whom must be fully qualified ELA-S or ELA-E, a principal or administrator designated by the principal, and a designated ISA team contact who acts as the primary contact and serves as the contact/liaison between the ELA department and the school. The ISA team will:

- Review of services provided to newly identified ELLs, including Newcomers
- Monitoring identification of ELLs to identify potentially inappropriate identification and placement;
- Review of English Language Proficiency (ELP) and Academic Progress of all ELLs (including those who have declined services)
- Identification of ELLs in need of intervention, as indicated by objective data and collaboration with appropriate staff, to address the student's instructional needs;
- Review of ELL student information/data with recommendations to the ELA department, as indicated by objective data, regarding the redesignation of ELLs;
- Review of ELL student information/data with recommendations to the ELA department, as indicated by objective data, regarding the reentry of ELLs into the program;
- Recommendations to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by them classroom teacher or parent.

Professional Development and Evaluation

We will ensure that all staff members are highly-qualified and skillful in the best practices of instruction for linguistically diverse students. All staff members will be qualified via state-endorsement in teaching the culturally and linguistically diverse, a masters or doctorate degree in teaching the linguistically diverse, or completion of a district-approved training program.

Professional development will be focused on language development, second language acquisition, and an effective teaching strategy to ensure that content is comprehensible for ELLs. Our professional development program that will be focused on the following:

- Language acquisition
- Literacy instruction
- Transferability
- RTI for ELL students
- Transitional Native Language Instruction
- Differentiation of first and second language acquisition

- Curriculum development for ELL students
- Literacy for ELL students in English and Spanish
- Math instruction for ELL students
- Social and science instruction for ELL students
- Scaffolding language and content
- Academic Language
- Framework for teachers to address English acquisition

Teachers will participate in PLCs, instructional coaching cycles, book studies and team lesson planning protocols. During team planning sessions, staff will create content/language objectives together utilizing the DPS guidelines and frameworks for effective objective writing. Staff will include WIDA standards and “Can Dos” as an integral part of their lesson planning process. The team planning protocols will be used to ensure that lessons provide the supports necessary for ELLs to have access to rigorous, grade-level standards. We will partner with the DPS English Acquisition Department to provide staff with additional professional development opportunities. Our intentional efforts around cultural awareness, PBIS, Peace 4 Kids and parent involvement detailed in the Culture section of this plan will all serve to meet the non-academic needs of English learners and their parents. The observation-feedback protocols that will be used by school administration will provide teachers with timely feedback, connected to the ELA professional development they receive. One of the major tools that will be used as part of the evaluation process will be the LEAP frameworks. These frameworks provide specific indicators of effective and rigorous instructional practices for promoting high levels of academic language development. The HTES school administration will actively participate in all school-based professional development, as well as attending all district trainings focused on leading effective ELA programs and services.

Exiting/Redesignation

If it is determined that a child should be mainstreamed into English only instruction or exited from ELA services, we will follow the District guidelines to ensure that our process uses:

- A conjunctive or composite score to measure when a student has achieved proficiency in English on a valid and reliable ELP test.
- Grade- level proficiency in each of the four language domains to permit students to participate effectively in grade-level academic content instruction and assessments in English.
- A valid and reliable measure of the student’s proficiency in English that enables students’ meaningful and equal participation in the educational program without program services.

In order to complete the exit or redesignation process, we will use accompanying documentation like standardized assessment, report cards, current reading assessments, scored writing samples, and attendance histories. At HTES parents/guardians will be fully informed about student’s exit or redesignation consideration through a face-to-face meeting. All exit or resignation decisions will include parent input and feedback. Parents will be formally notified in writing of final team decisions. Students will be closely monitored for two years after exiting the program using the same, thorough body of evidence used to

determine exit. If at any time during this two-year monitoring process the ISA team or a teacher determines that student would benefit from further ELA services, they will collect a body of evidence to readmit the child to the ELA program. When considering an ELL with an IEP for redesignation or exit, the ISA Team will consult with the Special Education/IEP team.

All decisions made by the HTES ISA team will be based on a body of evidence and will include input from all stakeholders. HTES will follow district policy and ensure that all The ISA team and mainstream classroom teachers will document the student's academic performance using the ELA Monitoring Form and supporting documentation. Monitoring forms will be used to monitor whether students are meaningfully participating and demonstrating academic proficiency in mainstream English instruction.

E. Special Education Students

Recruitment, Model & Schedule

The recruitment process for HTES will be inclusive of all students who wish to attend our school. It is the intent to provide special education services for identified students across a continuum of services based upon the individual needs of each student. Students identified with mild to moderate special needs will receive support in a pull-out or inclusionary model that will adhere to the minutes on each student's Individual Education Plan (IEP). Students with disabilities will fully participate in the PBL units of inquiry. In other schools students with disabilities are not included in school-based enrichment; however, at HTES this will not be the model. All students will participate in PBL with each of the projects being individualized based on instructional needs.

HTES intends to actively pursue the placement of center programs within our school through a partnership with DPS Student Services. The school administration has a wealth of experience in the field of special education and has spent the majority of their educational careers advocating for individuals with disabilities. We feel that the inclusion of students with more significantly impacting disabilities is essential to our goal of creating a school that embraces diversity. If center programs are placed at HTES, we will ensure that these students receive specialized instruction from highly-qualified special educators. In addition students will have multiple opportunities to be integrated with typical peers throughout the school day with support from para professionals based upon the individual needs of each student. Students with special needs that require additional support services will receive these services in accordance with their IEP utilizing push-in and pull-out models. Schedules will be created and adjusted frequently to meet the individual needs of the identified students based on decisions made during IEP meetings.

Staffing

For all special educator positions, we will recruit special education candidates with appropriate licensure and are highly qualified. We will seek out candidates who have a proven record of implementing effective instructional strategies and curricula identified by the extensive body of research on best practices for instructing students with disabilities.

Candidates will demonstrate the ability to support all disabilities including social/emotional and educational.

All special education teachers will be trained in best practices for providing specialized instruction. Teachers will attend the ongoing professional development opportunities provided by DPS Student Services. At the school level, teachers will receive professional development in multi-sensory instructional practices utilizing Multi-Sensory Teaching of Basic Literacy Skills (Birsch, 2005), How the Special Needs Brain Learns (Sosa, 2007) and Explicit Instruction: Effective and Efficient Teaching -What Works for Special-Needs Learners (Archer, 2011) for book studies and professional learning communities. In addition, special education staff will be asked to do periodic professional development sessions with general education staff to share the key instructional strategies and techniques they learn in their book study groups.

Curriculum, Instruction, & Assessment

The intentional and strategic choices made in the purchase of our core curricula will support our students with disabilities first and foremost in the general classroom. This curricula provides students with the support of a Universal Curriculum that is designed to meet the needs of all learners. The multi-sensory and strong teacher-modeled shared reading approaches found in Imagine It will support students' access to grade-level reading content and standards on a daily basis. The strong concrete-pictorial-abstract instructional format employed by Math in Focus will serve as an additional support for students with disabilities to access grade-level content and standards in mathematics. Finally, the strong multi-sensory approaches in Writing Alive will support our students with disabilities to access both the grammar and genre structures needed for success in writing. Students will not be pulled from the whole-group core content lessons so as to ensure they receive this essential, grade-level instruction. Students will participate in the school-wide social emotional curriculum, Peace 4 Kids. This curriculum will support students with the development of coping strategies, social skills development, and relationship building opportunities.

Students will also be provided with explicit and target specialized instruction in the identified areas of need. In order to initially create consistency and measure teacher's background knowledge in explicitly teaching students with disabilities the following plan will be implemented. The mild/moderate special education teachers will use: (a) the reading instruction lessons of Foundations, Wilson and/or Language!; (b) the math instruction lessons of Math in Focus, Hands-on Standards, Navigator and/or Origo; (c) the writing instruction lessons of Writing Alive during their small-group time based on the individual needs of each student.

The center program teachers will use: (a) the reading instruction lessons of Early Literacy Builder, Foundations, Environmental Print, and/or DPS Core Instructional Materials; (b) the math instruction lessons of City Steps, Math in Focus: Singapore Math, Hands-on Standards, Touch Math and/or Origo; (c) the writing instruction lessons of Handwriting Without Tears and/or Step Up to Writing during their whole-class and small-group time based on the individual needs of each student.

HTES students with disabilities will have their progress monitored in multiple ways. They will participate in classroom assessments (lesson, chapter, and unit) and interim assessments to determine their progress towards grade-level standards. In addition, students with disabilities will be progress monitored using the assessment tools that accompany any intervention materials used for specialized instruction. Finally, students will be progress monitored using CBMS in accordance with the guidelines established by DPS Department of Student Services. In addition, the special education staff will actively participate in the data team processes to ensure that all students are making adequate progress. Special education staff will participate in the same rigorous evaluation processes as all HTES staff, including one-on-one data conversations with school administration closely monitoring how students are making progress in the areas where they are receiving specialized instruction.

Identification

HTES will utilize a strong, multi-tiered RtI model to identify students with disabilities. All students will participate in a screening process for small group instruction in reading and mathematics. Based on this data students will be placed in small groups for targeted intervention. Students' responsiveness to small group instruction will be closely monitored and analyzed. When students are unable to make adequate progress in these groups, instruction will be modified and adjusted as a part of regular data team meetings. If students continue to struggle to make adequate progress, students will be referred to the Student Intervention Team (SIT). The SIT will be comprised of regular education teachers, intervention teachers, and special education staff. Parents will be an integral member of the SIT process. The SIT will utilize the DPS protocols and formats. Each student who participates in the SIT process will receive a 6-week plan to be implemented and closely monitored. When students have participated in the SIT process and continue to struggle to make adequate progress, the team may determine that the IEP process should be pursued. At that point in time, a student may be referred to the IEP team for an evaluation. The IEP team will use the guidelines and processes outlined by the DPS Department of Students Services to conduct an evaluation and IEP determination. The same process will be followed for students who display social/emotional needs with additional supports from the school-wide PBIS and Peace 4 Kids systems.

F. Academic Intervention & Acceleration

HTES is committed to ensuring that all students achieve and meet grade level academic standards in all content areas. We will implement strong, research-based core curricula in all content areas (Imagine It, Math in Focus, Writing Alive). Universal screening of all students will be completed with intervention placement assessments, DIBELS Curriculum Based Measurements, STAR Reading, Developmental Reading Assessment 2, DPS Interim Assessments (2-5), CSAP (3-5) and ACCESS. An examination of data across assessments will determine areas of possible intervention. Students in grades K-5 who are determined to be at the Tier 2 or targeted level will receive between 20 and 45 minutes per day of targeted intervention in addition to grade level instruction. Students in grades K-5 who are determined to be at the Tier 3 or intensive level will receive between 45 and 90 minutes per day of intense targeted intervention in addition to grade level instruction.

RtI Leadership Team:

The purpose of the RtI Leadership team is to provide overall guidance and support to the RtI process. The team membership will consist of an administrator, interventionist, primary teacher, intermediate teacher, and a special educator. The team will focus on the following:

- Meet monthly to monitor the RtI Instructional Plan to ensure that the data demonstrates that the plan is working as designed; making any needed adjustments.
- Ensuring effective classroom instruction in the core.
- Creating a process that ensures that teachers/interventionists use and document research-based intervention prior to bringing students to the SIT.
- Ensure that regular observations are conducted to ensure fidelity of implementation at the universal, targeted, and intensive levels of instruction.
- Ensuring that regular data team meeting cycles occur to monitor student progress and make timely adjustments to instruction.
- Ensure that budgeting and scheduling decisions are closely tied to student and teacher needs based on data.

Plan to Collect Data to Determine Intervention Needs and Evaluate Intervention Effectiveness		
DRA-2/EDL-2	District Interim Assessments	Intervention Program Placement Assessments
1. Who needs to be tested (if not being done school wide)? All Students	1. Who needs to be tested (if not being done school wide)? All Students	1. Who needs to be tested (if not being done school wide)? Core small-group assessments administered to all, intervention administered based on identified student need using universal screen data.
2. Who will prepare/order testing materials? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting	2. Who will prepare/order testing materials? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting	2. Who will prepare/order testing materials? Interventionists, and paras
3. Who will give the assessments? Classroom teachers	3. Who will give the assessments? Assessments will be given by an school-based assessment team (paras, facilitator, sped team, specialists, & classroom teachers)	3. Who will give the assessments? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting
4. When? First week of August through the end of September	4. When? Fall Winter Spring	4. When? Fall – First week of school
5. Scheduling Plan? Teachers create their own schedules	5. Scheduling Plan? TBD	5. Scheduling Plan? Within the first two weeks of school for grades 1-5, by the end of the first month for Kinder
6. Who will score assessments? Teachers score their own assessments as administered, individually and across grade	6. Who will score assessments?	6. Who will score assessments? Classroom and Intervention

<p>levels</p> <p>7. Which data system will be used?</p> <p>School Net and TANGO</p> <p>8. Who will enter the data in to the system?</p> <p>Classroom teachers, data will be uploaded automatically using TANGO</p> <p>9. How (who) will the data be compiled and analyzed?</p> <p>Data will be printed in class wide reports by grade level to be analyzed and debriefed at September Data Team Meeting in order to establish SMART Goals and Refine Groupings</p> <p>10. When will it be published/viewed by staff?</p> <p>Data Wall will be created as a part of the meeting during first week of school and maintained throughout the school year.</p>	<p>Assessments will be scored by classroom teachers in collaborative teams for calibration.</p> <p>7. Which data system will be used?</p> <p>SchoolNet</p> <p>8. Who will enter the data in to the system?</p> <p>SAL</p> <p>9. How (who) will the data be compiled and analyzed?</p> <p>Data will be printed in class wide reports by grade level to be analyzed and debriefed at Fall, Winter and Spring Data Team Meeting in order to establish SMART Goals and Refine Groupings</p> <p>10. When will it be published/viewed by staff?</p> <p>Data Wall will be created as a part of the meeting during first week of school and maintained throughout the school year.</p>	<p>Teachers</p> <p>7. Which data system will be used?</p> <p>VPORT and Excel</p> <p>8. Who will enter the data in to the system?</p> <p>Teachers and Interventionist</p> <p>9. How (who) will the data be compiled and analyzed?</p> <p>Data will be compiled by interventionist to establish and design the walk-to-read intervention block groupings and schedule</p> <p>10. When will it be published/viewed by staff?</p> <p>Intervention and small group instructional data and grouping plan will be updated every 6-8 weeks. The updates and progress of students will be shared with grade-level teams, support staff, and school administration.</p>
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Plan for Assessing and Placing New Students Who Enroll Mid-Year into Intervention Block Groups:

When new students arrive at HTES, the registration secretary will complete the top section of this form and place it in the classroom teacher's box:

Name: _____ ID #: _____ Date Enrolled: _____

Classroom Assignment: _____ Teacher Name: _____ Grade-Level _____

This section completed by classroom teacher:

Contact previous school/teacher to find out about student's instructional needs, ELA status, previous interventions, etc. and document information below:

If not available, administer STAR Reading and DIBELS and any diagnostic assessments needed to make instructional decisions (Spelling inventory, CORE Phonics Survey, etc.)

DRA-2: _____ Diagnostic Data: _____

****BE sure to bring this form to the next grade-level data team for support in placing student into the appropriate Intervention Block group.**

Plan for Literacy Intervention:

Universal Level

➤ School-Wide Core Instruction

Using the Imagine It reader's workshop students will participate in whole group instruction, small-group reading instruction, and individual learning stations. Students will be re-grouped across classroom to ensure targeted whole group and small group instruction that is targeted at the child's individual zone of proximal reading development.

Targeted Level

➤ School-Wide Literacy/Intervention Block:

A 60-minute intervention/small group block will be provided according to the master schedule for all grades K-5. During this time the classroom teachers will be conducting small-group reading instruction and monitoring work stations. Intervention teachers, ESL teachers, special education teachers, and paraprofessionals will provide additional small-group instruction. Small groups will provide double-dosing in specific skill needs using a variety of intervention materials. Possible intervention programs will include but not be limited to: Imagine It Intervention, ReadWell, Leveled Literacy Instruction, Six Minute Solution, PALS, and Read Naturally.

Intensive Level:

➤ Intensified School-Wide Literacy/Intervention Block:

Students in need of intensive reading intervention will receive their instruction during the same 60-minute block of time as the rest of the students in their grade-level. This will ensure that students in need of more intensive reading intervention (IEP and ESL students) will still be able to fully participate in the core reading lesson, receiving daily instruction in grade-level standards. The only difference will be that they will participate in smaller groups for the entire 60 minute period using more intensive reading intervention curricula. Possible intervention programs will include but not be limited to: Writing Road to Reading, ReadWell, Wilson Foundations, Wilson Just Words, Wilson Reading, Language!

Plan for Mathematics Intervention:

Universal Level

➤ School-Wide Core Instruction

Mathematics instruction will use the Math in Focus curriculum including whole group instruction, small-group reading instruction, and individual learning stations. Students will be re-grouped across classrooms to ensure whole group and small group instruction that is targeted at the child's individual zone of proximal mathematics development.

Targeted Level

➤ School-Wide Math Intervention Block:

A 30-minute intervention/small group block will be provided according to the master schedule for all grades K-5. During this time the classroom teachers will be conducting

small-group mathematics instruction and monitoring work stations. Intervention teachers, special education teachers, and paraprofessionals will provide additional small-group instruction. Groups will participate in double-dosing targeting specific skill needs using a variety of intervention materials. Possible intervention programs will include but not be limited to: Math in Focus Reteach, Origo, Navigator, and Do the Math.

Intensive Level:

➤ Intensified School-Wide Mathematics Intervention Block:

Students in need of intensive mathematics intervention will receive their instruction during the same 30-minute block of time as the rest of the students in their grade-level. This will ensure that students in need of more intensive math intervention (IEP and ESL students) will still be able to fully participate in the core math lesson, receiving daily instruction in grade-level standards. The only difference will be that they will participate in smaller groups for the entire 30 minute period using more intensive math intervention curricula. Possible intervention programs will include but not be limited to: Math in Focus Reteach, Origo, Hands-on Standards, Navigator, and Do the Math.

Plan for Behavior Intervention:

A similar tiered system will be utilized for social/emotional instruction of students. All students will participate in the Peace 4 Kids core curriculum. Students who need additional supports for behavior will participate in small groups using the Peace 4 Kids program for more intensive, small group instruction several times a week. The frequency of group sessions will be based on individual student need. Groups will be supported by social worker, psychologist, and Dean of Culture. Students in need of intensive support will receive individualized behavior contracts and/or behavior plans to be monitored by teachers, Dean of Culture, and special education staff.

Fluid Systems for Intervention

HTES will employ fluid systems for intervention. Students' progress will be monitored on a regular basis. Whenever a student demonstrates the need to be moved to a different group for either more intensive intervention or for less intensity (acceleration), students will be moved accordingly. This system will ensure that students spend little or no time in a group that is working at a level that is either too hard or too easy. By delivering intervention using a flooding model, fluidity of student grouping is both more feasible and provides a wider base of potential group in which to place students.

G. Gifted and Talented Students

HTES will be using the DPS policies and procedures for identification of gifted and talented students. Students will be identified using three criteria:

1. Assessment data from TCAP and or DRA-2 demonstrating 2-years above grade-level
2. Scores of 90% or higher on the NNT-2 (2nd and 4th grades)
3. Parent and/or teacher questionnaire.

We will utilize the .25 allocation provided by the DPS Gifted and Talented (G/T) department to employ a highly-qualified gifted and talented teacher. This individual will be responsible for administering the assessments, identifying students for services, providing services, and overseeing all required paperwork. The G/T teacher will be hired through the support and guidance of the G/T department to ensure that we have a teacher who meets their rigorous criteria.

In alignment with DPS G/T department practices, students can be identified for services using a separate qualification in the area of creativity. Students will be identified using the two criteria: High scores on at least 2 of the DPS tests for creativity (grades 3rd and 5th) and a parent/teacher questionnaire.

We will follow the procedures set forth by the G/T department to ensure that students who are traditionally under-represented will be included in the program. ELLs will be evaluated for eligibility based on modified criteria. Students will only need to demonstrate one-year above grade level skills, modified TCAP criteria, and a checklist that analyzes the rate at which a child has acquired their second language.

A variety of research-based, instructional strategies and programs will be utilized to support the growth of our G/T students. The PBL model will be individualized to provide our G/T students with opportunities to extend their learning and creativity. The PBL's will be highly individualized for this group of students to ensure opportunities to expand and develop their particular areas of giftedness. We will also incorporate instructional best practices based on the work of Renzullie and Tomlinson when designing instructional opportunities for our gifted students. Teachers will receive specific professional development and feedback on their use of Bloom's Taxonomy oriented, higher-order thinking through questioning, assessment, and instructional activity design. The G/T teacher and PBL coordinator will provide ongoing support and professional development for classroom teachers to ensure that the needs of the G/T students are being met.

The G/T students will receive daily, small group reading instruction at their reading level, providing opportunities for challenge and extension. Classroom teachers will utilize the extension resources that exist within the core reading, writing, and mathematics curricula to provide students with additional opportunities for instruction. The G/T staff member will support students one day per week. Services will be provided in either a push-in or pull-out model based on what best meets the needs of students.

Students' progress will be closely monitored using our school-wide data tracking system and data walls. All student identified gifted and talented will be expected to make adequate yearly progress. This particular subgroup will be closely monitored. If necessary, students will be administered up-level assessments through the core curriculum to ensure that they are making progress.

H. Supplemental Programming

Students will receive social/emotional instruction using the Peace 4 Kids program. The Peace 4 Kids program offers a daily gathering where a minimum of three students per day will be recognized for demonstrating one of the 15 character traits. These morning meetings also

provide an avenue for students to resolve issues and restore positive relationships in the classroom. The Peace 4 Kids curriculum includes three lessons per month to increase social competence and mental health in the school. This evidenced-based program also has been shown to increase academics. In a recent study conducted by the University of Texas, schools who utilized Peace for Kids showed significant gains in academics and behavior. Based on the success of Peace for Kids over the past 10 years, the program was recently nominated as a top social skill development program by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Our school will partner with the Center for Safe Schools for staff training and coaching to preserve the fidelity of the program. Peace 4 Kids also provides a tiered system of support. Students who need more targeted and intensive support in the development of social/emotional skills and strategies can participate in small group instruction. Knowing that parents play an integral role in developing and maintaining a positive school culture, we will offer the Parent Empowerment program that connects to the Peace 4 Kids curriculum.

The staff at HTES will actively seek out partnerships and opportunities for students to participate in extra-curricular activities. During year-zero as well as once the school has been opened, we will continue to identify potential opportunities for our students.

HTES has established an initial partnership with the non-profit organization, Junior Achievement. This partnership will be leveraged as a strategic community connection for students when completing PBL units. The Junior Achievement program provides students with an opportunity to learn how they can impact the world around them as individuals, workers and consumers. Students are encouraged to use information, apply basic skills, think critically and solve complex problems. This partnership will allow students to expand their learning experiences beyond the classroom, learning from adults who work within their community.

HTES has established a partnership with Kaleidoscope Corner (KC), a district sponsored daycare program. As a key component of this partnership, KC will employ a program coordinator who will oversee all afterschool enrichment opportunities. The coordinator will work closely with parents and school leadership to identify afterschool enrichment opportunities of interest to the community. Afterschool enrichment will include opportunities like art, soccer, bricks for kids, etc.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

Staffing will be completed in order to ensure the highest quality candidates for all teaching positions. We seek waivers to timelines, policies and procedures for hiring to ensure a thorough and timely hiring process and to eliminate the need for any direct placements. All new teachers to the school must be qualified by the criteria in the posting and share the vision and mission of the school. The ability to hire from within or outside the school district will attract excellent candidates locally and throughout the country. It is the vision of HTES to align with the same rigorous hiring practices employed by HTEC. We will be using the Blueprint Teacher Selection Toolkit (Blueprint Schools Network, 2013) as the guiding tool for our hiring processes. The selection and hiring process at HTES will occur in 5 stages:

Stage 1: Initial Screen of Resume and Cover Letter

Applicants will be asked to submit a school-specific cover letter and resume, which should include information on the candidate's education and experiences as well as certification to ensure they are highly-qualified for the position.

Stage Two: Phone Interview

The hiring committee will utilize the BEI interview techniques, interview questions, and scoring protocols. "The "Behavior Event Interview" (BEI) technique requires candidates to detail actions and thinking in past work events. Interviewers using BEI should ask questions that encourage candidates to reflect on concrete, past actions, rather than hypothetical responses.

Stage Three: Reference Check

In alignment with the DPS Human Resource Department guidelines, candidates will be required to provide at least two references with one reference coming from an immediate supervisor who has evaluated the candidate in the past. HTES will use the DPS Human Resources reference check document to collect and document feedback from references.

Stage Four: Interview

- **Lesson Plan Scenario** – Candidates will be given a lesson plan scenario with student pre-test data and demographics (i.e., IEP status, EL status, etc.) in order to create a personalized lesson plan based on the data. All lesson plans will be evaluated using a rubric.
- **Lesson Observation** – Candidates will be shown a short video clip of a teacher providing a lesson to a group of diverse learners. Candidates will be given key LEAP frameworks to observe for (i.e., High Impact Instructional Moves). They will be asked to note what characteristics the teacher and students demonstrate and align their observations to the identified LEAP frameworks. Their video notes will be evaluated using a rubric.
- **Data Team Scenario** – Candidates will be placed in small groups to interact with one another to analyze a set of student data. They will be asked to identify areas of strength and need. Based on the identified areas of need, candidates will have to collaborate on

possible “next steps” instructionally for the hypothetical student group. Their data notes and collaboration within the group will be evaluated using a rubric.

- **Multi-Cultural Awareness Essay:** Candidates will be given a quote concerning the need for teacher awareness and sensitivity to the diverse student population of HTES and asked to respond to the quote in writing. Essays will be evaluated using a rubric.
- **Model Lesson:** Candidates will be asked to prepare and teach a model lesson to be observed by the school administration and interview committee (whenever possible). Candidates’ lessons will be evaluated using a rubric. Students participating in the lesson will also be interviewed using a specific toolkit protocol.

Stage Five: Follow-up and Final Selection

Leadership team will work collaboratively to review candidate application documentation and make final selections.

The school leadership is committed to ensuring that once hired, staff will receive a high level of support, professional development, and ongoing feedback that will ensure their desire to remain as a staff member of HTES. We have set the goal to retain 90% of the staff which will become a component of the overall principal evaluation. Teachers will be employed using an annual contract that will expire at the end of each contract year.

B. Teacher Coaching

The primary goal for teacher coaching at HTES is to ensure that there is a highly effective teacher in every classroom. In order to achieve this goal, teacher coaching must be highly individualized, systematic, and continuous. The first step in developing highly effective teachers is to clearly identify what the characteristics of a highly effective teacher looks like in practice. We will utilize the DPS LEAP Frameworks to define the characteristics that all staff will strive to emulate in their classrooms.

HTES will utilize the strategies and structures found in the Cognitive Coaching model. This model of classroom and school wide instruction allows teachers to feel empowered as they are being guided down a path of self-discovery towards bettering their teaching practice (Cognitive Coaching Foundation Seminar Learning Guide, 2012). The contexts that will be used for teacher coaching at HTES are initial professional development for teachers, ongoing professional development, one-on-one support, and teacher collaboration.

Observation and Feedback Cycle

The observation and feedback cycle will strive to meet the structural frameworks and guidelines identified in Leverage Leadership (Bambrick-Sayntoyo, 2012). Twenty to thirty minute observations of teachers will occur monthly followed by a timely feedback session. Each feedback session will be focused, evidence-based, and constructive. Leadership will use the “Six Steps for Effective Feedback” protocol to frame their conversations. Teachers will bring their lesson plans and teacher’s guides connected to the observed lesson to ground the debrief conversation in instructional practice. The identified action steps will be focused, high-yield, connected to the LEAP Framework and manageable enough for a teacher to make changes that can be observed in practice within a few days. Based on the identified action

step, teachers may be given professional reading, video exemplars, or models in their classrooms to support their action step implementation. The HTES administration will use the data tracking systems provide by Leverage Leadership as models for creating systems for tracking the instructional coaching cycles of teachers.

C. Teacher Evaluation

In order to fully align with the guidelines of Colorado SB-191, we will be following the DPS LEAP policies and procedures for the annual evaluation of teachers. Teachers will fully participate in the observation, professionalism, student survey, and student data components of the LEAP system. The student data component of LEAP will constitute 50% of the overall evaluation. Continued employment at HTES will be contingent upon their overall performance on the LEAP evaluation. Employees

The Instructional Superintendent for HTES will be responsible for evaluating the principal. The Collaborative School Committee (CSC) and mid-year teacher surveys will contribute to that evaluation. The Instructional Superintendent will take action as necessary in setting up a plan for improvement, and then initiate further action as deemed necessary to keep the school leadership in line with the achievement of the goals outlined in this proposal. At any time when it is determined that a teacher is not meeting performance expectations through classroom observations conducted by the Principal and/or Assistant Principal, the teacher will be placed on a Plan of Improvement.

D. Professional Development

Each summer, teachers participate in a retreat focused on team-building, initial orientation to the guiding principles for HTES, and an overview of summer professional development commitments. Professional development in core curriculum is offered to all new hires prior to the start of the school year. In a week long professional development teachers are trained in the common expectations and school-wide cultural practices that will be an integral part of the success of HTES: Classroom and school-wide rituals and routine, Multicultural Awareness/equity Training, LEAP Process, PBIS, PBL, PLCs, Common Planning Protocols, Data Team Protocols, School Protocols and Handbooks

Ongoing Structures and Opportunities

Professional development at HTES is closely tied to student data and classroom observations. Based on these data, the leadership team will collaborate with the CSC to design targeted and meaningful professional development opportunities for staff. The foci for professional development is to be flexible and reactionary to each round of student data collection and ongoing analysis of school wide trends in teacher observation data. The following structures and opportunities will be in place in an ongoing basis after the school opens:

- **Daily PLC Team Planning Block:** Each staff member will participate in a daily team PLC planning block. During this allotted 90-minute block teachers will participate in targeted professional development in instructional pedagogy, book studies, team planning, and data teams. Teachers will typically use half of the 90-minute block for team PLC work and half the time to prepare for students in their individual classrooms.

Focal topics for professional development will include, but not be limited to: (a) high impact instructional moves, (b) best practices in supporting the needs of linguistically and culturally diverse students, students with disabilities, and gifted students, (c) strategies for high levels of student engagement and accountability, (d) blended learning and integrating technology into the classroom, (e) implementation of a reader's and writer's workshop model, including stations, (f) implementation of a math workshop model, and (g) implementation of a project based learning model.

- **Designated school professional development times:** The scheduling and planning for these sessions will be facilitated by the school leadership team with feedback and input from the teaching staff. Although the majority of professional development will occur in PLCs, there will be opportunities for school-wide professional development session on non-student contact days. These school-wide professional development sessions will be leveraged to continue the ongoing development of the teacher cultural competency in effectively serving linguistically and culturally diverse students.

The professional development program will be evaluated using multiple measures throughout the school year on an on-going basis.

- All formalized professional development sessions will require teachers to complete exit tasks to demonstrate their learning during the session and for teachers to set goals for classroom implementation. These goals will become a key focus in the next administrative observation.
- Teachers will participate in ongoing surveys to provide leadership with insight and feedback on the effectiveness of PLC structures and professional development opportunities.
- School-wide targeted walk-throughs will be conducted by the school leadership team, looking specifically for teacher practice in areas of school-wide professional development.
- Student data will be analyzed to draw connections between particular instructional practices that have been foci of professional development and their impact on student growth.

Professional development during the first year will be closely documented to identify potential needs for the following year. This first year data will also serve as a blueprint for the professional development supports that will need to be in place for any new staff hired in the years that follow.

E. Pedagogy

The instructional methodology for HTES will be closely aligned with the descriptors located in the LEAP Frameworks for effective teaching. Teachers will be using an adapted version of the Review Objective Presentation Exercise/Evaluation Summary (ROPES) daily lesson plan template which will be reviewed by leadership team on a regular basis. Lesson plans will:

- Be planned with grade-level teams using a school-wide team planning protocol that will closely align student data, curricula, and content and language standard to each lesson.
- Begin with a review or connection to the prior days learning. This review will be done through the use of a “Do Now” protocol.
- Have a clearly defined and articulated content objective.
- Contain a well-developed language objective that aligns with the DPS content-language objective protocol. Teachers will identify the form, function, and scaffolding tools to support student success in meeting the identified lesson objective.
- Contain focused instruction on the academic vocabulary and academic language of the given content.
- Begin with opportunities for students to access their background knowledge through links to previous experiences and learning. Connections to students’ background and cultural experience will be woven throughout every lesson.
- Contain a clearly defined I DO, WE DO, YOU DO structure.
- Include a variety of questioning techniques (whole group, partner, and individual) using Bloom’s Taxonomy.
- Provide students with rigorous opportunities to think critically and problem-solve.
- Demonstrate multiple opportunities to check for student understanding.
- Concludes with some form of review and assessment of student learning. This daily exit task will allow teachers to assess student learning and make instructional decisions for next steps with students.

Grouping of Students and Collaborative Structures

Students at HTES will participate in a variety of groups and collaborative structures. We will use a variety of techniques to support the successful implementation of collaborative group structures, including strategies found in the Kagan approach. Students will work in homogenous, heterogeneous, and strategically leveled groups (i.e., one high, one low, and two mediums). Group structures will be leveraged to increase student engagement, student talk, and student accountability. Group activities will be focused on pushing student thinking to higher levels and encouraging students to problem-solve within a team structure. The collaborative structures will be especially important for student access to and success with our PBL units of study.

The use of high student accountability and engagement strategies will serve to invest students in their learning. When learning is student-driven, children are more invested. The pedagogical structures that will be employed during core instruction and during the PBL blocks of the day will require students to be highly engaged, highly accountable, and highly self-directed. With the appropriate supports and structures in place, students will be empowered to direct their own learning opportunities. We believe that the blended learning and PBL model will prove to be highly motivating for students.

Section V: GOVERNANCE & FINANCE

A. School Governance

The DPS Collaborative School Committee (CSC) and School Leadership Team (SLT) structures will be combined into one governing CSC. We will create a CSC that meets the requirements of State Law 22-7-106 on school accountability committees. This will ensure a school governance structure that will allow parent and community members to formalize their investment in the school.

The membership of the CSC will include the following voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 1 Community Liaison
- 1 Teacher Representative from each grade level, specials, and special education. The positions will rotate each year, allowing each staff member to have an opportunity to participate in the CSC.
- 1 Classified Staff Member. The positions will rotate each year, allowing each classified staff member to have an opportunity to participate in the CSC

Positions elected by majority vote of CSC (serving 1 year terms):

- 4 Parents- Appointed first year, nominated by and voted on by CSC in following years. The parents will serve in a 2-year, staggered position to ensure the CSC has continuity in parent membership from one year to the next.

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:
 - Approving the school's annual budget
 - Determining and approving the school's master calendar and schedule
 - Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

The CSC will receive periodic updates on student progress as measured by the six-week interim assessments, CMAS, ACCESS, and other school-wide assessments. These data will be at the forefront of all decision-related discussions held by the CSC to ensure that “what is best for students” is the lens through which decisions are made.

Meetings of the CSC will be open to the public. They will be held once each month, but additional meetings may be required. Meetings to discuss time-sensitive agenda items like budget will be scheduled in a manner to ensure that the CSC has adequate time to review

information and give input into the decision making process. We will manage an updated section of the school website to report out the proposed agendas, minutes, and next steps of the CSC for all school and community members to read and review.

B. Budget & Policy Narrative

HTES will strive to ensure that our budget closely supports and aligns to our mission, vision and education plan. In the succeeding years, the following funds have been prioritized to ensure the full implementation of our mission, vision and educational plan.

- Due to our emphasis on technology additional funds have been allocated.
- To support teachers with the curriculum additional funds have been allocated for an instructional consultant.
- Over a five year period support staff will be strategically added to sustain the high level emphasis on technology and specialized instruction necessary to support education plan.

In order to support and manage the school budget, an office manager has been hired who is certified in LAWSON, Cayenta and other budget programs used by the district. The principal will meet regularly with the office manager to review expenditures to ensure spending is within the DPS guidelines and the budget is balanced. We will work closely with our DPS budget partner to review spending, balancing and future planning of the budget.

We actively pursue private revenue sources including contributions and grants. We were able to secure a Janis grant for technology, a Teacher Leader grant to support teacher leader staff salaries, and a gardening grant to help establish our HTES garden. We are continuing to pursue grant opportunities to support our technology purchases. One way we plan to increase revenue is through the application of a waiver through innovation status to budget for actuals instead of averages when calculating salary. Currently we are not planning to contract out for any services.

If anticipated revenues are not received or are lower than expected we will revisit our staffing structure and reevaluate our allocations through the lens of our mission, vision and education plan. This process will focus on limiting our potential cuts to areas that are least likely to significantly affect our implementation of the high tech model.

C. Facility

HTES is currently located in the new, Conservatory Green building in Stapleton. We believe that we can offer this neighborhood a viable option for their children. We feel we can be competitive with the existing schools and charter schools in the neighborhood. Our comprehensive instructional plan, project based learning model, and emphasis on technology in the classroom provides parents with an attractive school option.

Appendix A: Evidence of Support from Parent/Guardians, Community Groups, Teachers & Pupils

School Leader Letter of Support

Denver Public Schools
High Tech Elementary
720-424-2105
www.hightechelementary.dpsk12.org



December 1, 2014

Dear DPS School Board,

As the school leader at High Tech Elementary, I am thrilled to be able to write a letter in support of our innovation plan. As a new school we have worked very hard to create a plan with input from our community on how to ensure that our school is one of the best schools in DPS. We are very excited about our plans for innovation around the ways that we will deliver personalized instruction through our project based learning and blended learning models. Through our plan for innovation we have also created a rigorous and proactive hiring and retention strategies that will ensure that we have a highly effective teacher in every classroom. Our innovations around the school day, content delivery and teacher planning will ensure that our teachers have daily, 90-minute blocks of time to engage in professional learning communities where they can collaboratively review student data, plan data-driven instruction , and learn about high-impact instructional moves to use in their in classrooms.

Sincerely Yours,

Dr. Amy Gile
Principal

CSC Letter of Support

DPS Board of Education

Re: Innovation Status High Tech Elementary

Dear Board of Education Members:

I am writing this letter in support of the proposed innovation plan for High Tech Elementary School ("High Tech"). I support this innovation proposal for several reasons. First, innovation status is the best and most effective way to meet the needs of the students, staff, teachers and parents of High Tech.

The mission of High Tech is "to successfully blend a project-based learning environment with a rigorous 21st century curriculum with high standards for its students. We are committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community."

By allowing flexibility in hiring for the best, most qualified teachers; a flexible calendar to meet the needs of the students; and the ability to have the best curriculum for the students, among many other things, High Tech will be able to meet the stated mission.

Second, as a parent of three children that will attend High Tech, innovation status will help High Tech prepare my children to be the best, most effective learners. For instance, the ability to use project based learning to extend what they are learning in the classroom will make them more critical thinkers and provide them education and opportunity beyond the customary learning model. Further, the use of technology in the school will enable the students to prepare for the demands of the new century and helps expand their learning capabilities beyond the traditional classroom.

Additionally, as a parent of children in the district, I value the opportunity to have more innovation status schools from which to choose for my child's education. Education is not a one size fits all and the more options out there, the better for our children.

Finally, as President of the CSC at High Tech, our group worked very hard to review the school plan along with DPS policies, the DRA, and state statute to ensure the best policies were put in place for High Tech. I urge you to vote in support of the High Tech's innovation status and the proposed High Tech innovation plan.

Best regards,



Monica S. Aldridge
President CSC
High Tech Elementary School

November 19, 2014

To Whom It May Concern:

I am writing this letter in strong support of the innovation plan created for High Tech Elementary School. As a member of High Tech's Innovation Planning Committee, I know High Tech aims to enrich students' lives by creating a highly structured learning environment that intertwines rigorous 21st century academics with project based learning so students are engaged and motivated to excel and embrace the demands and opportunities from our global and diverse economy. We continuously foster a passion for learning in all our students. I am in full support of pursuing innovation for High Tech.

Regards,

A handwritten signature in black ink that reads "Rebecca Eller". The signature is fluid and cursive, with the first name "Rebecca" being larger and more prominent than the last name "Eller".

Rebecca Eller

Kindergarten Teacher at High Tech Elementary School

November 17th, 2014

Dear DPS Board of Education,

My name is Maria Grimaldo and I'm writing this letter in support of High Tech Elementary School's request to receive Innovation Status. I have been teaching with DPS since the fall of 2009 where I began my teaching career through Denver University and the Denver Teacher Residency (DTR) Program. In the years since, I've had the opportunity to work in both regular DPS schools (Archuleta, Farrell B. Howell and Maxwell Elementary), as well as Green Valley Elementary when it became an innovation school. As a teacher working in both types of schools, I feel the biggest benefit to being an innovation school is the ability to pick and choose curriculums that are proven to be very effective. Especially as an ELA-S teacher, I felt the main reason I had such high successes with my students at GVE came as a direct result of the literacy and math curriculums that were chosen as part of the innovation plan. I cannot stress enough the significant difference they made in daily planning and me being able to support all of my students, whatever the need. In addition, as a teacher/team player and parent, I feel that allowing schools the ability to make certain individual choices is best for the community it serves. With the school year feeling as short as it does, allowing the schools to make strategic decisions in a timely manner is essential for its success. While some may feel innovation schools are not necessary, there are many of us who truly believe in the flexibility and power of choice. As parents we entrust our children to educators all the time, why not give them the support and confidence that they can and will make the best choice for students?

Sincerely,



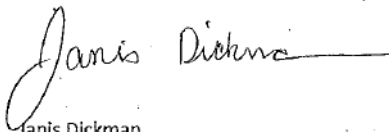
Maria P. Grimaldo
2nd Grade | ESL | TTL
High Tech Elementary at Conservatory Green
maria_grimaldo@dpsk12.org

November 19, 2014

To Whom It May Concern,

I am writing this letter in support of High Tech Elementary School receiving Innovation status. As a special education teacher at High Tech Elementary, I have seen some successes in the early months of the first year. Students with disabilities are able to be integrated with their general education peers to receive access to all curricula. All students are benefiting from project based learning while their teachers are in constant collaboration to ensure cross classroom connections. Also, technology in the classroom is providing students with the opportunity to learn skills that are integral to their lives from elementary school to college and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Janis Dickman". The signature is written in dark ink and is positioned above the printed name.

Janis Dickman
Cross Categorical Center Teacher
High Tech Elementary

November 21, 2014

Dear Members of the Board,

As parents of students at High Tech Elementary, and as Co-Presidents of the High Tech PTA, we would like to voice our strong support for High Tech Elementary to become a school with Innovation Status. The vision, focus, and forward-thinking nature of Dr. Amy Gile, the leadership team, and the amazing staff throughout the school makes High Tech a natural choice for a school of innovation.

We feel that change often comes slowly in an institutionalized environment that is based upon conservative premises, regulations, policies and rules. In order to make great strides, we must take educated risks. Allowing an environment in which this can happen is one of the keys to a successful future for public education in our community.

We feel the approach taken to educate the students at High Tech will best prepare them for jobs and ever-changing technology. The approach will also teach our children to be problem solvers and law abiding citizens and allows the teachers to reach all students in multiple ways in order for them to reach their potential.

We applaud Dr. Amy Gile as she continues to be a leader in education by encouraging innovation and wholeheartedly supporting the innovation plan at High Tech Elementary.

Sincerely,



Gadi Layden
PTA Co-President



Kacy Martinez
PTA Co-President

Teacher Vote Indicating Support

*Data from Vote will be included in plan after vote is completed on 12-10-14

Performance

Appendix B: Job Descriptions for all Leadership Team Positions

Job Description: **PRINCIPAL**

Essential Functions:

Denver Public Schools is recognized as a top district in the country for cultivating a healthy environment where school reform can flourish. We are the fastest-growing large urban school district in the nation and have demonstrated double-digit growth with our state assessment scores during the last several years. We are laser-focused on hiring talented leaders to drive better outcomes for students through raising the academic bar and closing achievement gaps. In Denver, the principal upholds and drives our shared core values: Students First, Integrity, Equity, Collaboration, Accountability and Fun. The principal provides the overall direction and leadership of a DPS School in an innovative and progressive environment through supporting the DPS vision of leading the nation's cities in student achievement, high school graduation, college readiness, and career success.

Culture and Equity Leadership

Leads for equity toward college and career readiness.

- Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
- Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.

Leads for culture of empowerment, continuous improvement and celebration.

- Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
- Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs

Instructional Leadership

Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft.

- Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs
- Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.

Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).

- Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).
- Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis

Leads for effective English Language Acquisition programming

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

Human Resource Leadership

Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.

- Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
- Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.

Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.

- Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are support in articulating their strengths and discovering their areas for growth.
- Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

Strategic Leadership

Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students.

- Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
- Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.

- Distributes leadership to inspire change in support of an empowered school culture.
- Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
- Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others.

Organizational Leadership

Strategically aligns people, time and money to drive student achievement.

- Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
- Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.

Ensures effective communications with and between all staff and stakeholders.

- Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
- Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

Actively advocates for members of the school community and effectively engages family and community.

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

Demonstrates professionalism and continuous professional growth.

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

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required. Previous leadership experience preferred.

Licensure/Qualifying Standards:

A current valid State of Colorado Principal License.

Job Description: ASSISTANT PRINCIPAL

Essential Functions:

Denver Public Schools is recognized as one of the top districts in the country for cultivating a healthy environment for school reform to flourish. We are the fastest-growing large urban school district in the country and have demonstrated growth of our state assessment scores by double-digits during the last several years. DPS is laser focused on hiring talented leaders to drive better outcomes for students through raising the academic bar and closing achievement gaps.

The assistant principal will uphold and drive our shared core values of students first, integrity, equity, collaboration, accountability and fun. The assistant principal supports the principal with the overall direction and leadership of the school in an innovative and progressive environment through supporting the DPS vision of leading the nation's cities in student achievement, high school graduation, college preparation, and career readiness.

In the Denver Public Schools, our mission is simple: Ever Child Succeeds. The role of every school leader in the Denver Public Schools is to ensure the engagement of this mission and to ensure the strong preparation of our students for success in higher education, career, civic responsibility and life.

Culture and Equity Leadership

Leads for equity toward college and career readiness.

- Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
- Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.

Leads for culture of empowerment, continuous improvement and celebration.

- Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
- Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs

Instructional Leadership

Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft.

- Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs
- Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.

Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).

- Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).
- Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis

Leads for effective English Language Acquisition programming

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

Human Resource Leadership

Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.

- Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
- Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.

Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.

- Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are supported in articulating their strengths and discovering their areas for growth.
- Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

Strategic Leadership

Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students.

- Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
- Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.

Distributes leadership to inspire change in support of an empowered school culture.

- Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
- Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others.

Organizational Leadership

Strategically aligns people, time and money to drive student achievement.

- Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
- Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.

Ensures effective communications with and between all staff and stakeholders.

- Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
- Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

Actively advocates for members of the school community and effectively engages family and community.

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

Demonstrates professionalism and continuous professional growth.

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

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required.

Licensure/Qualifying Standards:

A current valid State of Colorado Principal License.

Job Description: PROJECT BASED LEARNING COORDINATOR

Essential Functions:

- Coordinate team planning of the individual PBL's between the specials teachers and the classroom teachers.
- Oversee and manage the articulation of content and skills of the units across grade levels.
- Oversee and coordinate the alignment of PBLs to the state content standards and NETS standards.
- Coordinate the assessments and rubrics for the PBL's.
- Develop and support the growth of the community partnerships that enhance student learning, coordinate the parent-school partnership.
- Coordinate PBL expo nights with parents, staff, and school leadership.
- Assist in facilitating support for the facility for developing strategies, skills and attitudes that strengthen blended learning pedagogy.
- Co-teach lessons in classrooms to support staff in the implementation of blended learning and PBL models.
- Provide facilitation and collaborative leadership in developing and improving positive school culture.
- Monitor, supervise, coordinate and enforce rule of conduct and behavior assigned students; and reinforces positive student behaviors in accordance with school and District policy.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Instruct students individually and in groups, using various teaching methods (e.g., lectures, technology, discussions).
- Establish and communicate clear objectives for lessons, units, and projects to students
- Prepare, administer, assign and grade tests and assignments to evaluate student progress, reporting grades using District software.
- Communicate with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Perform other duties as assigned.

Primary role and responsibility of the Project Based Learning Coordinator is to create, coordinate, and implement a project based learning model at HTES. In addition to this the Project Based Learning Coordinator will work closely with teachers to develop and refine each individual's craft to achieve greater capacity and effectiveness. Project Based Learning Coordinator will do this by working closely with Teacher Leaders and Administrators in order to develop differentiated staff development in support of the UIP. Project Based Learning Coordinator will then confer with individuals and small groups during coaching cycles to support school-wide UIP and individual foci. Project Based Learning Coordinator will visit classrooms to gather data, model effective teaching practices and give feedback.

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as specific educational degrees in the area of instructional technology. (i.e., Master Degree in Information and Learning Technologies with an Emphasis on K-12 Teaching) will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is preferred.

Licensure/Qualifying Standards:

Current Colorado Department of Education Teachers License in Elementary Education and passing score on the PLACE or Praxis II in elementary education or HOUSSE qualified in elementary education, OR qualify for Alternative License and passing score on the PLACE or Praxis II, and qualified as a District Facilitator.

Job Description: OFFICE MANAGER

Essential Functions: Efficiently organizes and supervises the administrative staff and activities at a school in coordination with school administration. Establishes a welcoming and friendly environment for receiving staff, families, students and community. Oversees student services and staff needs such as student records, transcripts, procurement of staff and office supplies, or other general office procedures in consultation with Business Manager.

- Provide supervision of all clerical staff in the building.
- Establish administrative and clerical processes that make the school office both an efficient and receptive environment for students, staff, parents and members of the community.
- Work with the school administration to coordinate financial processes including accounts payable/receivables, purchasing/receiving, journal entries and ledgers, account reconciliations, and other duties as directed.
- Work in conjunction with school administration in scheduling and coordination of external communications to include community relations, school events, media releases, requests for community based assistance and school district announcements.
- Research and assist management apply for grants associated with external funding for the school in collaboration and consultation with school administration.
- Perform related activities associated with pre-hiring practices of selected staff including marketing of materials, obtaining lists of qualified applicants, and scheduling interviews and follow-up activities in consultation with Business Manager.
- Work with school administration in a schedule that is flexible with respect to assigned hours, days, and vacation time periods within the school calendar or outside the school year.
- Maintain calendar for school and administration under the general direction by Business Manager or principal.
- Provide administrative and managerial tasks associated with IT-related tasks or community functions.
- Oversee the maintenance of records for students, staff, community, or alumni as required by school.

- Work in conjunction with school administration to develop an office budget including supplies and instructional materials for all staff.
- Work in conjunction with school administration to ensure all payrolls, financial transactions, or other related activities associated with school budget are conducted in an accurate and timely manner.
- Prepare reports using spreadsheets and databases; research and analyze data/information and share relevant findings with school administration.
- Manage efficient operation a variety of office machines including desktop computers, printers, scanners, copiers, and fax machines.
- Perform other duties as assigned.

Education/Experience:

High School Diploma or GED. Preferred postsecondary degree or classes in business, accounting, personnel management, office procedures or other related field. Five (5) years of progressive experience working with office processes and procedures is required. Three (3) years supervisory experience. Demonstrates diplomatic and communication skills in English, with an emphasis on communications with students, parents, collaboration with decision making teams, and diverse, multicultural communities. Experience and proficiency with Microsoft Office products (e.g. Excel, Word, and PowerPoint). Bilingual skills in Spanish preferred.

Job Description: BEHAVIORAL DEAN OF CULTURE

Essential Functions: Develops and coordinates activities and procedures related to restorative justice, positive behavior support, school-wide RTI and student engagement. The goals for this position will be; to keep suspension below 5% with no expulsions, create consistent systems that promote a culture of high expectations and genuine student, parent and community support and keep the attendance rate above 85%.

- Collaboratively create behavior management systems and provide guidance to teachers around Restorative Justice and Positive Behavior Support.
- Be an active member of the Student Engagement Team and School Leadership Team.
- Conduct parent, student, teacher meetings around behavior, attendance, and discipline.
- Develop, coordinate and administer student activities during the day and after school; this includes all enrichment and afterschool activities.
- Maintain organized paperwork, input events into Infinite Campus and keep detailed notes in the IC Conference tab on every event.
- Ensure consistent behavior expectations throughout the school.
- Ensure consistent communication to teachers, parents and administration regarding behavior events and resolutions.
- Collaborate with special education staff around the behavior of students with special needs.
- Facilitate the activities portion of the physical education class.
- Participate in school emergency evacuation plan, protocol and safety plan.
- Lead lunchroom supervision.

- Perform other duties, as requested.

Education/Experience:

Bachelor's degree or equivalent and a valid CO teaching license. At least three (3) years of K – 12 teaching experience.

Substantial experience with the administration of the Colorado Student Assessment Program (CSAP) or an equivalent state assessment program. Substantial experience with the use of assessment data for instructional improvement. Ability to understand and interpret assessment data. Demonstrated success in developing presentations and in presenting complex information to teachers, administrators, or other adults. Skill in using Word, Excel, and PowerPoint software.

Demonstrated success in working collaboratively with other professional staff.

Performance

Appendix C: Resumes for all Identified Leadership Team Members

Dr. Amy Gile

3364 South Winona Court, Denver, CO 80236

amy_gile@dpsk12.org

Instructional Leader Objective: A relentless commitment to ensuring that the linguistically diverse students of Denver Public Schools experience a positive and high-quality educational experience.

Summary

Instructional leader, coordinator, facilitator, and professional developer with over 15 years of experience in the school system. Recognized for creating a stimulating and interactive learning environment for both children and adult learners that encourages participation and individual contributions and provides effective, clear, and concise information in formats that promote high levels of retention and implementation. Excellent communicator, highly motivated, team and detail oriented. Experience in school leadership, teacher evaluation, parent involvement, special education, English language learners, knowledge of the various Denver Public Schools core and intervention curricula, and design and presentation of professional development. Excellent teaching credentials and experience in special education, instruction of English Language Learners, and regular education. Doctoral degree in Educational Leadership.

Areas of Expertise

Leadership

- Assistant Principal
- Team Leader and Supervisor for district RtI support team (2008-2009)
- District RtI Coordinator
- District Literacy Intervention Coordinator
- Special Education Curriculum Coordinator
- Facilitating committee work at various levels throughout the district
- Lead Teacher
- Staffing Team Chairperson

Literacy

- Coordinated and delivered district-wide literacy professional development and supported implementation of Reader's & Writer's Workshop, Rewards, Six Minute Solution, PALS, Voyager, Foundations, Wilson, Edmark, and Language!
- Served as district DIBELS trainer and data-system coordinator.
- Served as district and regional LETRS (Language Essentials for Teachers of Reading and Spelling) trainer.
- Served as a member of the Denver Public Schools RTI round-table, supporting the creation of RTI guidelines, providing professional development for principals, coaches,

and teachers in pilot schools, and developing a list of district-recommended research-based, intervention programs.

- Created and implemented a multisensory phonemic awareness program in English and in Spanish.
- Served as a literacy interventionist for two years at Barnum Elementary in Denver Public Schools.
- Served as a lead teacher responsible for supporting fellow teachers in the implementation of the Denver Literacy Program at Sabin Elementary.
- Completed an applied dissertation focused on the relationship between literacy development and language development.
- Guest literacy presenter at reading conferences across the United States.

Mathematics

- Coordinated and delivered district-wide mathematics professional development and supported implementation of Everyday Math, Connected Math, and Cognitive Tutor.
- Coordinated and delivered district-wide mathematics professional development initiatives focused on providing access to standards-based mathematics for all students.

Special Education

- Coordinated district-wide professional development in specialized instruction for student with disabilities.
- Worked as a special education teacher for 9 years working with students ranging from ECE to 12th grade.
- Served as staffing chairperson responsible for overseeing school-site special education program.
- Completed extensive training in educational and behavioral strategies for special needs students.
- Completed extensive training and course work in the laws and regulations governing special education.

Second Language Acquisition

- Worked in schools that serviced second language learners for 8 years.
- Completed 150 hours of English Language Acquisition training through Denver Public School District.
- Completed a six-hour doctoral study of the educational needs of second language learners.
- Beginning level oral language skills in Spanish.

Experience

High Tech Elementary, Denver Public Schools

July 2013-Present

Principal

Green Valley Elementary, Denver Public Schools

July 2011-Present

Assistant Principal

Farrell B. Howell ECE-8, Denver Public Schools <i>Assistant Principal</i>	July 2010-June 2011
Division of Student Services, Denver Public Schools <i>Coordinator of Specialized Instruction</i>	Jan. 2010- July 2010
Division of Student Services, Denver Public Schools <i>District RtI Coordinator</i>	2008- Dec. 2009
Division of Teaching and Learning, Denver Public Schools <i>Literacy Intervention Curriculum Coordinator</i>	2005-2008
Division of Student Services, Department of Special Education, Denver Public Schools <i>Curriculum Coordinator/Literacy & Mathematics</i>	2004-2005
Sabin Elementary, Denver Public Schools <i>Lead Teacher/Classroom Teacher (Kindergarten & First Grade)</i>	2003-2004
Barnum Elementary, Denver Public Schools <i>Literacy Interventionist</i>	2001 to 2003
Special Education Teacher Denver Public Schools <i>Barnum Elementary, Del Pueblo Elementary, Castle Rock Elementary, Swink Junior/Senior High School</i>	1992 to 2001

Education

University of Phoenix 2010
Principal Licensure Program

Nova Southeastern University, Fort Lauderdale, Florida 2004
Doctorate, Educational Leadership

Adams State College, Alamosa, Colorado 1994
M.A., Special Education

Adams State College, Alamosa, Colorado 1991
B.A., Elementary Education

Lisa Ortiz – Proposed Assistant Principal

Lisa Ortiz
6395 Xavier Court, Arvada, CO 80003
Telephone: (720) 338-2520

CORE PROFESSIONAL STRENGTHS

- Effective communicator with, organizational, and negotiation strengths
- The ability to lead, reach consensus, establish goals, and attain results
- Practice and promote a safe learning environment
- Outstanding track record in assuring student success
- Mentor educators in the implementation of class instruction and lesson plans
- Consistent success as an educator at the elementary level
- Implementing programs for at-risk and ethnically diverse populations

Budget Management

Attendance Contracts

Teacher Motivation

Classroom Management

Professional Development

Data Analysis

Classroom Walk-Through

Grade Level Meetings

Curriculum (Best Practices)

Summer School

Systems Thinker

Discipline

Special Education

Staffing

Teacher Mentoring

Fundraising

EMPLOYMENT HIGHLIGHTS

DENVER PUBLIC SCHOOLS (2000-Present)

High Tech Elementary School – Administrative Assistant

- Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft
- Leads for the academic and social-emotional success of diverse student populations.
- Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability
- Implements strong systems for identifying, recognizing, and distributing talent
- Leads the school's vision, mission and strategic goals to support college readiness for all students
- Distributes leadership to inspire change in support of an empowered school culture
- Strategically aligns people, time and money to drive student achievement
- Actively advocates for members of the school community and effectively engages family and community

Special Education Parent/Community and Compliance Liaison

- Research and develop parent training and parent handbook/materials for publication

- Organize and chair parent trainings; Special Education Advisory Council (SEAC)
- Assist families with information about school and community resources
- Maintain current knowledge of disability research, public laws, district policies and procedures; extensive understanding of special education procedures and regulation (IDEIA and ADA)
- Act as a liaison/coordinate activities with various disability groups or community agencies and the Office of Special Education
- Organize parent informational opportunities to support educational success of students with disabilities such as resource fairs

RtI Facilitator

- Provide support for the implementation of RtI for 15 Kindergarten through 12th grade public and charter schools in Denver
- Provide focused and targeted staff development to a variety of audiences in progress monitoring (DIBELS/AIMSweb), student interventions, data analysis and student intervention plans

RTI Teacher/RTA Grant Coordinator

- Led implementation of the school-wide Response to Intervention (RtI) Program
- Coordinator of the Read to Achieve Grant Program with supervision of teachers and paraprofessionals
- Supervised Summer School Program

Teacher

- Assessing students' progress and performance
- Planning and preparing lessons, and preparing report cards
- Providing constructive feedback and guidance to students experiencing educational challenges
- Maintaining order and discipline in the classroom.
- Communicating with parents, teachers and other professionals, both formally and informally
- Supervising the work of other employees, such as teaching assistants or parent volunteers
- Taught

EDUCATION

Master of Arts in Education

University of Phoenix, Denver, CO
Administration and Supervision (2012)

Master of Arts in Education

Lesley University, Boston, MA
Curriculum and Instruction (2006)

Bachelor of Arts (2000)

Metropolitan State College, Denver, CO
Major in Psychology; Minor in Reading;
Teacher Certification

PROFESSIONAL DEVELOPMENT

Section 504, 2010	Breaking the Sound Barrier (Phonics) 2000
DIBELS 2003	Avenues (ELD Program), 2003
REWARDS 2008	Reading First Grant: 2003
The Six-Minute Solution 2008	Time to Teach Training 2000
Step Up to Writing 2008	Everyday Math, 2000
LETRS 2008	SASI and Infinite Campus 2000-2007
ELA Certification, 2001	Response to Intervention, 2008
Special Education 101	Spellography 2008
Denver Public Schools Balanced Literacy 2001	LLI 2009
•Sharon Tabersky – Reader’s Workshop	
•Lucy Calkins – Writer’s Workshop	

COMMUNITY ACTIVITIES

Fundraising

Denver Sheriff’s Department (2000-2010)
Councilwoman Judy Montero’s Office (2010)
Sherman and Howard LLC

Community Support

Special Education Advisory Council (SEAC) (2010-11) – Development of a district SEAC council to support parents with students with special needs

Colorado Department of Education – Special Education Advisory Committee Forum (2011) – Panel Presenter “The Power of Partnership Continuing the Journey”

REFERENCES

Mr. John Liberatore • Special Education - Student Services Director • (720) 423-8901
Mr. John Simmons • Executive Director Student Services • (720) 423-3031

Matt Smoot – Proposed Project Based Learning Coordinator

MATTHEW SMOOT

smoot.matthew@gmail.com
matthew_smoot@dpsk12.org
303-956-1638

Permanent Address:
1939 S. Quebec Way #L1102
Denver, CO, 80231

Education:

Master of Arts in Information and Learning Technologies with emphasis on K-12 teaching
August 2012

University of Colorado Denver, Denver, CO

Projected Graduation Date: December 2014

G.P.A. as of August 2014: **3.98**

Bachelor of Science in Education, December 2007

G.P.A. 3.2

Western Michigan University, Kalamazoo, Michigan

Major: Elementary Group Minors

Minor: Science/Mathematics, English, Early Childhood Education

Colorado Professional Teacher License:

Elementary Education- 3rd-8th grade self contained classroom

Early Childhood Education- Pre-K-2nd grade self contained classroom

Michigan Provisional Certificate:

Elementary K-5 All Subjects (K-8 Self Contained Classroom)

Early Childhood Specialist (ZA endorsement) (Pre K-K)

Professional Experience:

High Tech Elementary, Denver, CO

Project Based Learning Coordinator/Technology Coordinator & Coach, Effective August 2014

- Responsible for planning and coordinating a successful blended learning program and informing the staff and community of High Tech Elementary about integrating technology safely and effectively in the classroom and at home.

- Coaching & Observing multiple staff members on how to effectively integrate technology into the classroom.

- Pushing into K-2 classroom to leverage technology enhanced projects in conjunction with a rigorous social studies aligned curriculum.

Farrell B. Howell ECE-8th Grade School, Denver, CO

Full Time 2nd Grade Education Teacher, Effective August 16, 2008-Present

- Responsible for 28 high-risk 2nd grade students, and making sure lessons follow state and national guidelines.
- Delegate responsibility to my paraprofessional.
- Implementing a 1:1 iPad program in 2nd grade classroom to extend 21st century skills and increase engagement and academic rigor and vocabulary in the classroom.

Teacher Leader Academy- Technology Integration

Effective January 3, 2014 –June 6, 2014

- 1 of 40 in district Teacher Leaders in the field of technology integration.
- Trained to coach, train, and mentor educators and administrators on integrating technology effectively into school-based curriculums.
- Trained to lead professional developments on the importance of digital learning experiences and integrating technology into the classroom.

Apple Store Park Meadows, Littleton, CO

Part Time Specialist, Effective August 18th, 2008-August, 2010

- I strive to teach customers about Apple products, and the benefits of owning an apple product.
- I make sure that every customer that I work with receives exemplary service and leaves with a complete solution.
- I use the CREDO card as a guideline for all of my interactions with customers and employees at the Apple store.

Washington Writers' Academy, Kalamazoo Public Schools, Kalamazoo, MI

Technology Facilitator/Super Tech, January-March 2008

- Assisted students in enhancing computer skills with programs such as Microsoft Word, Microsoft Excel, and Internet Explorer.
- Prepared developmentally appropriate lesson plans for 18 classrooms that met the Grade Level Content Standards and Expectations for the state of Michigan, as well as promoted higher-level thinking.
- Assisted principal and teachers with network issues, printer issues, website research, document camera/projector project, and other various technology related issues.

Washington Writers' Academy, Kalamazoo Public Schools, Kalamazoo, MI

Intern Teacher, August-December 2007

- Team-taught a group of seventeen culturally integrated second and third graders in all academic subjects.
- Effectively used cooperative learning strategies while creating an environment for higher-level thinking.
- Prepared developmentally appropriate lesson plans that met the Grade Level Content Standards and Expectations for the state of Michigan, as well as promoted higher-level thinking.
- Helped create a safe learning environment, with appropriate management of learning and behavior

Croyden YMCA Preschool, Kalamazoo, MI

Intern Teacher, May-July 2007

- Effectively taught twenty preschool children integrating all academic areas.

- Prepared a developmentally appropriate unit plan that included multiple hands on activities and several language art and social studies workshops.
- Helped manage the behavior of several autistic students and developmentally challenged students.

Burns Park Elementary School, Ann Arbor Public Schools, Ann Arbor, MI

Trailblazer- Mentor Program through Pioneer High School, September-December 2001

Office Depot, Kalamazoo, MI

Technology Associate/Specialist, November 2005- July 2008

- Assisted people with technology needs, e.g., provide information on desktops, laptops, printers, phones, software, networking, and peripherals.
- Assisted customers with general technology questions, including setting up networks, making websites, installing components to computers, or in depth software questions.

CVS/Pharmacy, Ann Arbor, MI

Shift Supervisor, August, 1999-August, 2003

- Supervised shifts and employees on a daily basis.
- Made employee shift schedule on a weekly basis.
- Supervised and trained associates on One-hour photo machine.

Honors and Volunteer Work:

Eagle Scout Achievement, May, 2001

Urban Education Certification, December, 2007

Dean's List (Western Michigan University) 2005-2007

Habitat for Humanity, South Dakota- July 1997, Appalachia-July 1998

Mentoring and Tutoring Youth Groups Aug, 1998- May, 2001

Volunteerism and community service associated with scouting

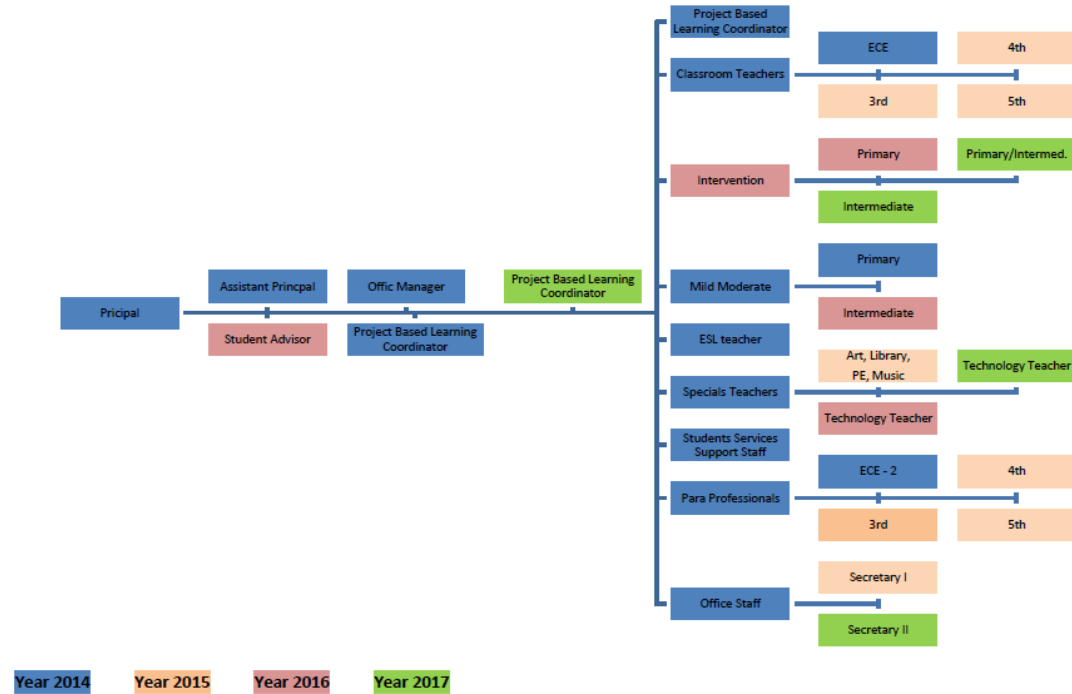
Computer Skills: Proficient in Macintosh computers and it's software- including, iLife, iWork, and many third party mac applications, as well as iPads and mobile devices. I am also proficient in Windows XP-Windows 8 Software including Microsoft Word, Excel, PowerPoint, Outlook, Publisher, Internet Explorer, Firefox, Safari, Dreamweaver, Kid Pix, SMART Software/Hardware, Promethean Software/Hardware, Mimio Software/Hardware alpha smarts, basic networking, computer hardware installation, and printer installation. Currently training on Google for education applications and technologies.

Hobbies/Interests:

Technology, baseball, soccer, football, rugby, camping, and reading.

Appendix D: School Organization Chart

High Tech Elementary School Organizational Chart



Appendix E: Staff Roster

POSITION	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Principal					
Assistant Principal					
Office Manager					
Dean of Culture					
Project-Based Learning Coordinator					
Interventionist - Primary					
Interventionist - Intermediate					
ECE Teacher					
ECE Paraprofessional					
ECE Teacher					
ECE Paraprofessional					
KDG Teacher					
KDG Teacher					
KDG Teacher					
KDG Teacher					
KDG Paraprofessional					
1 st Grade					
1 st Grade					
1 st Grade					
1 st Grade					
Reading Paraprofessional					
2 nd Grade					
2 nd Grade					
2 nd Grade					
Reading Paraprofessional					
3 rd Grade					
3 rd Grade					
3 rd Grade					
Reading Paraprofessional					
4 th Grade					
4 th Grade					
4 th Grade					

Reading Paraprofessional					
5 th Grade					
5 th Grade					
5 th Grade					
Reading Paraprofessional					
ESL Teacher					
Special Education Teacher					
Special Education Teacher					
Art					
Librarian					
P.E.					
Music					
Technology Specialist					
Technology Teacher					
Secretary II					
Secretary I					
Social Workers					
Psychologist					
Nurse					

Year Position Filled

Appendix F: Personnel Policies or Employee Manual

MISSION STATEMENT

The mission of High Tech Elementary School is to successfully blend a rigorous 21st century curriculum with a project-based learning environment while incorporating high standards for all students. We are committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community.

ABSENCE

When it becomes necessary to be absent from school for illness (you or your family), you are required to request a substitute through the Sub Finder System. The Sub Finder will enable certified teachers, Special Ed and ECE para-professionals access. (This is not available for General Assignment Para's).

Requesting a Sub

You can request a sub in the following ways:

- ✓ **The Sub Finder phone number is:** 720-423-3231
- ✓ **Sub Finder Website:** <https://sems.dpsk12.org/logOnInitAction.do>
 - Please copy the address and paste it in “Your Favorites” on your work and home computers.

In addition to calling the Sub Finder, either call the main office number or send an e-mail to the Principal to report your absence.

PLEASE ASSIST US IN CALLING IN WITH ENOUGH TIME FOR SOMEONE TO PICK UP THE JOB. Please call the school, as soon as possible, but at least by 2:00 p.m. to report your intention of returning to work or continuing to be absent. The sooner you report an absence, the sooner we can secure a substitute. When absences are reported late, it can create a significant burden on your colleagues if they are required to help cover your duty and class assignments.

Only subs requested through Sub Finder will be paid. If you personally contact a sub they **must also** be officially requested through Sub Finder in order to be paid.

School Business

If you will be attending a professional development for School Business, know that such absences require the appropriate form filled out **and approved** by the Principal **prior** to a sub being requested (one week in advance). Once you have received approval from the Principal, you can submit the leave form, which you can find in the office, to the office manager who will secure a substitute for your absence.

Lesson Plans

Lesson plans ***will not*** be taken over the telephone. Lesson plans for the substitute can be e-mailed with attention to secretaries and administration. Emergency substitute plans will be collected and held in the main office. ***It is your responsibility*** to provide quality lesson plans so that the Guest Teacher has the most successful day with your students and is interested in returning to your classroom and our school.

ASSESSMENT

Throughout the school year, there are different assessments that are required for each grade level. It is your responsibility as a professional to ensure that test administration is conducted in a professional, responsible and ethical manner. The school's Site Assessment Leader (SAL) will provide notice of assessments. Please contact your SAL for additional information.

ASSISTANCE

Should any teacher/ staff member need assistance during the day, call the main office. Office staff will call administration depending on the need. Requests for assistance are just that, they do not take the place of daily classroom management and/or following the discipline ladder.

ATTENDANCE AND TARDINESS

Employees

HTES follows the DPS and HTES guidelines regarding attendance policies for employees. Teachers are expected to report on time (to school and for supervision). Per District Policy, sick days are used for illness of self or family. Personal leave must be requested, with permission from administration, no less than 10 days in advance of expected leave. (Personal leave is to be used for personal hardship or family emergencies).

See also: Holiday/Break.

Students

Our attendance procedure requires that every teacher carefully report student absences. Students, parents and the school share responsibility for attendance. All students enrolled in DPS are required to attend class in accordance with Colorado Compulsory Attendance Law §22-33-104, C.R.S. **Attendance is to be completed within the first ten (10) minutes of the class period.** The teacher's electronic record is the official register.

TARDY POLICY

- ☆ **Definition of the term Tardy** – A student will be considered tardy when he/she is not in his/her assigned seat or work area when class begins or he/she does not have a valid pass from the detaining adult when he/she enters the classroom.
- ☆ **The Policy** – All students are expected to get to class on time. The purpose of this policy is to document students who are frequently and unnecessarily tardy.

BUILDING USE

- ☆ All scheduling of community use areas, i.e.: cafetorium, stage, gym, library, tech lab, etc., must be made through the Main Office.
- ☆ Use of any area outside of normal class times/schedule should be scheduled with the FM and office. Teachers are free to work in the building during open hours (7:00 a.m.- 7:00 p.m. Monday-Friday). Use of building outside open hours requires Principal approval.
- ☆ A Master Calendar is kept in the main office and on the Outlook Calendar for the school year.
- ☆ Any outside group wishing to use any part of the HTES School facility must reserve through the Community Use of Facilities Office 720-423-4200.

BUILDING SUPERVISION

- ☆ All staff is responsible for supervision while in the building. Staff members are required to enforce school board policies, as well as, school expectations.
<http://www.dpsk12.org/policies/>

CARS

A parking area for faculty, staff, and visitors is provided on school grounds. Cars are to be registered on the back of your emergency card.

It is recommended that you do not leave your car in the parking lot overnight.

CELL PHONES, VOICEMAIL, MAILBOXES AND EMAIL

Cell phones

High Tech staff members are expected to keep personal cell phones in a secure location during the school day/instructional time. It is not acceptable to take personal calls or text messages during instructional time. Students are not permitted to have cell phones at school. In the event that a parent insists they have a phone, it should be turned into the office for safekeeping during the day.

Voicemail

All teachers and staff members have access to voicemail and are expected to record and maintain a current greeting. You are expected to check your voicemail at least every 24 hours, and strive for the same response time to messages. If you have any questions please see Beverley Bedford.

Mailboxes and Email

It is the staff member/teacher's responsibility to check your mailbox and email diligently, before, after and during the school day. You are expected to respond to emails within 24 hours.

There may be confidential information that should only be viewed by teacher.

CHAIN OF COMMAND

During times when the principal is out of the building, the administrative chain of command shall be, in the following order:

- 1.) Assistant Principal
- 3.) Office Manager

CLASSROOM

Care and Housekeeping

- ☆ Each teacher is responsible for the condition of the classroom. At the end of the day, please check the following:
 - ✓ Pick up paper off the floor and under the desks Chairs and tables arranged neatly, elementary chairs stacked
 - ✓ Student desks are not to be defaced, written on, or damaged,
 - ✓ **Windows closed**
- ☆ The teacher is responsible for the care and appearance of the classroom, which includes desks, equipment, and decoration of bulletin boards. The classroom should be locked when no one is present.
- ☆ Do not use tape to attach cover papers to bookshelves in classrooms. This tape leaves permanent marks on woodwork and painted areas.

Denver Public School Policy 3200.1

Surfaces: No nails or screws may be used on any surface. Staples and thumbtacks may be used on tack boards only. No adhesive materials should be used on any varnished, painted, or enameled surface. Marvelous Tape is the best to use when putting things on your walls. If you are unsure how to attach or hang materials in your classroom, please contact our Facility Manager for clarification.

Classroom Organization - Teacher Responsibilities

- ☆ Teachers are responsible for supervision of students at all times. At the Primary and Intermediate level, teachers transition students throughout their day to ensure adequate supervision. If it becomes necessary to leave the assignment, another teacher should be made responsible for the duty before leaving.
- ☆ Classroom control is essentially a teacher responsibility. Providing structure and expectations supports the handling of behavior problems in the classroom and serves to strengthen student-teacher relationships. Teachers needing help may confer with the Grade Level Lead Teacher. Office Referrals are to be used when students are sent to the office. Additional referrals may be obtained from the office. All teachers should be familiar with and follow the Discipline Ladder – Appendix ____.
- ☆ Teachers are required to have a daily schedule posted in the classroom to indicate times and activities of learning (more applicable to Primary and Intermediate). If for any reason a teacher takes his/her class from the scheduled classroom (tech lab, library, etc.), a sign must be taped to the door window indicating where the class can be located. Please have the courtesy to inform the office as well. This is important when students are signed out early by parents.

CLINIC/ NURSE'S OFFICE

- ☆ Students will not be admitted to the Clinic during passing without a pass.
- ☆ Students may go to the Clinic during class periods if the teacher issues them a room-to-room pass.
- ☆ When the nurse is not in the building, send only emergencies to the office.
- ☆ Students who have been in the Clinic will be issued an admit slip by the nurse. Do not accept verbal excuses.
- ☆ The office personnel cannot dispense medication of any kind including Tylenol or Ibuprofen without a doctor's note and parent permission. In the absence of the nurse, the secretary and/or the office manager, who will be trained to administer medication, will assist.

- ☆ **Teachers are not to allow students to call home from the classroom if they are ill. Send them to the office.**

COMMITTEES

There are a variety of committees that support additional programs, activities and initiatives at HTES. Every teacher should serve on **at least one** committee.

COMPUTERS

Each teacher is supplied a district owned computer. District policies shall be honored by each user of a district computer. The district filter software will govern internet sites allowed, even on staff computers. ***It is strongly recommended*** that faculty/staff do not access personal outside/web-based e-mail accounts on district computers. It is the teacher or employees responsibility to read the DPS Board Technology Policies at <http://dots.dpsk12.org/techpolicies>

Email

All DPS employees will have a district assigned e-mail, user name and a personal choice password.

Accessing Benefits Information

With the assigned user name and a personal choice password, every district employee will have access to his/her employee benefits account information. It is the responsibility of the employee to educate themselves on their specific benefits.

CONFIDENTIALITY

All staff is reminded of the importance of confidentiality. Confidential agreements are signed during the hiring process with Human Resources. Discussions about students are always for educational purposes and occur in private settings. ***High Tech*** has high standards of professionalism, which help to create a positive and respectful climate for all.

COPY MACHINES

These are for teacher and staff use. Every staff member is issued a code to access the RICOH copier. Number of copies used by teachers will be monitored, if you exceed your allotted copies in a given month request for additional copies will need to be approved by the Principal. Students are **not** to use these machines.

Each teacher is provided a set amount of paper per semester for classroom use. The RICOH copier is for making masters and 29 or fewer copies. The RISOGRAPH copiers are high speed copiers and are for 30+ copies.

CUSTODIAL ASSISTANCE

All requests for custodial services, unless in the case of an emergency, are to be submitted in writing. If you need emergency service, contact the front office. Written request forms are located in the Main Office.

DISCIPLINE

- ☆ Positive Behavior Supports (PBS) helps set a foundation of positive supports in the classroom and school setting for students. Remember to provide 6:1 positives to negatives and encourage students with specific praise for appropriate behaviors.
- ☆ Let's build relationships...make sure you get to know your students...check to see if any of your students has an IEP or a 504, and make sure you understand the modifications and accommodations. If needed, seek support from support staff.
- ☆ Discipline violations must be documented using the Disciplinary Referral Ladder below.

Disciplinary Referral Ladder

HTES' disciplinary referral process occurs in ONE day. There will be NO accumulation from one day to the next.

☆ Level I

- Student is given a verbal warning and consulted by teacher (YELLOW)

☆ Level II

- Student is required to complete a "refocus form" in the classroom (ORANGE), refocus form is signed by parent/guardian.

☆ Level III

- Teacher calls home and sets up a conference (phone call or in person) with parents; student completes a "refocus form" in another classroom, refocus form is signed by parent/guardian. (RED)

☆ LEVEL IV

- A referral is sent to the office with documentation of the steps (Levels I-III) followed in alignment with the HTES discipline ladder. Administration contacts parents/guardians and a meeting is set up before student reenters class that next day. Student will remain in office for the remainder of the day. ISS or OSS could also become a consequence of the student's actions fall under the DPS Discipline Guidelines.

Please keep the following discipline guidelines in mind:

- ☆ Specials teachers are in charge of following the same discipline ladder within their classrooms, a discipline issue in specials is NOT passed on to the classroom teacher.

- ☆ When with a platoon teacher, students are to have a fresh start with that teacher. If needed, the homeroom teacher is encouraged to give a heads up of how the day might be going for that student.
- ☆ A behavior plan is the responsibility of the staff to maintain and monitor.
- ☆ Teachers will report daily on end-of-day color to parents using the LMS.
- ☆ Positive contacts are an expectation on a weekly basis. Comments can be written or verbal. Teachers will keep a log of positive parent contacts throughout the school year.

Office Referrals (Only after steps above have been followed)

☆ **Immediate Referral**

- Substance abuse, possession of cigarette lighters or matches
- Assault, Fighting or (sexual) behavior (**push/shove is not a fight**)
- Willful destruction or defacing of school property
- Weapons, knives, or any object that can be used as a weapon
- Use of profanity, verbal threats, stealing, threats, intimidation or racial slurs directed at teachers/students.
- Behavior detrimental to the safety of other students

Other Behavior Categories

The following items are not part of the Disciplinary Referral Ladder. However, refusal by a student to follow school or classroom expectations can escalate into the Referral Ladder process. Please refer to your Positive Behavior Support (PBS) team for suggestions on how to handle such situations.

- Excessive tardy
- Electronics, such as cell phones, I-Pods, cameras, etc.

DISPUTE RESOLUTION

Collaborative Resolution Process: The principal, faculty, and staff at ***High Tech Elementary*** are committed to solving problems in a good faith and at the lowest possible level. Therefore, if the faculty or staff members believe that the terms of the Innovation Plan have been violated they are expected to raise the matter with the appropriate member of Administration to help resolve the dispute. They will listen to the concern or dispute and make the final decision. If the claim or dispute involves the principal, the faculty or staff member should raise the matter with Instructional Superintendent (IS) to resolve the dispute. The decision of the IS shall be final in such instance.

EMPLOYMENT PROCEDURES

High Tech Elementary retains the right to dismiss employees for cause at any time. Dismissal decisions will be in accordance with the school's annual contract employment policy, and the procedure for dismissal will mirror the procedure outlined in DPS Board of Education policies GDQD and GDQD-R for classified employees and include Performance Improvement Plan, if applicable. Any teacher at HTES is subject to renewal or nonrenewal at the end of each contract year, for any reason. All teachers at HTEC are hired on annual contracts.

DRESS CODE

In accordance with district policy GBEBA-R, during the work day and any time employees attend work-related activities, employees shall appear in appropriate, professional dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, dress coordinates, suits, dresses, ties, and sport coats. In addition, at HTES the following clothing items are not considered professional attire:

- ☆ attire that is prohibited in the student dress code, i.e. jeans, unless it is “Jean Day.”
- ☆ jogging shorts/running shorts, "cut-off" shorts (or any shorts or other similar article of clothing shorter than mid-thigh)
- ☆ sunglasses and/or hats (inside the building)
- ☆ rubber shoe thongs ("flip-flops") or bedroom slippers
- ☆ athletic wear, such as jogging suits (except for physical education teachers while teaching PE or special events when appropriate)
- ☆ skirts and dresses shorter than mid-thigh
- ☆ underwear as outerwear
- ☆ inappropriately sheer, tight, or short clothing
- ☆ garments (i.e. "midriffs", halter tops, backless clothing, "tube" tops, garments made of fishnet, mesh or similar material, tank tops, "muscle" tops, etc.) that inappropriately bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, and breasts
- ☆ any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that contain advertisement, symbols, words, slogans, patches, or pictures that are sexually suggestive; that are drug, tobacco, or alcohol-related or that are obscene, profane, vulgar, lewd, indecent, or plainly offensive
- ☆ any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are in any way disruptive or potentially disruptive to the learning environment or that pose a threat or potential threat to the safety or welfare of the employee or any other person
- ☆ any other similarly inappropriate clothing, accessory, body adornment, etc., or inappropriate grooming or hygiene
- ☆ No Leggings as pants

EMERGENCIES

All classrooms are equipped with an outside line telephone.

In the event of an emergency:

- ☆ In a life threatening emergency, call 911. ***Inform the office immediately*** (give specifics). The office will then contact District Safety & Security if necessary, 3-3911.
- ☆ If not life threatening, call office for instructions on how to proceed.
- ☆ Each faculty/staff member is provided with a ‘quick tips’ guide on procedures during an emergency. Your orange folder must be easily accessible and have a list of your schedule and class roster. If alarm sounds, follow established procedures for type of drill/emergency.
- ☆ If a fire occurs in any place in the building, you are to pull the nearest fire alarm and evacuate immediately. Everyone will evacuate at the sound of the fire alarm. Staff will follow the posted Egress Plan for the building.
- ☆ Fire drills will be practiced monthly throughout the school year. Lockdown and Shelter-in-Place drills will be practiced per semester, in addition to other drills.
- ☆ **Remember, safety of student/staff is paramount!**

ELEMENTS OF COMMITMENT

Evening events

☐ ☐ Attending evening events and showing your support and commitment to the community and the kids is essential. Making an “appearance” is not considered full participation at school events!

After-School Programs

☐ ☐ At HTES we strive to provide a variety of after-school opportunities for our children.

Attendance

☐ ☐ Teachers are to report to school by 8:00 am. Teacher work day ends at 4:00 pm.

Home Visits

☐ ☐ We will be conducting Home Visits at HTES. Each teacher is expected to visit the home of each one of your students, enabling you to make that connection with families outside of school. Specials teachers will be asked to team up with a teacher! Protocol for those visits will be decided by the CSC.

OUR Kids

☐ ☐ All HTES kids are ‘OUR Kids.’ Be willing to recognize individual students or classes outside of your own that are making good choices. In turn, be willing to correct the behavior of those not making good choices, and know that their teacher is appreciative of your collaborative support.

Assigned Duties

☐ ☐ Make sure you are reporting to your assigned duties on time. If you are running late or are not able to be there on time, **it is your responsibility to get someone to cover!** (See: SUPERVISION)

Team Planning

☐ ☐ Team planning to create and fine-tune objectives to focus on, create questions associated with various lessons; teams will come together and plan daily, as well as meet with admin; one teacher will be in charge of mapping out the assessment; one teacher typing out the lesson plan draft; and one teacher in charge of getting copies made by the time of the lesson.

Committees

☐ ☐ Attendance and participation are an expectation.

EXCURSIONS

Excursions are scheduled Monday thru Friday, but are limited by equipment and labor availability. The trips should be scheduled between the hours of 9:15 a.m. and 1:30 p.m. Departure from site could vary depending on destination.

The entry of the request, approved by the principal or appointed designee, must be received by the Transportation Department **at least ten (10) student/teacher contact days** prior to the anticipated excursion date. Request must be signed by the school principal or the principals' appointed designee. It is your responsibility to mark your class excursion on the Master Calendar and notify the Cafeteria Manager if students need a sack lunch at least **2 weeks in advance** of your excursion. **Please notify the Cafeteria Manager at least seventy-two (72) hours prior if students will not be attending lunch.

The Transportation Department will provide an excursion calendar identifying "[closed excursion dates](http://transportation.dpsk12.org/departments/routing/excursions.htm)" at the beginning of the school year. These calendars should be reviewed by each school's staff to allow for improved excursion planning. Contact the excursion coordinator for further information (720-423-4621). More information is at the web-site: <http://transportation.dpsk12.org/departments/routing/excursions.htm>

EVALUATION OF TEACHERS

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

Each teacher is responsible for fully participating in the High Tech Elementary school wide professional development. Each year, individual teachers will set individual learning goals according to the LEAP system. Teachers meet with an assigned Principal or Administrative Partner to refine goals, review related LEAP guidelines using the Framework for Effective Teaching to determine criteria for success. Consistent with the DPS LEAP evaluation system, the principal partner, the administrative partners, and teacher leaders will be involved in the evaluation process. Teachers will be formally observed with specific feedback multiple times per year and will receive feedback on progress toward individual growth goals and student achievement gain. All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.

High Tech Elementary Principal and Administrative Partners will use the DPS LEAP content for evaluating staff. Classroom observations are unannounced and feedback is provided during follow-up conferences and in writing. Additional data is collected and feedback provided during ongoing informal classroom observations, data team observations, team planning observations, observation/feedback conversations, professional development meeting observations, parent conference observations, etc. The teacher evaluation body of evidence also includes student perception data, professionalism standards, and student outcomes.

Coaching and feedback from administration and teacher leaders, as well as other recommended supports, help teachers grow and improve against specific goals. However, it is ultimately the teacher's responsibility to show growth with the supports provided. Continued employment is contingent upon adequate growth in student achievement and instructional pedagogy as well as

professionalism and implementation of the innovation plan. Dismissal decisions will be in accordance with the District's annual contract employment policy.

EVALUATION OF NON-TEACHING STAFF

Non-teaching Staff will be evaluated using the DPS standard evaluation procedures and timelines.

EXCUSING STUDENTS FROM CLASS

- ☆ Students are not to be sent off the school grounds unless excused by the secretary in the main office.
- ☆ Students are not to be out of their regular classes to work on projects anywhere in the building unless teacher approval has been given and adult supervision is arranged.
- ☆ All teachers/office must be notified of students going on a field trip **seventy-two (72)** hours prior to leaving. This is a professional courtesy and expectation.
- ☆ A teacher is not to detain a student from attending his/her regular class unless that teacher has previously made such arrangements with the teacher whose class the student is to miss. **If for some reason a student or your class is being retained...you are responsible for communication with their next teacher (write them a pass).**
- ☆ Permission to leave a classroom is granted only for the specific purpose asked and should not be used for any other purpose.
- ☆ Room-to-room passes are for the convenience of the teacher who issues them. They are to be written in ink by the teacher and to be used only when that teacher wishes to send a student from his room for brief period of time. In most cases, only one student at a time should be out of class. The room-to-room pass should be timed, and the teacher should collect the pass when the student returns. Teachers should not accept room-to-room passes as call slips.
- ☆ Students are not to be in the halls without a room-to-room pass or signed permission.

FILM AND VIDEO USE

Films ordered from the Denver Public Schools catalog are approved and available for use through the IMC. Films ordered from outside of the school (video tapes and special orders) must be carefully considered. Films rated G are appropriate for students. Instructional time is short, so movies should not be shown in lieu of instruction

FUND RAISING

The Principal/Assistant Principal must approve fund raising prior to contracting.

- ☆ Fundraisers need to be scheduled and typically are scheduled through parent involvement committees.
- ☆ Approved vendors must be used. The Office Manager has a list of approved vendors.
- ☆ While a specific fundraiser may only enhance one program, the sponsor needs to be aware how **all** fundraising affects our students/ families/ reputation.

GRADE/RECORD BOOKS

- ☆ The teacher's daily grade/record book/electronic record are the **only legal** record of grades and attendance for each student.
- ☆ The attendance record can be subpoenaed into court. The grade book is the only document that verifies a student's grade.
- ☆ It is imperative that your records are kept in an orderly, readable, and concise way for every period of the day. No more than forty-eight (48) hour timeline for entering grades and returning student work.
- ☆ At any given time, a request could be made to see them. Be sure they are in good condition.
- ☆ **Parents should be notified when it is evident a student is failing or if a grade drops drastically.** Teachers are asked not to wait until scheduled progress and/or report card distributions for notification. Building positive relationships with parents is the key to a successful learning environment. **WE have high expectations for ALL students.** Therefore, if they are not meeting expectations, it is our professional responsibility to contact/work with the parent and student, so they can be successful.
- ☆ Through the 'parent portal' in IC, parents can access their child's grades and progress, 24/7. Parents will be seeing your actual grade book. Assignments are to be graded and recorded within **48 hours**.
- ☆ **Progress reports will be sent every six weeks throughout the 2014-2015 school year.** You can use the IC format or use a teacher made format that has been agreed upon by your team/department.

GRIEVANCE PROCEDURE

HTES will follow a grievance process as outlined below:

1. The employee attempts to resolve the complaint as close to the source as possible
 - a. This level is quite informal and verbal

If the matter is not resolved...

2. The employee will follow the grievance procedures as set forth in the HTES Innovation Waiver Replacement Policy. A copy of the Innovation Plan and Innovation Waiver Replacement Policies are located in the electronic teacher binder.

BEFORE AND AFTER SCHOOL DUTIES

All staff will participate in 'before & after-school' duties throughout the year. It is imperative that you report to your duty on time! If for some reason you cannot, it is **your responsibility** to make sure your duty is being covered until you are able to arrive.

HOLIDAYS / BREAKS

Refer to the School Calendar for designated observed holidays and scheduled breaks. Employee must work their scheduled shift before and after the Holiday in order to be paid for the Holiday, **personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday.** If you extend a holiday/break, you may be required to provide a Doctor's note. If you extend a holiday/break, you may be docked pay for the time you are absent from your professional responsibilities.

HOMEWORK POLICY

In accordance with district policy IKB it is recognized that all learning cannot be accomplished within the limited amount of time allotted for classroom instruction. Therefore homework is routinely assigned to all students in the Denver Public Schools. As the word implies, homework shall be completed outside the classroom. Parents should expect their children to have regular homework assignments and should question the lack of such assignments.

The amount, length and type of homework at the elementary school level may vary according to individual needs and the classes and courses selected, but the minimum amount assigned shall be as follows:

Kindergarten and grade 1- 10-15 minutes, one or two days per week

Grade 2- 10-20 minutes, two days per week

Grade 3- 15-25 minutes, two days per week

Grade 4- 15-30 minutes, two to three days per week

Grade 5- 20-30 minutes, three to four days per week

INFINITE CAMPUS

Infinite Campus is the district's web-based student record software. This program records all student records (i.e. attendance, address, contact information, grades, etc.). This information will follow the student throughout his/her enrollment in the district. When documenting in the "conference" and "behavior referral" tab, be sure to write using professional language since parents have access and rights to view all student records.

INJURIES, ACCIDENTS, AND ILLNESS

- ☆ **Injury to an employee:** An injury to an employee incurred while at work should be reported to the nurse or secretary **immediately**. All injuries must be reported within 24 hours for Workman's Compensation.
- ☆ **Injury to a student:** Minor injuries should be given first aid in the area where they occur (all teachers will receive a small first aid kit from the nurse at the beginning of the school year – Band-Aids, rubber gloves, and alcohol wipes) if first aid supplies are available and then referred to the nurse immediately.
- ☆ **Students who are ill:** Any student who appears ill should be sent to the clinic immediately. Someone should accompany the sick student. If the nurse is not available, students should go to the Main Office. **Do not allow students to call parents from your classroom.**
- ☆ Students who have seizures or other serious illnesses or injuries should not be moved. The nurse should be sent for and other students evacuated from the area.
- ☆ **Medication:** Teachers must never give students aspirin or any other medication and must not allow anyone else (including parents) to do so. District policy allows authorized personnel to dispense Tylenol or Advil with a signed consent form on file. Prescription and/or Over-The-Counter medication may only be dispensed via authorized personnel AND only with written dispensing documentation by a physician.

INVENTORY

All furniture, equipment, and materials purchased with school funds or received through grant funding is the property of HTES. Before moving furniture from room to room, please ask permission of the administration. At the end of each school year, all HTES property is to be securely locked for safe-keeping until the next school year. If materials/resources are taken off of school property, it is your responsibility to return it in the same condition, or replace it if damaged, lost, or stolen.

CLASSROOM KEYS

Teachers/staff have one set of keys to their assigned area allocated for their use. Keys are district property and must be treated as follows:

- ☆ Keys are kept in the key box in the office at the end of every school day.
- ☆ **TEACHER CLASSROOM KEYS ARE TO REMAIN IN THE BUILDING EVERY NIGHT.**
- ☆ Teachers are responsible for keys at all times.
- ☆ **Lost keys will be charged to the teacher/staff member at the cost charged by the district, currently \$10 per key for locksmith fees.**

LAMINATING/ POSTER

Teachers who wish to have materials laminated need to have it approved by an administrator. We discourage the lamination of commercially produced materials, unless they are directly related to school curriculum. Paraprofessionals are trained and will complete laminating for you (within 24 hours). Therefore, plan in advance what you will want laminated. HTES also has a poster machine (only to be operated by an office staff member) which will print a duplicate of an 8½ x 11 paper on poster sized paper. Please be advised that excessive laminating requests may be denied. All machines are absolutely not to be operated by a student.

LESSON PLANS

All teachers are expected to write and use lesson plans that are based on Common Core Standards using the designated HTES curriculum. Lesson plans are to be done using the official HTES lesson plan template. Lesson plans will be posted weekly to online HTES SharePoint site. Lesson plans should be easily accessible to view should administration visit a classroom for observation. Teachers' lesson plans may be requested from the office at any time.

LOUNGE

The Faculty Lounge is a welcoming, community area for gathering. Basic kitchenware and appliances are provided for everyone's use. In order to keep this area presentable when guests are in the building, please take the time to clean dishes and the tables after use. Everyone one in the building is expected to help maintain a clean eating environment.

MAIL – Student/ School

- ☆ Announcements, Flyers, Newsletters, etc. being sent home with students/ mailed are to be approved by administration prior to being run/ distributed. Please check your mail boxes daily (morning and at lunch).
- ☆ Copies of all items sent home need to be given to office personnel with date of distribution, as an FYI.
- ☆ HTES sends weekly, web-based update to parents with announcements, flyers, etc. Thursday will be the day to send home any paper flyers with students.
- ☆ Teachers distribute an electronic monthly newsletter through their class websites.

MAILBOXES AND TEACHERS' INFORMATION

- ☆ **Teachers are NOT to send students to get mail from their mailboxes.** It is the teacher's responsibility to check the mailbox before, after, and during the school day. There may be confidential information that should only be viewed by the teacher.
- ☆ Teachers' bulletin boards in the office and in the lounge will contain important current information and should be changed monthly. Personal items for sale must be posted only in the lounge.
- ☆ School mailboxes are for the professional use of the building staff. All communication for the staff must be approved by a member of the administrative staff prior to being placed in school boxes.

MASTER CALENDAR

A Master Calendar shall be maintained and updated throughout the year. The calendar is in the mailroom and will list all activities, events, fundraisers, etc. A weekly bulletin will be sent out to faculty/staff indicating that week's events.

MEDIA POLICY

Under no circumstances should any staff member allow the media to enter the classroom. Principal is responsible for media communication. Any scheduled media presence in the school will be scheduled through the Principal and communicated to staff prior to visit.

OBSERVATION

HTES School administration is of the philosophy of pro-active, hands-on, on-going observation of all teacher/staff members. Such observation should not be construed as negative or punitive. It is a means to be present in the education of our students and provide instructional leadership to teachers/staff. HTES will be using the Denver Public Schools LEAP Evaluation System.

OUTSIDE SPEAKERS/PRESENTERS

Administration supports the idea of bringing visitors to the building to speak with our students. **All outside speakers must be cleared with the Principal.** If the class is discussing a controversial issue, be sure both sides of an issue are presented. Parents are a good source when doing career-type assignments.

PARAPROFESSIONALS

- ☆ Paraprofessionals are to follow the policies of the school district and are responsible first to providing additional support to students. Clerical needs are secondary to student needs.
- ☆ Administration is responsible for the final evaluation, however, teacher input is highly encouraged for specific feedback on performance.
- ☆ Paraprofessionals are to report to their assigned duties outside of the classroom **promptly** (example: crossing guard, lunch duty, recess duty).
- ☆ Weekly time sheets are to be turned into the Office Manager each Friday afternoon. Teacher verification is required weekly.
- ☆ Paraprofessional absences are to be reported directly to the office. Paraprofessionals for whom subs are required, must submit their absences via the subfinder system.

PAYROLL, SIGN IN-OUT and TIMESHEETS

It is the responsibility of employees to contact the Office Manager regarding preference on use of Sick leave, Personal leave, Flex time, Vacation time, etc. The Office Manager will begin work on school payroll around the 11th of each month. Persons who do not specify preference for absences are to expect absence credited to Sick Leave account. Payroll is submitted by the 15th of every month, and paid to employees on the last working day of each month, via direct deposit into the employee's bank account. (Custodial and Lunchroom payroll is paid differently.) To be eligible to be paid, all teachers must sign in and out at all times in the office. Hourly employees need to complete weekly time sheets and submit said to office manager by Friday, 2 p.m. of that work week. The Office Manager shall use time sheets to prepare hourly employees payroll.

PERSONAL VALUABLES

Purses and any personal valuables should always be secured and locked in the trunk of your car or classroom. Each individual is responsible for all personal items brought to school. Recovery of lost or stolen items is difficult and the school is not responsible. Should personal items be stolen, it is the responsibility of the owner to make a report to the Denver Police Department.

POSITIVE WORKING ENVIRONMENT

At High Tech Elementary we strive to make our school a pleasant environment not only for our students to learn, but also a great place for adults to work. Even though each person has different responsibility to serve, it takes all of us to make this school a great place. Honor the expertise of your co-workers, respect the challenges of each person's role, and support each other in your work. All conversations throughout the building should promote a positive working

environment. E-mail communication is a public record, therefore, ensure you're email communication with colleagues is professional. Should there be conflict amongst colleagues, it is highly recommended that you address the concerns directly or that the involved parties seek administration to mediate a conversation in hopes of resolving the conflict.

All staff members are required to exhibit the highest standards of professional and ethical behavior at all times, and compliance with all applicable Board of Education policies, laws, and regulations, and any workplace rules and lawful directives issued by the Principal.

Norms for Professionalism

- **Paraphrasing: Using a paraphrase starter that is comfortable for you:** "So....." or "As you are...." or "You're thinking" and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.
- **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.
- **Probing:** Using gentle open-ended probes or inquiries such as "Please say more...." or "Can you tell me more about...." or "Then are you saying.....?" increases clarity and precision of the groups thinking.
- **Putting ideas on the table:** Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea...." or "One thought I have is...." or "Here is a possible approach...." or "I'm just thinking out loud...."
- **Paying attention to self and others:** Meaning full dialogue is facilitated when each group members is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how other are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.
- **Presuming positive intentions:** Assuming that other's intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put downs. Using positive intentions in your speech is one manifestation of this norm.
- **Pursuing a balance between advocacy and inquiry:** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assist the group to become learning organization.

Denver Public Schools prohibits discrimination or harassment on the basis of disability, age, race/skin color, gender identity, religion, transgender status, gender (including sexual harassment), sexual orientation, or national origin. Staff members are expected to familiarize themselves and comply with all Board of Education anti-harassment / anti-discrimination policies.

PUBLIC RELATIONS

- ☆ Teachers are encouraged to submit items for approval to release to the local news media and/or monthly newsletter. Submission to DPS for posting on the district and/or school website must be approved by administration prior to submission.

- ☆ All written information distributed to students and/or adults must be approved by the administration. The exception to this would be items of a personal nature to include homework assignments, classroom activities, and student progress reports.

SCHOOL FORMS AND SUPPLIES

Please see the Office Manager concerning procedures for ordering supplies. At least three weeks should be given for items in the warehouse and a much longer time for articles not in the warehouse.

SMOKING

HTES is a smoke-free campus, as is all DPS Schools (See DPS Policy ADC and Policy GBED). Teachers may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day.

SEATING CHARTS

A current seating chart for each class must be maintained and be available for substitute teachers. Please leave a copy of your seating chart in your Emergency Substitute Folder and on your desk.

SOCIAL COMMITTEE

HTESs Social Committee handles the school's social obligations, i.e. birth, death, departure, wedding, etc., as well as overseeing social activities here at HTES. Dues are nominal and all staff members are encouraged to contribute yearly.

STANDARDS-BASED PROGRESS REPORTS/ REPORT CARDS

HTES follows district guidelines for progress/ report cards.

End of trimester: Dates TBD

Parent/Teacher conference days: First Semester Dates TBD
Second Semester Dates TBD

Progress Reports will be sent home, school-wide six (6) weeks into every trimester. You may choose to send weekly reports.

STUDENTS AFTER SCHOOL

Teachers are encouraged to give special help to students in their work whenever possible. Students in the building before or after school must be under the supervision of a teacher. Students must have a pass from the teacher in order to enter the building before normal starting time. Students who ride the bus should not be kept unless their parents are contacted and arrangements are made for transportation home.

If it is necessary to keep students after-school as a consequence for behavior during class, note that individual teachers can hold students up to 15 minutes after-school. Parents should be involved and contacted regarding such decisions. This is not considered a formal detention assigned by administration.

STUDENT SERVICES, SPECIAL EDUCATION

HTES ensures that all children have access to a free and appropriate public education (FAPE), including students who are identified with disabilities. Special Education services are designed to meet students' unique needs and prepare them for employment and independent living. In compliance with the Individuals with Disabilities Education Act (IDEA), each child identified with a disability has an Individualized Education Plan (IEP) developed to outline specific educational goals and objectives for achievement. Our special education faculty and support staff ensure that students have the most appropriate education, working in conjunction with all faculty, so that each student with an IEP can reach his/her highest potential.

HTES offers Mild/Moderate special education support for all grade levels. The Student Services support staff include our Speech Language Pathologist, Social Worker, Nurse, Physical/Occupational Therapist and School Psychologist.

HTES does not discriminate against students with special needs. Parents/guardians are encouraged to communicate with faculty and administration. Through collaboration, we strive to provide appropriate accommodations and modifications so that each student can be successful.

STUDENT RECORDS

All student records are confidential and will be maintained in the office of HTES. The cumulative record is comprised of test data. Additionally, any special education information or pertinent information to the student will be found in this file. Teachers who desire access to a student's cumulative records from the office must only view the records in the office during the regular school day. If you need to take the record out of the office, you need to have the authorization of an Administrator. **CUM files are not to be removed from the office** without prior consent.

STUDENT WITHDRAWAL

Withdrawal slips are issued by the Attendance/Records Secretary. Please fill these out and list any financial obligations as requested.

SUBSTITUTE/GUEST TEACHERS

- ☆ In the event of illness, substitutes are to be secured through use of the Sub-Finder System. **The number for Sub Finder is: 720-423-3231.** Substitutes needed for reasons other than illness or illness in family are to be secured by the school secretary. When a teacher will be out for more than one day, she/he should call the secretary by 2:00 p.m. or at least 2 hours prior to the start of the work day.
- ☆ In case a substitute is needed, each teacher is to have a set of emergency plans in a folder that is kept in the main office by the secretary. Please return the folder to the main office after an absence.
- ☆ Some special education paraprofessionals are authorized to have substitutes. The same procedures as outlined above apply for ordering a substitute.

Plans for substitutes should include:

- Class rosters, up-to-date seating charts and complete lesson plans, as well as up-to-date program schedule and special duties must be available.
- Information regarding classroom incentives well as consequences.
- Basic information for both regular and special school activities forms provided for this purpose.
- The names of students having special health concerns such as seizures, possible diabetic comas and the like should be available to the substitute teacher. Instructions regarding such emergencies should accompany these names.
- Answer books should be readily accessible.
- Emergency Procedures folder (for fire drills, lockdown, etc.) should be visible.
- Monitors and class helpers should know what assistance they can give to a substitute teacher. There should be some note to the substitute teacher or a mark by the names of students who can be depended upon for reliable help.
- LESSON PLANS WILL NOT BE TAKEN OVER THE TELEPHONE BY THE SECRETARY WHEN IT IS NECESSARY TO BE ABSENT FROM SCHOOL.
- Please do not expect that copies be made by the substitute/guest teacher nor the office staff.
- You can send your plans by e-mail to secretaries and administration.

SUPERVISION

Hall

- ☆ The teacher, not the bell, dismisses the class. **No students will be excused before the end of the day bell rings.** Teachers are to be in the hallway with their classroom during dismissal time until all students are picked up or dismissed. Students who have not been picked up 15 minutes after dismissal will be escorted by the teacher to the office. The teacher is expected to complete and submit a late pick-up form to the office staff prior to leaving student in office.

Classroom

- ☆ Teachers must not leave a class or other group unsupervised. Supervision must be continuous regardless of the circumstance. In the event the teacher must leave the classroom/ group, as in an emergency, notify the office and another staff member will be sent to replace you. Leaving a class unattended is placing your job in jeopardy.

Stranger Danger

- ☆ If you see a questionable visitor or **do not notice** a badge/visitor pass on someone, call the office immediately.

Assigned Duties

- ☆ Teachers on lunchroom/recess supervision should report on time, move about their assigned areas, and remain the entire period until they are relieved by the next person on duty. If you have a meeting that keeps you from attending your duty, it is YOUR responsibility to secure coverage for your duty. Active supervision means you can engage in conversation with students, but not for a long period of time, to allow you to constantly scan and move on to another area. When students are dismissed outside, teachers need to be located in stations for complete visible coverage (not standing in a group visiting). All teachers will be responsible for supervision before and after school.

TEACHER HOURS

Hours for teachers are 8:00 a.m. to 4:00 p.m. In the event that you need to be absent or late to work, please have the professional courtesy to call, leave a message or email one of the administrators. Staff that need to leave the building for more than 30 minutes during work hours need to notify the front office. Teachers are to sign-in & -out daily; also, sign-out in the Main Office when leaving the building during planning or lunch.

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 or her classroom. High expectations for success will be set and communicated on a regular basis to the students and parents. Student progress will be continually monitored and instructional methods differentiated, as necessary, to meet the needs of students to ensure that every student makes at least a year's academic growth. 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.

TEACHER BUDGET AND SUPPLIES

Each teacher will be given a yearly budget for supplies and resources. Teams can discuss whether you want to pool your monies as a grade-level for additional resources you may want to order, combine to pay for transportation for a field trip, etc.

Teachers may request standard office supplies (paper, tape, markers for boards, etc...), from the office manager. These supplies will not be a component of your yearly budget you will have for this year. This is based on a professional understanding that supply and demand from the office supply room will not be misused. Monitoring of copy count will also be a component of whether we can discontinue giving paper limitations to teachers (a box per semester), and just make sure we have paper in the copiers throughout the day.

Resources (an assessment book you may have seen at Teacher's Helper, Bookies, etc...) you may want to purchase, **must be approved by an administrator/office manager prior to purchasing.** Without prior approval, you may not be reimbursed for the cost.

TELEPHONE

Do not allow students to call home from your room for illness or any reason other than disciplinary action. Students should use the office telephone after school to call parents to inform them if they need to stay after school, etc.

Teachers should limit their own personal phone calls (school phone or personal cell phone) to planning, lunch or post-school hours unless it is an emergency. It is not professional to be handling personal phone calls or texting during instructional time.

TEXTBOOKS

Individual teachers are responsible for the accounting of textbooks. All students should be assigned a book number by the teacher. Teachers are encouraged to make periodic checks on the loss and damage to textbooks and assess fines accordingly, with the support of our Office Manager. **Teachers are expected to record assigned textbook numbers to their students.** Students are not responsible for lost books if they were not assigned a number and you have no record of that number.

UNIFORMS

HTES is a uniform mandatory school. The student uniform policy is detailed in the Parent/Student handbook. **Teachers are responsible for holding students accountable to the uniform policy.**

VISITOR PASSES

Visitors must obtain a pass from the front office. The pass must be worn visibly at all times while the visitor is on school grounds. The visitor must sign in with the front office to obtain a pass. Do not allow a visitor into your classroom or in the halls unless the office has authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at the school.

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

- Ask if you can be of assistance.
- Ask whether or not he or she has reported to the main office. If the person does not have a badge, escort him or her to 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 they are not occupied.

VOLUNTEERS

Volunteers are essential to many of programs. The office will ensure that all volunteers have completed an application and have a background check done prior to working with students. All volunteers are required to attend volunteer training.

WEEKLY BULLETIN

Every week, administration will send out a weekly bulletin by e-mail detailing the week's events according to the master calendar. It is your responsibility to mark your field trips on the master calendar, so that the staff is aware of your excursions.

Appendix G: School Calendar & School Day Schedule -sample

Minutes	Block of Time
115	Reading
60	Writing
70	Math
45	Science
45	Project Based Learning/Social Studies
45	Lunch
10	Morning Meeting
45	Specials
435	TOTAL Minutes per Day

HTES will review the district calendar annually to determine modifications needed to implement the innovation plan. The calendar will be reviewed and revised by the CSC annually as detailed through the process in the waivers.

DENVER PUBLIC SCHOOLS 2014-2015 School Year Calendar

First Day of School



NON-STUDENT CONTACT DAYS

Planning/Professional Days (No classes for students.)

August 19, 20, 21, 22; October 20; June 5 (half day)

Total of 4.5 planning days - teacher self-directed planning. Total of 3 professional days - 3 principal/district directed. S.L.T./principal to determine which non-student contact days are planning and which are professional.

Parent/Teacher Conference Day (No classes for students.)

November 10 (Schools may modify the daily schedule for parent/teacher conference to meet the needs of the school community. Schools will also determine dates and times for parent/teacher conference during 2nd semester.)

Planning and Assessment Days (No classes for students.)

All schools: 1/2 planning; 1/2 assessment & data analysis day
no classes Jan. 5, Feb. 17, Apr. 13, May 28

Assessment Day (No classes for students.)

All schools: assessment and data analysis day - no classes October 21

END OF TERM TO BE FOLLOWED BY REPORT CARDS

ES, ECE-8 and MS Trimester: November 14; February 27; June 5
6-12, High School 6 Weeks: October 3; November 14; December 19; February 20; April 10; June 5
6-12, High School 9 Weeks: October 24; December 19; March 13; June 5

MS/HS WALK-IN REGISTRATION

August 15, 18

VACATION/NO CLASSES

HOLIDAY/NO CLASSES

Independence Day - July 4
Labor Day - September 1
Veterans Day - November 11
Thanksgiving Day - November 27
Christmas Day - December 25
New Year's Day - January 1
Martin Luther King Jr. Day - January 19
President's Day - February 16
Cesar Chavez Day - March 31
Memorial Day - May 25

Last Day of School: Half Day for Students

SEMESTER DATES

First Semester Begins 8/25, Ends 12/19
Second Semester Begins 1/6; Ends 6/5

STUDENT REPORT DAYS

75 Days 1st Semester
97.5 Days 2nd Semester
172.5 Total Days

TEACHER REPORT DAYS

82 Days 1st Semester
102 Days 2nd Semester
184 Total Days

The Calendar for the 2014-2015 school year is adopted by the Board of Education subject to the provision that if for any reason the school district must close schools for more than the time provided by the statute, the adopted 2014-2015 calendar may be extended by the Board of Education to provide enough additional school days or Saturdays, during vacation, or at the end of the present calendar to meet legal requirements as required by the statute.

MODEL CLASS SCHEDULE (Second Grade Example)

15 Minutes Morning Meeting	8:30-8:40	Whole Group Instruction Peace 4 Kids Curriculum	Teacher ★ Attendance ★ Reinforce behavioral expectations, conflict resolution skills and anti-bullying skills; build community ★ Schedule for Day			Students ★ Morning ritual <ul style="list-style-type: none">○ Circle○ Core values	
60 Minutes Reader's Workshop	8:40-9:40	Whole Group Instruction Imagine It Curriculum	★ Do Now ★ Read Aloud and/or Shared Reading ★ Mini-Lesson: Explicit Instruction ★ Guided Practice ★ Exit Task ★ Embedded English language development			★ Do Now ★ Shared Reading ★ Turn and Talk ★ Accountable Talk ★ Exit Task	
60 Minutes Reader's Workshop	9:40-10:25	Small Group/Intervention Instruction	★ Phonemic Awareness ★ Phonics Instruction ★ Word Work ★ Grammar ★ Conventions ★ Embedded English language development			★ Differentiated Practice ★ Independent Reading ★ Partner Reading ★ Writing in Reading Response Journals ★ Blended Learning Literacy Stations (<i>reading, writing, listening, speaking, word work</i>)	
60 minutes Writing Workshop	10:25-10:40	Whole Group Instruction Writing Alive Curriculum	★ Daily Grammar and Sentence Styling ★ Modeled Writing, Shared Writing, and/or Use of Mentor Texts ★ Mini-Lesson: Explicit Instruction for Genre Study				
	10:40-11:25	Independent Practice	Teacher ★ Individual Conferences ★ Small Group Instruction ★ Guided Writing ★ Shared Writing ★ Embedded English language development		Students ★ Independent Writing (<i>planning, drafting, meeting in response groups, revising, editing, publishing</i>) ★ Buddy Work		
	11:35-12:20	LUNCH					
Project Based Learning Block	12:10-12:50	Whole Group Instruction HTES Developed	Teacher ★ Monitor, Prompt, and Reinforce Cooperative Groups; Independent; practice; media support			Students ★ Cooperative Groups (<i>speaking, listening, reading, writing, scaffolded conversations, research, media</i>) ★	
	12:50-12:55	Closure	★ Students share out				
45 minutes Specials Block	12:55-1:40	Specials District Curriculum	Monday Technology	Tuesday Music	Wednesday Art	Thursday P.E.	Friday Library

60 minutes Math Workshop	1:40-1:45	Independent Warm-Up Math in Focus Curriculum	☆ Do Now - Mental Math	
	1:45-2:30	Whole Group Instruction	☆ Mini-Lesson: Explicit Instruction ☆ Exit Task ☆ Embedded English language development	
	2:30-3:00	Independent Practice	Teacher ☆ Small Group Instruction ☆ Individual Conferences ☆ Embedded English language development	Students ☆ Math Journals ☆ Blended Learning Stations
45 minutes Science Block	3:00-3:45	Whole Group Instruction DPS Science Curriculum DPS Avenues Curriculum	Teacher ☆ Engage Phase. Assess prior knowledge, introduce essential vocabulary. ☆ Explore Phase. Guided inquiry or students to investigate. ☆ Explain Phase. Class discussion (big idea) for the lesson ☆ Elaborate Phase. Connect new and former experiences around key concept. ☆ Evaluate Phase. Observation ☆ Embedded English language development ☆ ELD - ESL teacher; developing English language skills in reading, writing, speaking, and listening	Students ☆ Engage Phase. Share ideas; record vocabulary ☆ Explore Phase. Record observations. ☆ Explain Phase. Write understanding ☆ Elaborate Phase. Record evidence of data and concepts ☆ Evaluate Phase. Demonstrate understanding of key concepts ☆ ELD - Practice specific language skills in cooperative groups (<i>speaking, listening, reading, writing, scaffolded conversations, research, media</i>)

High Tech Elementary School
Request for Innovation Status
December 2014
Waivers Requests and Replacement Policies
DPS, DCTA, and Colorado State Statutes

DPS Policy Waivers

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDFH: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; 	

	<ul style="list-style-type: none"> - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues. 	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include the following voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 1 Community Liaison • 1 teacher representative from each grade level, specials, and special education. The positions will rotate each year, allowing each staff member to have an opportunity to participate in the CSC. • 1 Classified Staff Member. The positions will rotate each year, allowing each classified staff member to have an opportunity to participate in the CSC. <p><u>Positions elected by majority vote of CSC (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Parents- Appointed first year, nominated by and voted on by CSC in following years. The parents will serve in a 2-year, staggered position to ensure the CSC has continuity in parent membership from one year to the next. <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school's annual budget • Determining and approving the school's master calendar and schedule • Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School proposal	CFBA: Evaluation of Evaluators	Leadership
Policy	All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training	

	<p>in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p>	
School Proposal	DF & DF-R: Revenue from Non Tax Sources	Governance / Budget
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> 1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested. 2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate. 3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval. 	

	<p>4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties.</p> <p>5. The appropriate district staff will review and, if appropriate, execute the Agreement.</p> <p>6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file.</p> <p>7. The school(s) will proceed with the terms of the sponsorship agreement.</p>	
Replacement Policy	<p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit High Tech Elementary or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	IC/ICA: School Year/School Calendar	Educational Program: Calendar and Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p>	
Replacement Policy	<p>No later than 60 days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.</p>	

	In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.	
School Proposal	IE: Organization of Instruction	Education Program
Policy	The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.	
Replacement Policy	The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent.	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by District staff.	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan 	

	<p>and approved by the District's Teaching and Learning Department through a supplementary process.</p> <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; The extent to which they meet a wide range of needs, interests, and student performance levels; The extent to which they support teaching practices known to positively impact student learning; and The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p>	

	<p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	Educational Program: Promotion, Retention and Acceleration of Students
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> A summary of the school's interventions during the current year to meet the student's academic needs The interventions to be implemented during the next school year to meet the student's academic needs. 	

	4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.	
Replacement Policy	<p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, classroom data, inventories, and observations. The principal, deans, teacher, and parents will begin to identify students who might be candidates for retention or promotion beginning in January. The team will formally confer at least three months prior to the end of the school year about the student's progress, with additional meetings at least every 6 weeks thereafter. Based on the student's progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees. • All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. 	
School Proposal	GCF: Professional Staff Hiring	Teaching: Human Resources Management: Hiring
Policy	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replacement Policy	<p>The Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. 	

	<ul style="list-style-type: none"> • The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers. • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. • Background checks will be administered using the existing systems and processes for the district. • The School shall conduct reference checks. 	
School Proposal	GCB: Professional Staff Contracts and Compensation	Teaching: Human Resources Management: Hiring, Compensation, Job Descriptions
Policy	It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.	
Replacement Policy	The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified in the innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; hire employees at will; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters, using a template approved by District staff, to newly hired teachers. The school will offer annual contracts to all teachers, all other employees will remain at will. The district Human Resources office will work with the school to ensure staff contracts are consistent with the approved innovation plan.	
School Proposal	GCID: Professional Staff Training, Workshops and Conferences	Teaching: Human Resources Management: Professional Development
Policy	Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
Replacement	The Principal in consultation with the CSC will determine the school's professional development	

ent Policy	plan and requirements for staff attendance. The school's professional development plan is specified in the innovation plan. The school retains the option to participate or not participate in any professional development offered by the district, and determination of whether or not the school's staff shall participate will be made by the Principal.	
School Proposal	GDA: Support Staff Positions	Teaching: Human Resource Management: Hiring of Support Staff
Policy	<p>All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.</p> <p>The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.</p> <p>Only the Board may abolish a position that it has created.</p>	
Replacement Policy	<p>The school will use support staff positions that have been established by the Board, when applicable.</p> <ul style="list-style-type: none"> When unique support staff roles are needed to effectively implement the innovation plan, the school will establish new positions and create job descriptions for these roles. The school principal or designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan. 	
School Proposal	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Teaching: Human Resources Management: Hiring
Policy	<p>The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing</p>	

	<p>service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>
Replacement Policy	<p>The Innovation School will have autonomy to recruit classified staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The principal or his/her designee will work with the district Human Resources office to post classified positions through the district website. The school may also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. • The principal will consult with district Human Resources staff and incorporate hiring best practices at the school level where it is found to be appropriate. • The school will not be required to accept an appointment of a classified employee from the district. • Background checks will be administered using the existing systems and processes for the district. <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>Notification shall be in writing. Receipt of a resignation in writing by the Department of Human</p>

	Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>	
Replacement Policy	<p>The Innovation school will follow the district field trip policies and procedures with two exceptions:</p> <p>1- The school will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the school will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips.</p> <p>2- If a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.</p>	
School Proposal	IKB: Homework	Educational Program
Policy	<p>Parents should expect their children to have regular homework assignments and should question the lack of such assignments.</p> <p>Elementary school: The amount, length and type of homework at the elementary school level may vary according to individual needs and the classes and courses selected, but the minimum amount assigned shall be as follows:</p> <p>Kindergarten and grade 1- 10-15 minutes, one or two days per week</p> <p>Grade 2- 10-20 minutes, two days per week</p> <p>Grade 3- 15-25 minutes, two days per week</p> <p>Grade 4- 15-30 minutes, two to three days per week</p>	

	Grade 5- 20-30 minutes, three to four days per week Middle school A minimum of five hours of homework per week shall be assigned. This shall be mainly representative of the major academic disciplines but may include other subject areas. High school The amount of homework assigned to high school students shall vary depending upon specific subjects taken and the grade level. The expected minimum amount of homework shall be 10 hours per week in grades 9 through 12.	
Replacement Policy	The school will implement a homework policy that is in alignment with the educational program outlined in the innovation plan. In instances when work is not completed at school, the school will have the ability to expect students to complete their work during lunch or after school in a homework help center – attendance is mandatory. As students advance to higher grades, the homework load will increase in order to appropriately prepare students for post-academic success.	
Collective Bargaining Agreement Articles Waivers		
WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT		
School Proposal	DCTA: Article 1-2: Definition of Teacher	Teaching: Human Resources: Teacher Licensure
Policy	The term "teacher" as used in this Agreement shall mean all non-administrative teaching personnel, employed half-time or more, who are licensed by the Colorado Department of Education as teachers, including others who are authorized to teach by statute.	
Replacement Policy	The term “teacher” will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)	
School Proposal	Article 1-7: Definition of “School Year”	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term “school year” as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and	

	the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include the following voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 1 Community Liaison • 1 teacher representative from each grade level, specials, and special education. The positions will rotate each year, allowing each staff member to have an opportunity to participate in the CSC • 1 Classified Staff Member. The positions will rotate each year, allowing each classified staff member to have an opportunity to participate in the CSC <p><u>Positions elected by majority vote of CSC (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Parents- Appointed first year, nominated by and voted on by CSC in following years. The parents will serve in a 2-year, staggered position to ensure the CSC has continuity in parent membership from one year to the next. <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school's annual budget • Determining and approving the school's master calendar and schedule • Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day,	Educational Program: Calendar & Schedule

	Class Size and Teaching Load	
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p>	

	<p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>	
School's Replacement Policy	<p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan. Meetings will be scheduled through the CSC committee oversight process.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time. Included in the minimum minutes of directed time staff may receive a minimum of 60 minutes of professional development per week.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p>	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher's probationary employment. Probationary teachers are those contract</p>	

	<p>teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>
<p>School's Replacement Policy</p>	<p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers as all teachers are on an annual contract.</p> <p>10-3: Timeline: All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.</p> <p>10-3-1: The School will participate in District Pro-Comp systems.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being</p>

	<p>used. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal, the school leader will identify areas for improvement with the teacher, give the teacher notice of the areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 school, teacher-contact days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute cause for termination.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	Teachers shall be entitled to the district's basic fairness and due process guidelines in issuing corrective action.	
School Proposal	Article 13-7 Hiring timelines,	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies	

	<p>and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p>	
School Proposal	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen</p>	

	<p>by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions and include key stakeholders such as teachers, parents, and staff.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC, will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School Teaching Positions	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper</p>	

	<p>certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>The Innovation School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.</p>	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal, in consultation with the CSC, shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation

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Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	As part of the budgeting process conducted each spring for the following school year, the principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities consistent with the innovation plan. In no event shall this determination be made later than March 15th for the following school year.	
CBA Article/Section	Article 7: Grievance Policy	Teaching: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or</p>	

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

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

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

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

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

7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.

State Statute Waivers		
WAIVER REQUESTS – COLORADO STATE STATUTES		
School Proposal	<p>Colorado State Statutes:</p> <p>Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel</p>	<p>Leadership:</p> <p>Human Resource Management: Teacher Evaluations</p>
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p> <p>All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.</p>	

School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,	
Replacement Policy	Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	

Replacement Policy	In accordance with the innovation plan, the school's principal, in consultation with the CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	In accordance with the innovation plan, the school's principal, in consultation with the CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	<p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior</p>	

	academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	In accordance with the innovation plan, the school will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to the school the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	In accordance with the innovation plan, the school's principal and the district evaluator shall jointly determine the required training or development of the principal and the administrative team. The principal and the administrative team will not be required to participate in district	

	training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>	
Replacement Policy	The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).</p>	
Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to the school leader. All process for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.	
School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the</p>	

	<p>school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
School's Replacement Policy	<p>The school's CSC will manage the principal selection process and will recommend three final candidates to the district superintendent for hiring. Principal candidates will be provided to the CSC from the district's principal hiring pool. The superintendent may redirect the CSC to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the CSC. The principal will assume the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the CSC.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception</p>	<p>Teaching: Human Resource Management: Hiring and Teacher Qualifications</p>
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the</p>	

	<p>necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	<p>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p>	

(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lessor of:

(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or

(II) One-twelfth of the annual salary specified in the employment contract.

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.

(II) Repealed.

(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the

nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to [section 22-2-117](#), provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b)

	<p>of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
Replacement Policy	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed.</p> <p>Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates.</p>

	<p>Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Teaching: Human Resources Management: Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed.</p> <p>Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>The school principal has the authority to make employment offers to qualified candidates.</p> <p>Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	Teaching: Human Resource Management: Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Teaching: Human Resource Management: Dismissals
Policy	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28,	

	C.R.S.	
Replacement Policy	<p>All teachers will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any lawful reason.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Teaching: Human Resource Management: Dismissals
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p> <p>(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.</p> <p>(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.</p> <p>(c) Expenses of the hearing officer shall be paid from funds of the school district.</p>	

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

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

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

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

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

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

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

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

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

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

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take

	<p>one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.</p> <p>(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.</p> <p>(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.</p> <p>(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.</p> <p>(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.</p> <p>(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
Replacement Policy	<p>Mid-Year Dismissal Procedures For Teachers on Annual Contracts:</p> <p>-These procedures are an effort to maintain fair and equitable treatment for all school</p>

employees.

-These procedures do not change the employment status of staff on annual contracts.

A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal pursuant to Colorado State Law 22-63-301 and will give the employee a reasonable opportunity to respond.

B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.

1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures. The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.

2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and

	<p>affirmed by the Human Resources Administrator are present.</p> <p>3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.</p> <p>4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.</p> <p>5. The employee may be represented by legal counsel at the hearing.</p> <p>6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>7. All hearings conducted by the hearing officer shall be confidential.</p> <p>8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Teaching: Human Resource Management: Compensation
Policy	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	

Replacement Policy	The school will adopt a salary schedule that will meet or exceed the district's salary schedule. The School's Principal, in consultation with the CSC, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay.	
School Proposal	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
School Proposal	22-7-1207: Advancement – decision – parental involvement	Educational Program: Promotion, Retention and Acceleration of Students
Policy	<p>(1) Within 45 days before the end of the school year prior to the student's fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student's parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student's language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p>	

	<p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>
<p>Replacement Policy</p>	<p>The school will follow the school's replacement policy IKE/IKE-R regarding retention and promotion of students. Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, classroom data, inventories, and observations. The principal, deans, teacher, and parents will begin to identify students who might be candidates for retention or promotion beginning in January. The team will formally confer at least three months prior to the end of the school year about the student's progress, with additional meetings at least every 6 weeks thereafter. Based on the student's progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees. • All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.

NON-ADOPTED TEXTBOOK APPROVAL FORM - Math

When to Request Approval for Non-Adopted Textbooks

Use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials; or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, generate a PR. If the request is declined, the email will indicate the reason(s).

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

Email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: High Tech Elementary

Requestor: Dr. Amy Gile

Requestor's Phone Number: 720-424-2105

Department/Title: Principal

Title: Math in Focus, Singapore Math

Publisher: Houghton Mifflin Harcourt

ISBN Numbers and Authors for each Course:

Grade K: 9780547646800 (English)

Dr. Pamela Sharpe

Grade 1: 9780547882611 (English)
Ramakrishnan,

Dr. Fong Ho Kheong, Chelvi

Grade 2: 9780547882222 (English)
Ramakrishnan,

Dr. Fong Ho Kheong, Chelvi

Grade 3: 9780547883533 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,

Grade 4: 9780547878744 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,

Grade 5: 9780547880655 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,

Subject Area: Math

Grade(s): K,1,2,3,4,5

Copyright: Kinder 2012, Grades 1-5 2013,

Format (click correct box) Hardback ☒ Paperback ☐

Textbook Non-Adopted ☒ Supplementary Text ☐ Don't Know ☐

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

For alternative core programs: Answer the following questions.

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

Math in Focus follows the pedagogical framework developed by the Singapore Ministry of Education—emphasizing concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. Math in Focus is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. Math in Focus teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real world with hands-on experiences. To allow all students to reach high levels of conceptual understanding and use of skills, a consistent approach of concrete to pictorial to abstract pedagogy is repeatedly employed. Common models across grade levels provide consistency in problem-solving strategies. Differentiated resources are easily accessed through online curriculum materials as well as blackline masters for each grade level. Formative and summative assessments are available to students online and visual flipcharts are available for each lesson at all grade levels.

Math in Focus provides supports for all learners. The curriculum provides teachers with resources and supports for ELLs, opportunities for re-teaching for struggling students, extra practice for on-level students, and enrichment for advanced

students. In addition, each unit has a pretest that allows the teacher to assess students' readiness for a particular unit of study. If students have missing prerequisite skills or are ready to practice the skill at a higher grade-level, Math in Focus provides teachers a reference to how the same concepts were taught in a previous grade-level. In this way, teachers can strategically backfill missing skills without having to go outside the curriculum for instructional resources.

What data support the requested alternative core program?

Math in Focus has been found to be a rigorous and successful curriculum. In a study conducted by the Educational Research Institute of America, Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math (by Marshall Cavendish) "program is equally effective with various demographic and achievement level students." Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

Achieve, an education policy organization states in their 2010 report, "Overall, the CCSS are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence and focus." <http://www.achieve.org/files/CCSSandSingapore.pdf>

"The results showed that the Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math by Marshall Cavendish program is equally effective with various demographic and achievement level students." Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

In addition, the initial implementation of Math in Focus in current innovation schools in Denver Public Schools has shown the curriculum to be effective.

Green Valley Elementary (GVE) adopted the Math In Focus curriculum materials during the 2011-2012 school year resulting in exceptional growth in student achievement as measured by the TCAP. Students at GVE experience an average median growth percentile of 83. GVE experienced an overall growth in math status on TCAP the first year of implementation of +22% across all grade-levels. In grades 3rd, 4th and 5th there was a growth of +16%, +21%, and +29% respectively. At the conclusion of the second year of implementation GVE demonstrated an overall, total 2-year growth of +28 in all grade-levels, In grades 3rd, 4th and 5th there was a total 2-year growth of +27%, +26%, and +35% respectively.

Swigert International School, who has a similar population to the projected population at High Tech Elementary, has also been implementing Math in Focus for the past two years. Their first set of TCAP results demonstrates outstanding status results. Their third graders scored at a 95% proficiency rate with 67% of the students scoring in the advanced range.

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

High Tech Elementary will use textbook mill levy, general funds and start-up monies from their budget to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope and sequence, and instructional design. The initial professional development will be provided by the publisher and will take place at the beginning of the school year, prior to students arriving. Publisher professional developers will spend 3 additional days supporting teachers around implementation and alignment to CCSS.

After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, team planning, classroom peer observations, and guided backward design. Administrators and teacher leaders will provide the majority of professional development during the year. High Tech administrators and teacher leaders will meet with Math in Focus consultants to guarantee that the professional development is in alignment with the academic goals of High Tech.

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

Each chapter of Math in Focus, Singapore Math contains a pre-assessment to determine students' prior knowledge. Any student new to our school will take the current pre-assessment and depending on his/her prior knowledge, math teachers will decide where to begin instruction. Each lesson in Math in Focus, Singapore Math contains online transition resources so teachers can modify instruction students who are not yet ready for the prescribed lesson. Each lesson K-5 is traced back to the lowest grade level where the concept is introduced. Teachers can choose the

appropriate lesson for the students' zone of proximal development and lead students up to the grade level lesson.

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

Math Teacher Leaders will provide new teachers professional development in Math in Focus, Singapore Math. Professional development offered by Teacher Leaders will include: new teacher induction classes, modeling lessons, teacher coaching, collaborative planning meetings, and student assessment data analysis.

Additionally, adopting Math in Focus curriculum offers the potential for High Tech to collaborate with Swigert International School with professional development and program implementation.

How does this curriculum support your performance school's mission and vision?

The Vision for High Tech Elementary is "committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community." We believe that using a strong curriculum of Math in Focus will help to build the academic rigor and consistency needed to prepare our students to meet and exceed our vision for High Tech.

Vendor: Houghton Mifflin Harcourt
Osborn

Vendor Contact Name: Rebecca

Contact Phone Number: 303.507.7643

Contact Fax Number: 303.648.5265

Email: Rebecca.Osborn@hnhco.com

Vendor Street Address: 1900 South Batavia Avenue

City: Geneva

State: IL

Zip Code: 60134

Price Each: see attached pricing proposal	Quantity:	Subtotal:
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Account Number:

Order Number:

Approved by:

(Principal or Assistant Principal)

Date:

Approved by:

(Chief Academic Officer or designee)

Date:

NON-ADOPTED TEXTBOOK APPROVAL FORM - Reading

When to Request Approval for Non-Adopted Textbooks

Use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials; or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, generate a PR. If the request is declined, the email will indicate the reason(s).

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

Email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: High Tech Elementary

Requestor: Dr. Amy Gile

Requestor's Phone Number: 720-424-2105

Department/Title: Principal

Title: Imagine It

Publisher: McGraw Hill

ISBN Numbers and Authors for each Course:

*The Imagine It! Materials are separately numbered by ISBN. The specific ISBN numbers for each of the various components of the program can be found in the attached price quote.

There are multiple authors of the program:

Carl Bereiter, Ph. D., Andrew Biemiller, Ph. D., Joe Campione, Ph.D., Iva Carruthers, Ph.D., Doug Fuchs, Ph.D., Lynn Fuchs, Ph.D., Jan Hirshberg, Ed.D., Anne McKeough, Ph.D., Marsha Roit, Ed.D., Marlene Scardamalia, Ph.D., Gerald H. Treadway, Jr. Ph.D.,

Subject Area: Reading

Grade(s): K,1,2,3,4,5

Copyright: 2008

Format (click correct box)

Hardback ☒

Paperback ☐

Textbook Non-Adopted ☒

Supplementary Text ☐

Don't Know ☐

For Alternative Core Programs:

-What need in student proficiencies does this alternative program address that is not currently addressed in DPS Core materials?

Imagine It provides a comprehensive and integrated instructional design with a strong scope-and sequence across the grade-levels that incorporates the five components of reading

(phonemic awareness, phonics, vocabulary, fluency, and comprehension) with a common instructional approach and academic vocabulary through a workshop instructional design. When teaching with the current DPS core material, teachers must manage multiple teachers' manuals from multiple publishers, each with its own format, instructional design, and academic vocabulary. Imagine It would provide more instructional consistency across the various instructional components of reading as well as across grade levels.

There are multiple opportunities for formative and summative assessment built into the program. Progress monitoring tools were designed by Fuchs and Fuchs providing opportunities for teacher to make "just in time" adjustments to instruction. The assessment is designed in a four step process: (1) **Screen** to assess each students instructional levels to determine students' needs for remediation or extension, (2) **Diagnose and Differentiate** to determine student needs in order to proactively plan lessons with the supports students will need to access lessons and make growth in reading, (3) **Monitor Progress** to regroup students as frequently as daily to ensure instruction at the child's ZPD, (4) **Measure Outcomes** to provide teachers and students with summative data on master of concepts taught. Strategies for supporting English language learners are provided throughout each lesson, ensuring that teachers have the resources they need to provide students with the supports they need to access instruction and develop their language. In addition, specific vocabulary instruction of key academic vocabulary designed by Andrew Biemiller is provided within the teacher's manual instead of relying on teachers to have to design it themselves.

Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas. The Imagine It curriculum begins each unit with an inquiry-based lesson investigating the theme of the unit where students learn to take their questions and transform them into research questions—questions that focus on problems and issues. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures. Students are part of a learning community of individuals or groups who share their findings, which adds to the entire classroom's knowledge base.

The Imagine It! Curriculum has been aligned with the Common Core State Standards (CCSS). The phonics and word study components of the program meets and exceeds all the expectations set forth in the CCSS. The strong comprehension and inquiry components of Imagine It! also do an exemplary job of addressing the CCSS in these areas. We have chosen to highlight several components of the program that we feel are particularly strong in the way they address the expectations of the CCSS in the table below.

Highlighted Program Elements That Address the CCSS

ELA Common Core Standard Focus	Imagine It! Structure or Materials to Address Standard
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<p>Comprehension and Collaboration – “Engage effectively in a range of collaborative discussions with diverse partners’ topics and texts, building on others’ ideas and expressing their own clearly...come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion...follow agreed-upon rules for discussions and carry out assigned roles...pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others...review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.”</p>	<ul style="list-style-type: none"> Imagine It! utilizes a weekly Handing-Off Routine where the teacher “hands-off” the responsibility of sustaining a high-level discussion about the text to the students. Through an “accountable-talk” format, students share their interpretations and analysis of components of the text like the characters, plots, and author’s purpose. Students then conduct a discussion, challenging each other’s thoughts and ideas using the text for evidence.
<p>Key Ideas and Details – “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”</p>	<ul style="list-style-type: none"> The rigorous literary and informative texts found in the whole group and small group Imagine It! materials lend themselves to the practice of Close Reading strategies with students. The explicit instruction of bundled reading strategies provides students with daily opportunities to draw conclusions and make inferences
<p>Craft and Structure – “Analyze the structure of texts...interpret words and phrases...assess purpose and point of view.”</p>	<ul style="list-style-type: none"> Students read stories multiple times each week. The program routines provide students with a opportunities to practice and apply the skills necessary to analyze the craft and structure of each text (i.e., Author’s Point of View, Word Choice, Author’s Purpose).
<p>Integration of Knowledge and Ideas – “Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.”</p>	<ul style="list-style-type: none"> The connectedness of the stories across the unit theme allow students to compare texts, author’s points of view, build their knowledge on a topic from multiple sources and points of view.
<p>Range of Reading and Level of Text Complexity – “Read and comprehend complex literary and informational texts independently</p>	<ul style="list-style-type: none"> Imagine It provides students with amply opportunities to interact with the rigorous informative texts that will be required in order to meet the expectations of the

and proficiently.”	CCSS. Imagine It meets and exceeds the expectations of text complexity set by CCSS (See Table Below)
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Imagine It! – CCSS Lexile Expectations Comparison Chart

Grade Level	Lexile Range Associated with Grade Level	Lexile Ranges Aligned to the CCSS Expectations	Lexile Ranges Found in Imagine It!
First Grade	25-325	N/A	270-730
Second	350-525	450-790	460-880
Third	550-675	450-790	480-990
Fourth	700-775	770-980	550-1040
Fifth	800-875	770-980	640-1250

-What data support the requested alternative core program?

Teachers:

Research shows that teachers are not adequately prepared for the complexity of teaching children to read. Studies have demonstrated that many preservices programs have failed provide teachers with knowledge needed to for literacy (Joshi et. al., 2009), (Walsh, Glaser, & Wilcox, 2006).

Providing teachers with a comprehensive reading program like Imagine It in conjunction with high-quality professional development in how to teach reading ensures that teachers have the resources and support needed to be effect instructors of reading. Imagine It does not require teachers to intuit scope-and-sequence, pull from multiple resources to provide students with instruction in the 5 components of reading, struggle to connect academic language and terminology from multiple teachers manuals, create their own assessment tools for progress monitoring and determining student mastery of concepts taught. Instead, Imagine It provides teachers with a strong curriculum that is built on the work of the National Reading Pannel (2000) and focuses on developing the 21st Century skills our children will need to succeed in the future.

“Strong reading instruction is part of a strong curriculum with high and definitive standards for student learning. Where progress does occur, it is due to strong leadership, well-designed curricular materials, content-rich professional development, valid screening and progress-monitoring assessments, and classroom coaching. It is also due to teachers’ use of screening and diagnostic data to group children for instruction, monitor their progress, and solve instructional dilemmas (Moats, 2007).”

Results:

Imagine It is a scientifically research based reading program with evidence of success across multiple schools that serve linguistically diverse populations like that of Green Valley Elementary. This change in curriculum would provide students with a systematic, comprehensive, and well-designed instruction. (Specific reports of student success can be found at http://sraonline.com/research/cat_prod.php?prod_id=19&sub_area_id=2&div_id=1)

In addition, the initial implementation of Imagine It in current innovation schools in Denver Public Schools has shown the curriculum to be effective.

Green Valley Elementary (GVE) adopted Imagine It materials during the 2011-2012 school year, resulting in exceptional growth in student achievement as measured by TCAP. Students at GVE experience an average median growth percentile of 66. GVE experienced overall growth in reading status on TCAP in the first year of implementation of +11% across all grade-levels. In the 3rd and 5th grades there was a growth of +17% and +20% respectively. At the conclusion of the second year of implementation GVE demonstrated an overall, total 2-year growth of +14 in all grade-levels, In grades 3rd, 4th and 5th there was a total 2-year growth of +19%, +15%, and +18% respectively.

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

High Tech Elementary will use text-book mill levy, general funds, and start-up monies from their budget to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope-and-sequence, and instructional design. The initial professional development will be provided by a national recognized reading consultant and will take place at the beginning of the school year, prior to students arriving.

After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, team planning, integration and assessment of CCSS into team lesson planning and daily lessons, classroom peer observations, and guided backward design. Administrators and teacher leaders will provide the majority of professional development during the year. High Tech administrators and teacher leaders will meet with reading consultant to guarantee that the professional development is in alignment with the academic goals of High Tech.

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

Students entering High Tech Elementary will receive a battery of screening assessments to determine their individual instructional needs. If gaps in learning or skill deficits are identified that will inhibit student access to the Imagine It curriculum, students will receive targeted small-group instruction/intervention to develop the skills needed to successfully access the core program. Students who choose to leave High Tech to attend a different DPS school using the DPS core program will have had experience with the workshop model structure, strong English language and vocabulary development strategies, and strong differentiated instruction opportunities found within the Imagine It instructional design preparing them to successfully access the DPS core programs.

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

Teachers who are hired to work at High Tech Elementary will have an opportunity to understand and commit to the schools mission and vision for teaching and learning, ensuring that they are fully vested in the school's alternative curriculum. The Imagine It curriculum incorporates the workshop model structure, strong English language and vocabulary development strategies, and ongoing formative assessment systems within its overall instructional design. Familiarity with these instructional structures will ensure success for any individuals who chose to leave High Tech to work at a school using the DPS core program.

How does this curriculum support your performance school's mission and vision?

The Vision for High Tech Elementary is "committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community." We believe that using a strong curriculum of Imagine It will help to build the academic rigor and consistency needed to prepare our students to meet and exceed our vision for High Tech.

Vendor: McGraw Hill

Vendor Contact Name: Adam Palmese

Contact Phone Number: (720) 355-2868

Contact Fax Number: 303-394-2890

Email: adam.palmese@mheducation.com

Vendor Street Address: 130 E. Randolph St., Suite 900

City: Chicago

State: IL

Zip Code: 60601

Price Each: see attached pricing proposal	Quantity:	Subtotal:
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Account Number:	Order Number:
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Approved by: Dr. Amy Gil
(Principal or Assistant Principal)

Date:

Approved by:
(Chief Academic Officer or designee)

Date:

NON-ADOPTED TEXTBOOK APPROVAL FORM- Writing

When to Request Approval for Non-Adopted Textbooks

Use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials;** **or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, generate a PR. If the request is declined, the email will indicate the reason(s).

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

Email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: High Tech Elementary

Requestor: Dr. Amy Gile

Requestor's Phone Number: 720-424-2105

Department/Title: Principal

Title: Writing Alive

Publisher: Writing Alive

ISBN Numbers and Authors for each Course:

*The Writing Alive Materials are separately numbered by ISBN. The specific ISBN numbers for each of the various components of the program can be found in the attached price quote.

Author:

Debra Kemp Freemon, MA

Subject Area: Writing

Grade(s): K,1,2,3,4,5

Copyright: 2012

Format (click correct box)

Hardback ☐

Paperback ☒

Textbook Non-Adopted ☒

Supplementary Text ☐

Don't Know ☐

For Alternative Core Programs:

-What need in student proficiencies does this alternative program address that is not currently addressed in DPS Core materials?

Key features of Writing Alive that has guided our decision to ask for a waiver:

- Strong Alignment with the Common Core Standards (See Table 1)
- Strong, research-based approach to grammar instruction (explicit, multisensory grammar instruction that is immediately connected to and practiced in the child's own writing)
- Consistent academic vocabulary and language used across grade levels
- Consistent graphic organizers used across grade levels
- Strong writing cycle (plan, draft, revise/edit, publish)
- Teaches all genres, including argument (newer focus of CCSS)
- Develops in teachers a strong pedagogy for how to effectively teach writing
- Strong strategies to support ELs: verbal rehearsal, graphic organizers, color coding of parts of speech, TPR in creating and acting out sentences, and direct instruction of the grammatical structures of English.

A Brief Synopsis of Writing Alive

The *Writing Alive* curriculum provides students with a common language for writing, a set of symbols, and planners that begin in kindergarten and continue through fifth grade. The curriculum provides a specific scope-and-sequence of skills and genres for continuity across the grade levels. Assessment tools and writing rubrics enable students and teachers to set goals and continue to build their skills, growing as writers. The work of weaving together all six components of writing has been systematically completed to assure all skills are taught, practiced, and spiraled. *Writing Alive's* pacing charts show the scope and sequence of unfolding the skills needed to meet the Common Core Standards in Writing and Language.

Writing Alive organizes the instruction of writing using six components:

- (1) **Structures** - *Writing Alive* instruction begins with mastery of the sentence and its structure. To reach all learners, students manipulate color coded sentence pieces. With this common language, even in fifth grade teachers can show students how to expand their thesis statements and make their writing more fluent. It grows to connected sentences, paragraph, composition, and story and essay structures. Handwriting instruction is built into the kindergarten and first grade curriculum. Providing students with explicit instruction on sentence structure has been linked to improved reading ability, ability to read higher text complexity, and increased speaking and writing skills. When students can read and speak with simple, compound, complex and compound sentence structures, they can communicate their reasoning at a higher level.
- (2) **Grammar** - Every Monday teachers deliver explicit instruction on a skill that is implemented and practiced in their composition and revision throughout the week and across the curriculum. Grammar skills follow a prescribed scope-and-sequence at each grade level.
- (3) **Traits** - Teachers model and teach how to improve organization, content, word choice, voice, fluency, style, conventions and presentation. Students set goals and assess the traits using rubrics.
- (4) **Process** - Teachers and students follow *Writing Alive's* unique guided, interactive writing process: plan, verbally rehearse, set goals, draft, assess goals, revise, edit. After students have had the opportunity to create three drafts within a given genre, they publish a final piece of work.

Students set goals on formative rubrics before they draft. After the draft is completed students work with the teacher, revisiting their goals to assess their progress and next steps. Research efforts that like of Andrade, Du, and Wang (2008) have shown that when students set goals and use rubrics to self-assess the quality of their written work they produced higher quality written work than students who did not use these strategies.

(5) **Modes and Genres** - Teachers give students the tools and planners to think about and organize their thoughts for the different modes and genres of writing. These tool and planners (graphic organizers) provide additional support to ELLs.

(6) **Assessment** – *Writing Alive* has a series of rubrics that connect across grade-levels with increasing sophistication and skill levels. The rubrics are designed to be used by students and students to establish goals and assess their writing.

Highlighted Program Elements That Address the Common Core State Standards (CCSS)

We have provided a second grade example of how the Writing Alive scope-and-sequence effectively addresses the CSSS for Writing and Language while supporting the CSSS for Reading.

-What data support the requested alternative core program?

Teachers:

Research shows that teachers are not adequately prepared for the complexity of teaching children to write. Studies have demonstrated that many preservices programs have failed provide teachers with knowledge needed to for literacy (Joshi et. al., 2009), (Walsh, Glaser, & Wilcox, 2006).

Providing teachers with a comprehensive writing program like Writing Alive in conjunction with high-quality professional development in how to teach writing ensures that teachers have the resources and support needed to be effect instructors of writing. Writing Alive does not require teachers to intuit scope-and-sequence for grade-level grammar instruction, pull from multiple resources to provide students with grammar instruction, struggle to connect academic language and terminology across classrooms and grade-levels, and create their own assessment tools for progress monitoring and determining student mastery of concepts taught. Instead, Writing Alive provides teachers with a strong, coherent curriculum that is built on the research in best practices in writing and grammar instruction.

Results:

Writing Alive has been implemented in schools across Colorado. Schools participating in this program have experienced on an average of 20% growth on TCAP within the first three years of implementation. In addition, the initial implementation of *Writing Alive* in current innovation schools in Denver Public Schools has shown the curriculum to be effective. Green Valley Elementary (GVE) began implementing *Writing Alive* in the fall of 2012.

Interim Data:

When comparing beginning of the year proficiency levels to mid-year levels as measured by the DPS Writing Interim assessments, Students at GVE experienced the following growth: (a) Second grade grew from 15% proficient or advanced to 48 % proficient or advanced; (b) Third grade grew from 44% proficient or advanced to 51% proficient or advanced; (c) Fourth grade grew from 34% proficient or advanced to 44% proficient or advanced, and (d) Fifth grade grew from 17% proficient or advanced to 56% proficient or advanced.

TCAP Data:

Green Valley Elementary (GVE) adopted Writing Alive materials during the 2012-2013 school year, resulting in exceptional growth in student achievement as measured by TCAP. Students at GVE experience an average median growth percentile of 64.5, with our 5th graders demonstrating a MGP of 70. GVE experienced overall growth in Writing status on TCAP in the first year of implementation of +9% across all grade-levels. In the 3rd and 4th grades there was a growth of +7% and +18% respectively. GVE demonstrated an overall proficiency growth in our continuously enrolled students of +18% in all grade-levels, In grades 4th and 5th there was a total 1-year growth of +9% and +19% respectively.

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

High Tech Elementary will use textbook mill levy, general funds and start-up monies from their budget to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

The author of Writing Alive places a huge emphasis on preparing teachers to instruct writing. In the Writing Alive professional development model, teachers receive three years of Writing Alive implementation support. Each year takes teachers deeper into the curriculum to create master writing teachers. Writing Alive utilizes a coach model to build ongoing school support.

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope-and-sequence, and instructional design. The initial professional development will be provided by the author of the program and will take place at the beginning of the school year, prior to students arriving.

After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, team planning, integration and assessment of CCSS into team lesson planning and daily lessons, classroom peer observations, and guided backward design. Administrators and teacher leaders will provide the majority of professional development during the year. High Tech administrators and teacher leaders will meet with reading consultant to guarantee that the professional development is in alignment with the academic goals of High Tech.

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

Students entering High Tech Elementary will receive initial writing assessments to determine their individual instructional needs. If gaps in learning or skill deficits are identified that will inhibit student access to the Writing Alive curriculum, students will receive targeted small-group instruction/intervention to develop the skills needed to successfully access the core program. Students who choose to leave High Tech to attend a different DPS school using the DPS core program will have had experience with the workshop model structure, strong English language, grammar and vocabulary development strategies, and strong differentiated instruction opportunities found within the Writing Alive instructional design preparing them to successfully access the DPS core programs.

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

Teachers who are hired to work at High Tech Elementary will have an opportunity to understand and commit to the schools mission and vision for teaching and learning, ensuring that they are fully vested in the school's alternative curriculum. The Writing Alive curriculum incorporates the workshop model structure, strong English language, grammar, and vocabulary development strategies, and ongoing formative assessment systems within its overall instructional design. Familiarity with these instructional structures will ensure success for any individuals who chose to leave High Tech to work at a school using the DPS core program.

How does this curriculum support your performance school's mission and vision?

The Vision for High Tech Elementary is "committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community." We believe that using a strong curriculum of Writing Alive will help to build the academic rigor and consistency needed to prepare our students to meet and exceed our vision for High Tech.

Vendor: Writing Alive

Vendor Contact Name: Debra Kemp Freemon

Contact Phone Number: 303-550-8049

Contact Fax Number: 303-3381933

Email: Deb@WritingAlive.com

Vendor Street Address: 1495 South Uinta Court

City: Denver

State: CO

Zip Code: 80231

Price Each: see attached pricing proposal	Quantity:	Subtotal:
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Account Number:	Order Number:
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Approved by: Dr. Amy Gile
(Principal or Assistant Principal)

Date:

Approved by:
(Chief Academic Officer or designee)

Date:

NON-ADOPTED TEXTBOOK APPROVAL FORM- Social Studies

When to Request Approval for Non-Adopted Textbooks

Use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials; or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, generate a PR. If the request is declined, the email will indicate the reason(s).

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

Email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: High Tech Elementary

Requestor: Dr. Amy Gile

Requestor's Phone Number: 720-424-2105

Department/Title: Principal

Title: Social Studies Project Based Learning Units

Publisher: Curriculum Written by HTES Staff

ISBN Numbers and Authors for each Course: NA

Social Studies Project Based Learning Planning Team: Dr. Amy Gile, Lisa Ortiz, Matthew Smoot, Mayra Saucedo (With consultation from Michelle Delgado, DPS Elementary Social Studies Curriculum Coordinator) *

*This team started their planning in August. We have started our planning with second grade and are working our way backwards through the grades. At this point in time we have focused more attention on second grade. First and kinder are in the early stages of planning. A **DRAFT** of a completed second grade unit has been included with the submission of this unit.

Subject Area: Social Studies

Grade(s): K,1,2 (Grades 3-5 will use DPS curriculum with an inquiry-based, technology-enhanced final project for each unit)

Curriculum Plan:

In order to ensure that students at HTES have access to inquiry-based, integrated units for each social studies unit we plan to....

- Write Three Social Studies Inquiry Based Units for Second Grade focused on the following essential questions: (The third First Grade Unit will be the DPS I-Unit)
 - *How can we create a community that demonstrates responsibility for their resources?*
 - This unit will leverage the Economics Standards (Supply and Demand, goods and services, resources, scarcity)
 - *What motivates someone to explore somewhere new and include others in their discovery?*
 - This unit will leverage the Geography Standards (Map Skills)
 - *How does a community envision and engineer itself in order to thrive?*
 - This unit will leverage both the Geography (community planning/settlements) and History (how communities develop and change, the history of a community) – We will be studying the history of the Stapleton community.
 - *What inspires responsible citizens to identify injustice, recognize multiple points of view and promote change in their community?*
 - This unit will leverage the Civics Standards – We plan to use the DPS I-Unit for Second Grade. Students will complete the I-Unit with a final project that will be a technology enhanced project.
 - In grades three through five we will be using the DPS curriculum and I-Units for Social Studies. With the support of Michelle Delgado, we will include an inquiry-based, technology-enhanced final project for each DPS unit.
- Write two Social Studies Inquiry Based Units for First Grade focused on the following essential questions: (One First Grade Unit will be the DPS I-Unit) – We are in the early stages of planning for First Grade and have only brainstormed our possible essential questions.
 - How does a civic leader demonstrates/exhibit responsibility through teamwork at home, school, and in their community?
 - This unit will leverage the Civics Standards – We plan to use the DPS I-Unit for First Grade. Students will complete the I-Unit with a final project that will be a technology enhanced project.
 - How do residents adapt their style of living to the variation in the physical geography found in their community?
 - This unit will leverage the Geography and Economics Standards
 - How do the events of my life influence who I am and who I can become?
 - This unit will leverage the History Standards –
- Write three Social Studies Inquiry Based Units for Kindergarten focused on the following Big Ideas – We are in the early stages of planning for our Kinder units and have only identified our possible Big Ideas for Kindergarten :
 - Friendship – What makes a good friend, How do friends do things for others?, How do I share with others?

- This unit will leverage the Economics Standards – Focusing in on ownership, borrowing, needs vs. wants.
- Teamwork – Why is teamwork important? How do we work together? What makes a team? How does a team reach a goal?
 - This unit will leverage the Civics Standards – Focusing in on classroom rules, fairness, conflict resolution, democratic decision making, being a good citizen (Focus on Classroom)
- Red, White, and Blue – What does it mean to be an American? How do we celebrate America (historical traditions)? Why do people want to live in America?
 - This unit will focus on the History Standards and revisit the Civics Standards – Key events in our countries past, time, order, and sequencing of historical events, democratic decision making, being a good citizen (Focus on United States)

To ensure all written units and inquiry-based, technology-enhanced final projects are well-written, articulated across grade-levels, and academically rigorous the HTES planning team will work closely with Michelle Delgado, Elementary Social Studies Curriculum Coordinator throughout the planning and implementation process.

A sample unit has been included with the submission of this waiver. This unit is still in its early draft stages. We have not had chance to have Michelle Delgado review the documents and provide us with feedback and next steps. Please keep this in mind as you review the current draft of our first complete unit.

Copyright: NA

Format (click correct box)

Hardback ☐

Paperback ☐

Textbook Non-Adopted ☐

Supplementary Text ☐

Don't Know ☐

For Alternative Core Programs:

-What need in student proficiencies does this alternative program address that is not currently addressed in DPS Core materials?

Key features of Social Studies Project Based Learning Initiative that has guided our decision to ask for a waiver:

- Strong Alignment with the updated Colorado Social Studies State Standards
- Students will have Social Studies instruction daily (instead of only 3, six-week units per year)
- Strong, research-based approach to inquiry-based instruction
- Our model will allow us to easily incorporate the DPS I-Units to ensure our students are accessing this rigorous district resource.

- Opportunities for students to connect their learning in Social Studies to their community (history, geography, economics, and civics)
- Opportunities for students to apply their learning in Social Studies to solving community-based issues by offering potential solutions and resources to their own community (i.e., recycling program, community garden, etc.)
- Strong cross-curricular connection – The PBL units will allow student to make connections between their learning in Social Studies and their learning in other content areas: Mathematics, Reading, Writing, Physical Education, Art, Music, Library, and Technology

Overview of the Vision for Social Studies Focused Project Based Learning Units

The instructional model at HTES will have at its core, an inquiry-based approach supported by an underlying instructional foundation that develops the essential skill sets students will need to successfully participate in Project Based Learning (PBL) opportunities. Students will participate in effectively-delivered curricula that have been systematically and strategically scope-and-sequenced to ensure that students are developing academic and problem-solving skills. These are the skills that they will need to be successful in self-directed, project based learning opportunities

Inquiry-Based instruction is an integral component of the High Tech Elementary model. Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas. Each Social Studies PBL unit will provide instruction in the content knowledge connected to the focal social studies standards of the unit (i.e., supply and demand; scarcity of resources). Students will take their newly acquired content knowledge and apply it to a cycle of inquiry (How can we create a community that demonstrated responsibility for their resources?). Each cycle of inquiry will result in a technology-enhanced product or tool that will help to answer the question of inquiry and that will better the community in some way (i.e., a new recycling program at the neighborhood or school).

As an integral component of the inquiry process students learn to take the unit question of inquiry and transform it into research questions—questions that focus on problems and issues. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, doing field research/field trips, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures – leading to their ultimate suggestion for a solution (technology-enhanced PBL product). Throughout the inquiry process, students are part of a learning community of individuals or groups who share their findings, which adds to class knowledge of the problem/question of inquiry.

Students will be assessed on both their content knowledge growth in the grade-level social studies standards and their growth in the inquiry process of PBL. Social studies growth will be measured through daily exit task data and unit assessments. The social studies content knowledge will also be assessed as a component of the PBL rubric; assessing the child's ability to apply their social studies content knowledge to the solutions/tools they produce as their final PBL product. The rubrics will also include components of the Common Core State Standards

(CCSS) for Reading, Writing, Speaking and Listening; Technology Standards; and the key features of a 21st Century Learner.

*The completed unit of inquiry plan included in this application illustrates the standards alignment and the assessment process.

-What data support the requested alternative core program?

Teachers:

Based on research in the field, a PBL model requires teachers to approach teaching from more of a constructivist model. A PBL model requires teachers to:

- Make the social context of the classroom a central concern
- Accept that other teachers, and students, may have different views of the world
- Accept that the teacher is part of the equation, and not all of the equation
- Value student understanding more than transmitting information (Dixon, A., 2000).

We believe that utilizing a PBL model at High Tech will highlight the importance of teacher understanding of what the goals of teaching are in that particular context. We want to establish a culture of teaching that promotes student understanding, rather than transmission of information. We believe that the use of a social studies focused PBL model will result in teaching situations that enhance student driven learning, collaborative learning structures, and students development of 21st Century learning skills (Wee& Kek, 2002).

Results:

We will be using the Buck Institute model of PBL (www.bie.org) for the foundation of our PBL work at HTES. There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

Research studies have demonstrated that PBL can:

- Be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests (Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008).
- Be more effective than traditional instruction for teaching \ economics (Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2006) and social science (Walker, A. & Leary, H. (2008).

- Be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers (Strobel, J. & van Barneveld, A. (2008).
- Be more effective than traditional instruction for preparing students to integrate and explain concepts (Capon, N, & Kuhn, D. (2004).
- Improve students' mastery of 21st-century skills (Hmelo, C. (1998); Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992).
- Be especially effective with lower-achieving students (Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2006).
- Provide an effective model for whole school reform(National Clearinghouse for Comprehensive School Reform (2004).

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

High Tech Elementary will use text-book mill levy, general funds and start-up monies from their budget to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the project based model of instruction. The initial professional development will be provided by the HTES project-based learning coordinator.

After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, team planning, integration and assessment of the PBL model into their integrated instructional practices. Administrators and project based coordinator will provide the professional development during the year.

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

Students entering High Tech Elementary will receive instruction in all the social studies standards. They will have instruction in both the content knowledge of social studies and in the application of that knowledge through an inquiry-based process. We believe this experience will prepare our students to successfully access DPS social studies curriculum if they were to leave our school to attend another DPS school.

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

Teachers who are hired to work at High Tech Elementary will have an opportunity to understand and commit to the schools mission and vision for teaching and learning, ensuring that they are fully vested in the school’s alternative curriculum. The social studies PBL model incorporates instruction in the content of the social studies standards as well as a high-level inquiry based process. Familiarity with these instructional structures will ensure success for any individuals who chose to leave High Tech to work at a school using the DPS social studies program.

How does this curriculum support your performance school’s mission and vision?

The Vision for High Tech Elementary is “committed to providing an environment that emphasizes learning as an interactive process focusing on the individual needs of our students to ensure that all students succeed. We strive to develop critical thinkers who are caring, confident and lifelong learners in a diverse community.” We believe that using a strong curriculum of Writing Alive will help to build the academic rigor and consistency needed to prepare our students to meet and exceed our vision for High Tech.

Vendor: NA

Vendor Contact Name:

Contact Phone Number:

Contact Fax Number:

Email:

Vendor Street Address:

City:

State:

Zip Code:

Price Each: see attached pricing proposal	Quantity:	Subtotal:
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Account Number:

Order Number:

Approved by: Dr. Amy Gile
(Principal or Assistant Principal)

Date:

Approved by:
(Chief Academic Officer or designee)

Date: