

# Application for Innovation Status

## Collegiate Prep Academy (CPA)

*Extend your REACH to College!*

*¡Extienda su alcance al colegio!*

*Submitted to:*  
Denver Public Schools



*Submitted by:*  
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**School Name:** Collegiate Prep Academy (CPA)

**Principal:** Dr. Darryl Bonds

**Design Team:** Dr. Darryl Bonds, Mr. Fulton Jackson, Mrs. Kenna Moreland, Mrs. Barbara Ceron

**Roles & Responsibilities of Design Team Members:**

Dr. Darryl Bonds, *Principal:* Curriculum, Community, and School Climate and Culture.

Mr. Fulton Jackson, *Assistant Principal*

Mrs. Barbara Ceron, Assistant Principal

Mrs. Kenna Moreland, Assistant Principal

**School Model:**

CPA is an academically rigorous, grade 9-12 college-preparatory and early college model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associates degree within five years.

**Grade Level Configuration:**

Collegiate Prep Academy is in the third year of a five year build out. The current grade configuration includes grades 9, 10, 11 with grade 12 being added in school year 2014. Collegiate Prep Academy, located on the Rachel B. Noel Campus has an enrollment of 375 students with the bulk of the population in grades 10 and 11.

**Enrollment Year four and at Build Out:**

Collegiate Prep Academy Plans to add grade 12 during the 2014-2015 school year. The population of the 12<sup>th</sup> grade is projected to be around 125 students bringing the total school population to 500 students. In year six, Collegiate Prep Academy is expecting that between 50 and 75 students will elect to stay for a fifth year to complete their Associates Degree. With the fifth year students, Collegiate Prep Academy expects a total enrollment of 500 students.

**Geographic Region:** FNE: 5290 Kittredge Blvd. Denver, Colorado

## INTRODUCTION

Collegiate Prep Academy (CPA) represents an innovative academic program provided through a partnership between Denver Public Schools and the Community College of Aurora (CCA). Maintaining a proactive approach to student support and academic excellence, CPA seeks to serve the young people in greater Denver and specifically the Far Northeast to ensure that every child is guaranteed the benefits of an excellent education and the opportunity to pursue his or her academic and career interests beyond high school. Simply put, our primary goal is to ensure that all students are fully prepared for 21<sup>st</sup> Century post-secondary education and high quality employment. Our educational model is inspired by the Early College High School Initiative (ECHSI) and we subscribe to its guiding core principles.<sup>1</sup>

### Early Colleges:

Are committed to serving students underrepresented in higher education;

Are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success;

Jointly develop an integrated academic program with their higher education partners so all students earn one to two years of transferable college credit leading to college completion; and

Work with initiative partners to create conditions and advocate for supportive policies that advance the early college movement (Nodine, 2009).<sup>2</sup>

These principles underpin the theory that by earning college credit while in high school, students internalize confidence in their academic performance, improve their transition onto a college campus, and increase their probability of completing a four-year degree.<sup>3</sup>

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<sup>1</sup> Seltzer, M. B. (2010, May 26). *Early College High Schools Beat the Odds*. Retrieved June 1, 2010, from Education Week: [www.edweek.org/ew/articles/2010/05/24/33seltzer](http://www.edweek.org/ew/articles/2010/05/24/33seltzer)

<sup>2</sup> Nodine, T. (2009). *Innovations in College Readiness: How Early College High Schools are Preparing Students Underrepresented in Higher Education for College Success*. Boston: Jobs for the Future.

<sup>3</sup> Hoffman, N., & Vargas, J. & Santos, J. (2008). *On Ramp to College*. Boston: Jobs for the Future.

## ***Mission***

The mission of CPA is to ensure that every student graduates from high school, earns a year of college credits while in high school and develops the academic, social and emotional skills to thrive in and graduate from college.

## ***Vision***

To make CPA the school of choice for Denver’s young people who aspire to positions of leadership in our neighborhoods, our city and our country. Students and families will choose CPA because of our engaging and challenging curriculum, exemplary instructional programs, and personal care and support for the success of each learner.

Our mission and vision fully support those of the Denver Public School District.

In order to attain our mission we have established the following goals:

### Academic

- Every student graduates from high school;
- Every student earns a year of college credit while in high school;
- Every student will be prepared to attend and succeed at a four-year college without remediation; and
- Every student will have the opportunity to graduate with an Associate of Arts or Associate of Science degree while enrolled at Collegiate Prep Academy.

### Climate and culture

- Every student strives to achieve the school’s standard for attendance and discipline;
- Every student engages in a community service project while at CPA; and
- Every student will report that they are satisfied or highly satisfied in their relationship with peers, teachers and administrators.

### Parent engagement and support

- Every parent or caregiver will participate in student led conferences twice each year; and
- Every parent will report that they are satisfied or highly satisfied in their relationships with school staff.

In order to accomplish these goals as a highly innovative and successful school of choice, the principal, faculty and staff at CPA believe that a quality education depends primarily on the day-to-day efforts and expertise of the people who work in the school—from the support staff, who ensure the school is an inviting and secure place to learn, to the teachers and staff who work directly to ensure that students learn, to the principal and assistant

Principal's, who provide the leadership, resources, and support needed for all staff to do their jobs well. The key to the success is the collective efforts—an all hands on-deck approach—of the faculty, staff, parents and administrative team, who have sufficient opportunities to make decisions that best meet the needs of our children.

### ***CPA Culture and Core Values***

The manner in which students, parents, and faculty define academic achievement is paramount to meeting and surpassing our collective goals. The ultimate goal of ensuring that all CPA students are successful in college rests primarily on the faculty, parents and students who hold each other collectively responsible for high expectations and positive learning outcomes within the community. To ensure and increase the involvement of all stakeholders requires a vibrant supportive school culture. That being said, everyone will commit to and sign a compact indicating their agreement to support and promote the mission, goals and programs of CPA. All stakeholders thereby commit to do their part in bringing about positive changes to the school's foundational culture, ensure students' academic success in high school and college courses, and improve the overall pride of how CPA is viewed within the community.

The educational program at CPA is founded on a highly rigorous Early College model. The Early College High School Initiative defines early college high schools as "small schools designed so that students can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree."<sup>4</sup> Early college high schools all share the following characteristics:

Students have the opportunity to earn an Associate's degree or up to two years of transferable college credit while in high school.

Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of college credit for free.

The years to a postsecondary degree are compressed.

The middle grades are included in the school, or there is outreach to middle-grade students to promote academic preparation and awareness of the early college high school option.

Schools provide academic and social supports that help students succeed in a challenging course of study.

Learning takes place in small learning environments that demand rigorous, high-quality work and provide extensive support.

The physical transition between high school and college is eliminated—and with it the need to apply for college and for financial aid during the last year of high school.

The Early College model and CPA's program design draw on the research and experience of

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<sup>4</sup> Early College High School Initiative. (2011, March). "Early College High School Initiative: Overview & FAQ. Retrieved from <http://www.earlycolleges.org/overview.html#basics1>

high-performing small schools. These critical features<sup>5</sup> include:

A common focus on key, research-based goals and an intellectual mission;  
Small, personalized learning environments;  
Respect and responsibility among students, among faculty, and between students and faculty;  
Time for staff collaboration and for including parents and the community in an education partnership;  
Technology as a tool for designing and delivering engaging, imaginative curricula;  
and  
Rigorous academic standards for both high school work and the first two years of college-level studies.

CPA adds a unique continuum of individualized education and intervention. Our systematic focus on mastery of content and personalized care and support for each student addresses the academic, social and emotional challenges of each young person.

The CPA learning community believes that all students can learn, and that all students should be prepared for a productive, prosperous life in the 21<sup>st</sup> century marketplace. CPA employs a comprehensive approach—caring adults willing to build relationships and use effective interventions—and strong teachers who offer high-quality instruction through use of best practices and college-oriented programs like AVID and JROTC; and in doing so, CPA students will become both equipped and motivated to succeed at highly selective post-secondary institutions of their choice.

To further honor our rethinking around the “how” and “what” of learning, we build our innovation around five essential Core Values that serve as an intellectual and cultural compass for our collective undertaking. More importantly, they message our uniqueness as an Early College model, and they internalize our institutional urgency and focus for our students to extend their reach to college and beyond. Tied to our Mission Statement and overarching goal, the CPA Core Values are as follows:

**Rigor** – *We expect a precise and systems-based approach to instruction and assessment; and as a result, we expect our students to think and act precisely for the given academic or social context.*

**Excellence** – *We expect the entire community to maintain the highest expectations about our capacity to learn; and more importantly, we will produce exemplary educational products and academic performance results.*

**Advocacy** – *We will reach our full potential by speaking up for ourselves and community around issues of educational equity and empowerment.*

**Citizenship** – *We are charged with the responsibility to improve our lives with access to exceptional educational opportunities. We openly accept this responsibility, and we*

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<sup>5</sup> Early College High School Initiative. (2011, March). “Early College High School Initiative: Overview & FAQ. Retrieved from <http://www.earlycolleges.org/overview.html#basics1>

*will work consciously to better our lives for ourselves and for those who support us.*

**Honor** – *We accept the charge to meet and surpass the high expectations and promise of former, current, and future generations. We are standing on the shoulders of all those who came before us.*

We unconditionally embrace the need to rethink the traditional notions of the “what” and the “how” of teaching and learning. We are committed and driven to undertake a “systems approach” to developing our school. Simply put, the result of this intentional rethinking is that CPA will be a unique campus within the FNE and Denver Public Schools. By our design, CPA is destined to become a leader in educational success through our collaborative efforts and a highly-focused learning center in pursuit of new and innovative ways for our faculty, staff, and students to teach, learn and succeed.

### ***Innovation Status***

By maintaining innovation status, CPA will be able to fully meet the needs of the community and fully implement a successful Early College model in order to sustain high levels of student academic achievement. CPA seeks innovation in five areas that will help us put our overarching goal within reach. These areas include the following innovation design elements:

Completion of a course sequence in core content areas that requires college level coursework prior to graduating from high school;

Continuing to provide an extended day and school-year to maximize student learning;

Implementing an alternative school calendar; and

Implementing revised selection, training, compensation, evaluation and retention policies for faculty, staff and administrators.

These unique areas will provide CPA the autonomy it needs to meet our goal of becoming a premier educational institution in the state.



CPA recognizes and is designed to care for and develop the whole child – academically, emotionally and socially. To ensure that students receive all of the programs and supports necessary for long-term success in and beyond school we propose implementing several critical structures and programs.

### ***Establishing a Growth Mindset***

The Collegiate Prep Academy learning community believes that all students can learn and that all students should be prepared for a productive and prosperous 21<sup>st</sup> century life. CPA utilizes a comprehensive approach to provide students with the necessary tools, resources, and supports to be successful including the structures and programs described below.

### ***Challenging Curriculum***

The Education Plan at CPA is a college-preparatory program that prepares students to meet or exceed Colorado State High School graduation requirements and begin their college careers by their fourth year at CPA.

The CPA five-year graduation plan provides a roadmap for our students to follow as they move from high school to college academic work. All faculty and staff support students' progression through the graduation plan by:

- Utilizing a standards-based classroom model that builds upon the best elements of the Denver Public Schools Curriculum and the uniquely challenging elements of the College Board's Advanced Placement program;

- Supplementing and enhancing the DPS Curriculum with SpringBoard (for honors English Language Arts and math courses) and AP Central (AP courses in all subjects) curriculum and supporting materials;

- Providing students and teachers with the resources (texts, software, laboratory equipment, etc.) necessary for high-quality teaching and learning in both high school and college-level courses;

- Providing students with a grading system that distinguishes between the demonstration of content knowledge (product) from the work habits (process) ensuring that students are evaluated and reports of achievements and progress are based on what students know and are able to do;

- Utilizing common writing rubrics across all subjects (CSAP and AP);

As an Innovation School, CPA tailors and personalizes our academic program to build student academic skills and prepare them for college. It is important to note that our renewal plan meets or exceeds the current DPS graduation requirements and therefore, any students leaving CPA will be on track for graduation at any of the traditional high schools in DPS.

## ***Earning College Course Credits While in High School***

Ultimately, all students attending CPA will graduate from high school with credits earned that can be applied to college. Students will take college courses and earn one year of college credit. Upon completing the CPA five-year graduation plan students can graduate with an Associate of Arts or Associate of Science degree and continue their studies at a post-secondary institution. The final goal for students attending CPA is to gain admission into and graduate from the college or university of their choice with a degree in their field of study. The University of Colorado guarantees admission to any student graduating from a community college in the state. This ensures that every student who earns an Associates degree through CPA is assured college admission to pursue a Bachelors degree.

CPA high school courses obviously count as credit toward a high school diploma and college courses at the community college count as credit toward one of the following degrees: Associate of Arts or Associate of Science. We believe that whenever possible, students should be able to earn both high school and college credit from the same courses through a system of dual credit or concurrent enrollment. *Dual credit* is typically awarded to students who complete higher-level high school courses that also meet the course curriculum requirements of the community college. *Concurrent enrollment* allows our students to gain credit for courses taken at the community college. Instructors of general education dual credit courses must meet the licensure requirements of the school district and the credentialing requirements of the community college.

It is our intent that many of the core content area courses offered by CPA will be eligible for dual credit. DPS and the Community College of Aurora already have several dual credit agreements in place for career and technical education courses. These dual credit courses can be easily included in the establishment of pathways leading from high school to Career and Tech Ed Plans at the community college level. Some courses may be taken for community college credit only or in concurrent enrollment as a high school elective credit. . To provide students the opportunity to simultaneously enroll in both high school and college coursework the CPA school calendar and daily bell schedule must be aligned. This may require periodic adjustments to ensure seamless coordination of students' schedules.

## ***Positive and Supportive School Culture***

CPA's Core Values and scholarly culture provide purposeful opportunities to extend our students' REACH to college. A professional and smaller learning community will support personalized learning and life planning, encourage high expectations, instill a sense of purpose in learning, and nurture confidence. Each student will have a diagnostic profile that includes strengths, areas for improvement, personality and interest inventories, as well as college and career goals. Students, families, advisors, and counselors will refer to the profile and academic and attendance reports to prepare Personalized Education Plans (PEP) including academic and career goals, a wellness plan, citizenship development and

community service, and other areas specific to the student. The plan will serve as the guide for the student's work with opportunity for review and adjustment as needed.

### ***Class Size and Structure***

Class size (pupil: teacher ratios) will be maintained as close to twenty-five students per class as possible. Smaller class sizes enable teachers to provide more individualized attention, enable teachers and students to develop stronger, more trusting relationships that promote student effort and achievement, as well as higher levels of engagements. The ability to maintain lower class sizes is a direct function of the funding levels provided for the school. The school will use its allocations in such a way as to maximize the numbers of teachers and maintain relatively lower class sizes.

Student tutoring programs, after-school supports and Saturday sessions will maintain far lower pupil: teacher ratios with as few as two students for each adult tutor in mathematics.

### ***Advancement Via Individual Determination (AVID)***

Advancement Via Individual Determination (AVID) is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

CPA AVID is implemented on a school-wide basis. All students will have one AVID class a day that focuses on providing all students the academic skills, social skills, and work habits needed to graduate from a four-year college or university. AVID uses Cornell note-taking, study and organizational strategies and research-based teaching strategies to accomplish this. All teachers will receive AVID training in August 2011 and be prepared and expected to use AVID strategies to support and reinforce the academic habits and behaviors of highly effective and successful learners.<sup>7</sup>

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<sup>6</sup> Killin, T.E., & Williams, R.L. (1995) Making a difference in school climate, counseling services, and student success. *NASSP Bulletin*. 79 (570), 44-50. See also Oshofsky, D., Sinner, G., & Wolk, D. (2003) *Changing Systems to Personalize Learning: The Power of Advisories*. The Education Alliance at Brown University.

<sup>7</sup> Mendiola, I.D., Watt, K. M., Huerta, J. (2010). The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a four-year university. *Journal of Hispanics in Higher Education*, 9: (3), 209-220

## ***JROTC***

JROTC is a long-standing program that uses best practices designed to assist students to learn self-discipline, leadership and physical training. Students will be afforded the opportunity to enhance and increase their leadership skills through the JROTC program. JROTC supports a positive learning environment and increases our students' opportunities to be successful in college. It provides students an avenue to work together as a unit through structured activities that will increase leadership skills, respect, persistence and commitment to task and discipline. These are all qualities that students will need to be successful as they matriculate through the coursework required for college and beyond.

### ***Community of Learners – Morning Meetings***

CPA seeks to ensure that our students' academic day starts off successfully by providing all-school meetings with adult and peer mentors and leaders who will help them remain focused on improving and upholding the Core Values and Mission of the school. Morning meetings provide time to share personal words of wisdom, encouragement and challenge, as well as express the importance of getting a college education. These brief inspiring words centered on various themes will serve to set the tone for the day. They will reinforce the school's vision in promoting a positive learning environment that produces critical thinkers and self-directed lifelong learners as they prepare for success in college.

### ***Community of Diverse Learners***

Denver's vibrant and diverse communities are represented in the student bodies of its schools. CPA embraces this diversity and further recognizes that students bring a range of diverse learning styles, academic backgrounds and instructional needs. The strengths and needs of our students will be addressed through our strong academic support programs detailed above as well as special programs for students with specific learning challenges.

## Students Learning English as a New Language

DPS serves a significant number of Second Language Learners (27,493 students or 35% of district enrollment and 380 or 22.5% of the students in grades 9-12 in the CPA community<sup>8</sup>); therefore, Sheltered Instruction Observational Protocol (SIOP) strategies are a critical component of the school's instructional plan. A minimum of 45 minutes daily in the schedule will be allotted for English Language Development for students who are identified as English Language Learners. These opportunities are provided for during the skills block time and fully supplement their English Language Arts classes. Teachers who do not currently have an English Language Acquisition endorsement will receive support to earn this certification through the district.

CPA will continue follow all ELA procedures from DPS policies, including linguistically appropriate communication to parents, ongoing ELL assessments and monitoring of students, and exit criteria. ELL students will have the same access to the DPS curriculum and CCA coursework program as non-ELL students. English Language Acquisition Instruction at Collegiate Prep Academy is delivered through the EDGE Curriculum. Edge is a core reading intervention program designed for students reading below grade level. It prepares students for success on exit exams and moves them to graduation. Students reading at grade levels 1-3 are placed in the beginning Edge book Fundamentals. Students reading at a grade levels 3-5 are place in the intermediate book which is level A. Students reading at grade level 5-7 are placed in the level B book which is the advanced Edge material and students reading at grade levels 7-9 are in the level C book.

## Students with Special Needs

Students identified with special needs and Individualized Education Plans (IEPs) will be provided the same opportunities as regular education students through appropriate differentiation of instructional strategies and curricular adaptations. CPA will be implementing an inclusion model and will be a using DPS curriculum.

Referrals, assessment, identification and services to students with special needs will be conducted in accordance with Denver Public Schools policies and procedures as well as with all applicable state and federal laws.

## Students with Unique Gifts and Talents

Since a significant component to this school will be the partnership with the Community College of Aurora, highly gifted students will be provided an opportunity to accelerate their learning through earlier access to college coursework, which is allowable under the state's Individual Learning Plan guidelines. Accessing these opportunities allows gifted, talented and academically advanced students to finish their Associate of Science degree by the end of their senior year.

## ***CPA Metrics and Interventions***

At CPA, data is used to inform instruction, differentiate, and personalize learning based on individual student needs. CSAP and DPS fall benchmark data provide a performance baseline and are distributed at the beginning of the year so teachers can differentiate

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<sup>8</sup> School Performance Framework 2010 Stoplight Summary Scorecard. Denver Public Schools, 2010. Retrieved from <http://testing.dpsk12.org/public/spf/current/459%20-%20Stoplight%20Scorecard.pdf>

learning for specific students needing intervention.

All 9<sup>th</sup> graders will receive a double-dose of math. Math instruction will include one period of math with a certified teacher and an additional period of intensive math tutoring provided by tutors with a 2:1 student/tutor ratio.

All students will receive additional tutoring and instruction to address concepts and skills that require review, reteaching, additional practice or deeper exploration and advanced understanding and application. Student standardized test data along with current performance data will be reviewed and schedules created based on CSAP scores. The data will be used to coordinate tutorials that are strategically planned to strengthen students' academic knowledge and skills needed to succeed in college.

Teachers must teach what is being assessed for students to be successful. Changing a student's trajectory in learning requires constant review and discussion about the data; how students are learning; and more importantly, how to maximize their academic achievement. Teachers will be expected to:

Align instruction to assessment

Ask Professional Learning Community questions to guide instruction and assessment

- What is it students must learn?
- How will I know when they have learned it?
- What will I do when they do not learn it?
- What will I do when they do learn it?

Assess student mastery daily and adjust instruction accordingly;

Administer campus benchmarks and interim assessment;

Utilize **Assessment FOR Learning** practices.<sup>9</sup>

All content area teams will share a common planning period daily to engage in vertical teaming through the examination of three-week unit plans, student assessment results, classroom strategies, and intervention plans. Benchmark and interim assessments will be scheduled and implemented regularly. Teachers' class and student data of percent passing will be posted after each assessment. The data will drive teaching and learning and determine how well students are progressing. Interventions will be applied to continually group students in appropriate programs.

It is important that students also understand and take ownership of their performance and progress. Students will keep data charts in their folder and track their academic progress and success after each benchmark assessment.

Many students' academic performance can benefit from additional time to learn and practice new skills through instruction beyond the traditional school day. A significant

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<sup>9</sup> Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2005). *Classroom Assessment for Student Learning: Doing It Right—Using It Well*.

component of CPA is the provision of additional instructional time through an extended day, an extended school year and Saturday classes. All students enrolling in CPA will be required to participate in the extended day academic programs to ensure they are prepared for college. Each student's needs and interests will be considered and unique, flexible plans developed to include extended day skill building instruction, REACH Saturday School and/or the option to participate in either school related activities, community service-related activities or extra-curricular sports.

To ensure accountability for our college preparatory high school program, we have selected the appropriate metrics to evaluate our academic success in preparing our students to meet and surpass their high school and post-secondary goals. One of the primary methods for monitoring individual student growth is through the use of a Personal Education Plan (PEP)<sup>10</sup>. All students will prepare an initial PEP in the first semester of enrollment, and they will update and monitor it quarterly. Other indicators used to measure student and school success include:

1. Grade Point Average (GPA)
2. SAT/ACT Scores
3. Advanced Placement test outcomes
4. Accuplacer
5. College credits earned while in high school
6. College matriculation rates
7. Scholarships awards received

### ***Student Behavior and Discipline***

CPA students are expected to participate in creating and sustaining a positive learning environment on and off campus. Students entering CPA in 2014 will fully understand and agree to follow the CPA Student Compact and the Denver Public Schools' Student Conduct and Student Discipline Policies.

It is essential that our students feel a sense of ownership in the school, and that they consistently demonstrate daily and long-term professional conduct. Those interrupting the learning of other students will be referred to their advisor or counselor. The advisor or counselor will work with students to identify the cause, solutions, and consequences for said interruption. During the students' individual advising time, they will have time for self-reflection, and they will take responsibility for their own behavior and learning.

### ***Course of Study***

CPA's sequence of courses for graduation includes all of the requirements for graduation of the Denver Public Schools and blends those requirements with the opportunity to earn

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<sup>10</sup> DiMartino, J., Clarke, J., & Wolk, D., eds. (2002) *Personalized Learning: Preparing High School Students to Create Their Futures*. Scarecrow Education Press.



college credit through dual enrollment, Advanced Placement coursework and testing and enrollment at the community college. Students' schedules will be constructed to address specific student needs. A typical sequence of courses is provided below.

**Collegiate Preparatory Academy**

<b>TRANSITION YEAR</b> Skill Development/ Acceleration		<b>ACCELERATION YEARS</b> High School Acceleration/ College Readiness			
9 <sup>th</sup> Grade		10 <sup>TH</sup> Grade	11 <sup>TH</sup> Grade	12 <sup>TH</sup> Grade	
1	INTRO TO LIT HONORS	AMERICAN LIT HONORS	WORLD LIT HONORS AP LITERATURE	CE COLLEGE LIT AP LANGUAGE	
2					
3	ALGEBRA HONORS ALGEBRA II HONORS	GEOMETRY HONORS PRECALCULUS HONORS	ALGEBRA II HONORS CALCULUS HONORS STATISTICS/ AP STATS	PRECALCULUS AP CALCULUS AP STATISTICS	
4					
5	GEOGRAPHY HONORS/ AP HUMAN GEO	AMERICAN HONORS / AP US HISTORY	WORLD HIST HONORS/ AP EURO/ AP WORLD	CIVICS-GOVT/ AP GOVT & POLITICS	
6	EARTH SCI HONORS/ BIOLOGY HONORS	BIOLOGY HONORS/ CHEMISTRY HONORS	CHEMISTRY HONORS/ AP BIO/ AP ENVIR SCI	PHYSICS HONORS/ AP CHEM/ AP PHYSICS	
7	MATH FELLOWS/ ACCELERATION	CHORUS/ JROTC/ PROGRAMMING	FRENCH HONORS/ SPANISH HONORS	AP FRENCH LANGUAGE AP SPANISH LANGUAGE	
8	COMP APP/ ART/ P.E./ JROTC/	DRAMA/ PHOTO/BUSINESS	PROGRAMMING/ PHOTO/BUSINESS	AP COMP SCIENCE/ PHOTO/BUSINESS	
Flex	Advisory Period – TBD Weekly, Bi-weekly, Monthly	Advisory Period – TBD Weekly, Bi-weekly, Monthly	Advisory Period – TBD Weekly, Bi-weekly, Monthly	Advisory Period – TBD Weekly, Bi-weekly, Monthly	

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## ***CPA Academic Standards***

The curriculum of CPA is based on the Colorado Academic P-12 Standards and required elective courses. The state standards and the DPS High School Graduation requirements will be used as minimum benchmarks. In some instances, students may require additional supports in subjects in which standards have not been met. This support is provided through advocacy, study hall, double-dose classes, AVID, and after school support, REACH Saturday School, or a REACH Summer Program.

## ***Academic Innovations***

CPA is applying for innovation status in order to use the same strategies that many of the nation's top-performing schools have used to drive student achievement and close the achievement gap. We aim to use five strategies (or tenets) at the foundation of our work, which together constitutes a "blueprint" of school reform. This blueprint has been developed from research conducted by Dr. Roland G. Fryer Jr. and the Education Innovation Laboratory at Harvard University (EdLabs) and is the first attempt to distill the successful practices of the country's top performing schools into a format that can be transferred to all schools in a turnaround setting.

EdLabs specializes in applying a research and development (R&D) model to education with the goal of identifying how to effectively close the achievement gap. EdLabs' evaluation of Harlem Children's Zone (HCZ) was among the first studies to identify the impact that specific school-based interventions can have on student achievement. The study shows that Harlem Children's Zone's Promise Academy was able to narrow the achievement gap using school-based interventions. EdLabs has also recently conducted a comprehensive data

collection exercise to identify the driving factors of achievement among more than 40 schools in New York City.

From these studies and ongoing research into successful schools, EdLabs has identified common trends in the actual practices of successful schools. The consolidation and comparison of these practices led to the creation of the blueprint mentioned above. Currently the blueprint consists of five tenets or specific focus areas, each associated with increased student achievement. The tenets include:

1. **Focus on Human Capital:** Successful schools recruit top leadership talent, reward teachers for performance (monetary or otherwise), and hold teachers individually accountable for increasing student achievement.
2. **Increased Time on Task:** Effective schools require students to increase their time on task. Extended school days, weeks, and years are all integral components of successful school models.
3. **High-Dosage Tutoring:** Classroom instruction is supplemented with individualized tutoring or small learning communities, typically during the regular school day.
4. **High Expectations and a “No Excuses” Culture:** In successful schools, students buy into the school’s mission and into the importance of their education. This feature must permeate all other investments.
5. **Data-Driven Instruction:** Students are assessed often, assessments are broken down into discrete skills, and students are re-taught the skills they have not yet mastered.

With the help of the Blueprint Schools Network, an advisory group that helps work with districts on how to roll out these strategies, we plan to use these five tenets as a foundation for CPA’s academic achievement. As described in greater detail later in this application, achieving innovation status will be required to fully implement many of the reform strategies that make up the blueprint.

CPA will be a campus that relies heavily on assessment data as well as data from ancillary sources. However, for data to be successful part of the school experience, teachers and other school staff must know how to look at data, process and interpret it, and ask questions from it. To make this incorporation of data a reality, professional development, both in the summers and ongoing professional development sessions will focus on the use and interpretation of data.

Blueprint and EdLabs teams will use the student-level data to produce dashboards on student achievement for school leaders and individual teachers. Teachers

will then use this to inform their instruction in order to guide students toward mastery of skills and objectives. Collegiate Prep Academy will implement all state mandated assessments and any assessments required by the District SPF including, but not limited to: TCAP, PARCC, WIDA/ACCESS, DRA (and/or replacement selected by the District in coordination with the READ Act), and ACT. In addition, in lieu of the District interims, the school will administer interim assessments that are aligned with Common Core and Colorado Academic standards and provide data that is suitable for use for informing instruction, progress monitoring student progress including English language learners and in informing teacher compensation decisions in lieu of SLO's. In order to meet this goal the school will:

Students at CPA will be assessed in reading and math regularly, roughly every six weeks, using questions from developed by teachers as part of the SCAN Project that are in line with the lessons covered during that particular period. The data will be collected by the executive director and his/her team. SCAN depends on teacher leaders who enhance their knowledge of the Common Core State Standards. This team leads the efforts of designing common formative assessments and tools that are aligned to the standards. Teacher leaders and school leaders create a system of implementation and reflection through the DPS Data Inquiry Cycle. This process enables teachers to engage in assessment creation, backwards planning, data analysis, and adjusting instructional practice based on results. Teacher leaders illustrate how scaffolding builds the skills needed for critical thinking and problem solving. All participants commit to being accountable to their fellow teacher leaders, their students and their own professional growth.

Monthly site visits conducted by The Blueprint team will provide a consistent source of *qualitative data*. Blueprint will send two-person teams to spend a full instructional day at CPA each month. The Blueprint site visit agenda will include:

- Review of school data and current goals/priorities
- Observations of classrooms
- Observations of tutorial rooms
- Completed observation rubric for each classroom and tutor room that notes instructional strategies, student engagement, classroom environment, and student-teacher interactions
- 30-45 minute focus group with 4-8 randomly selected students
- 30-45 minute focus group with 4-8 teachers
- 30-45 minute focus group with 4-8 tutors
- 30-60 minute debrief with the administrative leadership team

Data and information gathered at these monthly visits will be shared with the principal and the FNE Executive Director's team for use in supporting the school leadership team and tutor coordinator in improvement efforts. In addition, members from the central administration team will conduct periodic site visits throughout the year to monitor progress and conduct planning sessions with the school leadership team.

All of this data will be used to draw conclusions about relative strengths and areas of opportunity for CPA.

### ***Assessing Student Progress***

The primary purpose of assessment at CPA is to improve teaching and learning. The student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a portfolio system, and classroom assessments. The plan includes internal, external, diagnostic, formative, and summative assessments. Diagnostic assessment will help the teacher and student determine what the student knows and is able to do and will be used in goal setting. Formative assessment will provide information throughout the teaching and learning process and will guide instructional decisions, time allocation, and selection of learning tools and resources. Summative assessment will provide a measure of progress at a point in time, providing information on accountability for students, teachers, and the school.

Assessment results will help parents monitor their student's progress. Results will also provide help and encouragement for students and families and help families make a positive connection with the teacher. Student assessment data will drive decisions related to curriculum implementation and revision, scheduling, grouping, staffing and professional development, and resource allocation. This comprehensive assessment plan is intended to provide an ongoing inquiry, raising questions, collecting data to provide possible answers, and making reasoned decisions about necessary changes in instruction, curriculum, practices, and resources that will affect student performance. Assessments, the audience for each, and their uses in improving instruction are outlined below. Table 1 shows the annual assessment calendar.

### ***External/Standardized Assessment Requirements***

The **Transitional Colorado Assessment Program (TCAP)** will be used to measure student progress. It tests basic and applied skills through the use of multiple-choice and short-constructed essay responses. Teachers will work with students to analyze and practice the formats used for high-stakes testing and provide opportunities throughout instruction for writing on prompts and showing thinking in mathematics. Results of the testing will be used to promote reflection on learning, setting goals for students, improving instruction, and identifying areas for professional development.

The **PLAN®** program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. **PLAN** can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school.

Ninth grade students will be administered The ACT **EXPLORE®** assessment. **EXPLORE** provides ninth grade students the opportunity to explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post-high school choices as well. **EXPLORE** serves as an entry point into ACT's College and Career Readiness System.

As a "pre-ACT" test, **PLAN** is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of **PLAN** testing for all students, as it focuses attention on both career preparation and improving academic achievement. Typically, **PLAN** is administered in the fall of the sophomore year.

The **ACT** is a set of four multiple-choice tests. The English portion measures standard written English rhetorical skills; the math portion measures skills such as problem-solving,

pre-algebra, algebra I, geometry, and some higher-level math. The reading section measures comprehension. The science section measures the interpretation and evaluation, reasoning, and problem-solving skills required in the natural sciences. ACT-Plus Writing adds a writing prompt that measures skills emphasized in high school and entry-level college composition. The ACT is used by an increasing number of colleges for admission, especially within Colorado public colleges and universities; further, it also provides formative opportunities for teachers and students.

The purpose of **ACCUPLACER** tests is to provide teachers with useful information about students' academic skills in math, English, and reading. The results of the assessment, in conjunction with students' academic background, goals, and interests, are used by academic advisors and counselors to determine course selection. You cannot "pass" or "fail" the placement tests, but it is very important that students do their very best so we have an accurate measure of academic skills within the main content areas.

CPA Assessment Schedule											
Assessments	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACCUPLACER	X				X					X	
Classroom Assessments	X	X	X	X	X	X	X	X	X	X	X
TCAP								X			
EXPLORE – ACT (9 <sup>TH</sup> Gr.)			X								
PLAN – ACT (10 <sup>th</sup> Gr)			X								
ACT (11 <sup>th</sup> /12 <sup>th</sup> Gr.)								X			
ADVANCED PLACEMENT (11 <sup>th</sup> /12 <sup>th</sup> Gr.)										X	

Students at CPA will follow all DPS graduation and promotion policies.

**Goal 1:** All students will meet or exceed state performance standards on the Colorado Student Assessment Program Examination.

*Performance Objective 1.1:*

*Performance Objective 1.2:* By the end of the 2014-2015 school year 65% of the ELL students completing the WIDA ACCESS will increase their proficiency level by at least one band (e.g. Intermediate to Proficient).

*Performance Objective 1.3:* 100 % of CPA class of 2015 will meet graduation requirements or continue in school for their 5<sup>th</sup> year in accordance with the CPA 5-year graduation plan

**Goal 2:** CPA will foster a climate of high expectations for all students.

*Performance Objective 2.1:* At least 90% of students will complete at least two (2) Honors, AP and/or college-level courses each year.

*Performance Objective 2.2:* At least 95% of students who complete an AP course will take the corresponding AP exam.

*Performance Objective 2.3:* At least 40% of the students who take an AP exam will earn a qualifying score (3, 4 or 5)

*Performance Objective 2.4:* The 100% of students will take the ACT in 2013-2014

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<sup>11</sup> Colorado Student Assessment Program (CSAP) School Summary by Content Area % At or Above Proficient. Denver Public Schools - Assessment and Research. Retrieved from [http://testing.dpsk12.org/results/2010/zz000\\_SchoolReport\\_AllGrade\\_bycontent\\_3yr.pdf](http://testing.dpsk12.org/results/2010/zz000_SchoolReport_AllGrade_bycontent_3yr.pdf)



*Performance Objective 2.5:* 100% of the Class of 2015 will be accepted to a college, university or post-secondary trade program or return to CPA for a 5<sup>th</sup> year in accordance with the CPA 5-year graduation plan.

**Goal 3:** CPA will provide a safe and orderly environment, which encourages and creates opportunities for students' success

*Performance Objective 3.1:* 90% of students will maintain at least a 95% attendance rate for the school year

*Performance Objective 3.2:* Students will complete a satisfaction survey and 90% of respondents will indicate that they are satisfied or highly satisfied with the quality of instruction in their classes

*Performance Objective 3.3:* Students will complete a satisfaction survey and 90% of respondents will indicate that they believe or strongly believe that they are safe while at school

*Performance Objective 3.4:* 90% of CPA parents surveyed will indicate their satisfaction with the school's academic programs, safety and culture.

Students attending CPA will experience a supportive and vibrant environment that extends their learning time and opportunity to maximize the acquisition of academic skills needed to be successful in college. Classes begin daily at 7:30 A.M., and the regular school day ends at 3:49 P.M. All students will receive five days of instruction totaling 1275 minutes/week in the core content areas (152.25 hours/year in language arts, science and social studies; 304.5 hours/year math). Studies have shown that students' having additional time on task is critical to helping ensure they have time to process information and demonstrate mastery. Students will attend a total 179 days of school. This is six days longer than students attending the regular school session. Changes to the schedule in future years may be needed in order to support the ever evolving needs of the CPA Students and Community.

In total, CPA students will receive approximately 15% more instruction per year than students attending traditional DPS schools (varies by campus). These additional days and time in class are essential to providing students the additional time, support, and resources necessary to improve academic achievement.

Students attending CPA will have the opportunity to take advantage of the structured afterschool tutorial sessions. There will be mandatory afternoon tutorials for students receiving a grade below 80%. An in-school study hall on Monday and Friday has been added to accommodate students who may be involved in extracurricular activities after school. Currently, teachers are required—and all students are expected—to attend an intervention or enrichment tutoring. Students' diagnostic scores will indicate which type of tutorial they must attend.

All teachers will be expected to work at least one Saturday per month to engage students in community service projects, clubs, tutorials, and enrichment activities.

The daily schedule at CPA is built on an eight period model. It includes a study hall and advocacy period. Students are dismissed early on Wednesday for teachers' professional development.

***Student Schedule***

**Sample student schedule A Day**

<b>Time</b>	<b>Period</b>	<b>Course</b>
8:00 – 9:30	1	English
9:35 – 11:05	2	Math
11:10 – 11:40	0	Lunch
11:45 – 1:15	3	Art
1:20 – 2:50	4	Social Studies
2:55 – 3:49	5	Tutoring

**Sample student schedule B Day**

<b>Time</b>	<b>Period</b>	<b>Course</b>
8:00 – 9:30	1	English
9:35 – 11:05	2	Math
11:10 – 11:40	0	Lunch
11:45 – 1:15	3	Business
1:20 – 2:50	4	Science
2:55 – 3:49	5	Tutoring

## Wednesday Professional Development

Time	Period	Course
8:00 – 9:00	1	English
9:05 – 10:05	2	Math
11:10 – 11:40	0	Lunch
10:45 – 11:45	3	Art
11:50 – 12:50	4	Social Studies
12:55 – 1:49	5	Tutoring

### ***Teacher Schedule***

The typical teacher schedule includes seven (6) periods of instruction, one (1) period for collaborative planning and preparation (1) Period for personal planning and after school tutorials.

Sample teacher schedule:

Time	Period	Course
8:00 –9:30	1	Intro to Lit & Comp
9:35 –11:05	2	Planning
11:10 – 11:40	0	Lunch
11:45 – 1:15	3	Honors Intro Lit & Comp
1:20 – 2:50	4	Honors Intro Lit & Comp
2:55 – 3:49	5	Tutoring

CPA participates in the Far Northeast enrollment zone and welcomes all interested families and students. It is CPA’s desire to enroll 160 9th graders each year using DPS’s School of Choice enrollment process. If more than 160 students wish to attend, CPA will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round (January). The designed selection process may provide priority to the following family groups:

1. Far NE Residents who have a sibling currently attending and projected to return to
2. Far NE Residents
3. Non-Far NE Residents who have a sibling currently attending and are projected to

After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity. Collegiate Prep Academy will accept students until they have met their optimal class size enrollment targets established annually by the FNE Office of School Choice and Enrollment Services. Once the school has reached

their established optimal class size enrollment targets the District will initiate the overflow process. As a participant in the regional overflow support plan at the middle and high school level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. At the middle and high school grades, new students enrolling mid-year are given the option of all available seats within the Enrollment Zone. An available seat is determined by the difference between the school's current enrollment and the school's funding number

After being accepted to CPA through the open enrollment process, students and parents must sign the CPA Student and Family Compact (see Attachments C and D) which outlines compliance norms for academic, behavior, and attendance expectations.

## HUMAN RESOURCE MANAGEMENT

To meet the needs of our students, improve student achievement, and fully implement our educational program, CPA requires the flexibility to select and hire individuals that further our mission, vision, and academic goals. Furthermore, we need the flexibility to evaluate, support and compensate staff in alignment with our educational program.

The innovation plan includes waivers from state statutes and the DPS/DCTA collective bargaining agreement, including but not limited to, a waiver of the Teacher Employment, Compensation and Dismissal Act of 1990

**Employment Status.** Teacher's employment with CPA and the Denver Public Schools will be "at-will" and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* Any teacher who works at *Collegiate Prep Academy* who intends to resign must give notice to the school of his/her intention to resign at least 2 weeks prior to the last day the teacher intends to work. *Collegiate Prep Academy* and the Denver Public Schools have the right to terminate your employment from *Collegiate Prep Academy* at any time in accordance with personnel policies in the *Collegiate Prep Academy* Innovation Plan and Employee Handbook. *Collegiate Prep Academy* will continue to use the LEAP Framework.

If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement. The Plan of Improvement will be written and will follow the process outlined in the employment handbook and outlined in this document.

### Plan of Improvement

When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement.

The duration of the plan of improvement will typically be thirty (30) days, but may be

extended beyond the (30) days as determined by the Principal and/or Assistant Principal.

The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time.

The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal.

Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal.

The teacher may be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe.

If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment.

An improvement plan is not an entitlement or employment right. As stated in this plan and elsewhere, teachers at *Collegiate Prep Academy* are at will employees and can be terminated for any lawful reason, with or without an improvement plan.

Teachers at Collegiate Prep Academy who obtained non-probationary status in the Denver Public Schools prior to their employment at CPA will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at CPA if they do not secure a position through mutual consent.

The employment of secretaries and paraprofessionals with CPA and the Denver Public Schools will be "at-will." Secretaries and paraprofessionals will have a right to end his/her work relationship with CPA and the Denver Public Schools for any reason . CPA requires a two week notice of intent to resign a position in order to be considered in good standing. CPA and Denver Public Schools will have the right to end the work relationship with secretaries and paraprofessionals for any reason at any time in accordance with basic personnel policies in the Employee Handbook.

The employment of custodians and facilities managers with CPA will be "at-will." CPA can release custodians and facilities managers from the school for any reason at any time, provided school leadership proposes, and the District approves, an alternative custodial and facilities management solution. The employment rights of custodians and facilities managers with the District that have been released from CPA will be determined by District

policy and the applicable collective bargaining agreement and/or memorandum of understanding.

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

Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.

Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.

Not be subject to direct placement of teachers by the District.

Create non-traditional job descriptions, which may include adding roles to any job description.

Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.

Create a professional development program that supports the Innovation Plan. CPA will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of CPA students, staff, and programs.

Create a process to address under-performing employees.

Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

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

### ***Compensation***

The compensation package will have, as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. A stipend structure will be developed in collaboration with the SGB to exceed these minimum salary expectations to compensate teachers for extended work time. The new stipend policy and faculty roles and responsibilities will be outlined in the *CPA Employee Handbook*.

All full time employees at CPA will participate in the Denver Public Schools Retirement System (DPSRS), now PERA. Should any staff or faculty member transfer from CPA to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit. This structure will be outlined in the Employee Handbook.

### ***Professional Development & Teacher Effectiveness***

Professional development will be provided to support CPA teachers in two key areas: content and pedagogy. All teachers will participate in training to support their

understanding of course content and their ability to deliver this content using effective instructional practice. Professional development on core content will occur primarily within the regular school day during common planning periods and will focus on collaborative planning, common assessments and effective practices. Professional development on effective instructional practices will be aimed at school wide goals and strategies. CPA teachers and leaders will benefit from trainings on the use of SIOP (Sheltered Instruction Observation Protocol) strategies and AVID. SIOP focuses best practices for English language Learners. AVID provides structures and strategies addressing the needs of all students and their academic needs.

*Collegiate Prep Academy* will continue to use the LEAP Framework for the 2014/2015 school year and all subsequent school years.

If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement. The Plan of Improvement will be written and will follow the process outlined in the employment handbook.

### ***Dispute Resolution***

The principal, faculty and staff at CPA will work collaboratively and in good faith to resolve any and all disputes. Any disputes that can't be resolved cooperatively will be referred to the DSSN Executive Director for resolution.

If faculty or staff members believe that the terms of the Innovation Plan have been violated or they have a dispute that they want resolved, they are expected to raise the matter with the CSC who will help resolve the dispute.

If the dispute is not resolved to the satisfaction of the faculty or staff member an appeal may be made following DPS Board of Education Policy GBK – Staff Concerns/Complaints/Grievances.

If a complaint is received about a teacher or a teacher has committed an act that warrants corrective action, the Principal will determine the appropriate action. CPA retains the right to dismiss employs for unsatisfactory performance for any reason at any time. Dismissal decisions will be in accordance with the school’s at-will employment policy.

If a claim or dispute involves the principal, the faculty or staff member should raise the matter with the Principal’s immediate supervisor. The decision of the supervisor shall be final.

### ***Leadership Succession***

When a leadership position is vacated at CPA, the CSC will convene to review the Leadership Profile to determine if any changes or additions need to be made. Using the profile as a guide, a position description will be drafted and shared with existing school staff and the immediate supervisor of the position. Recruitment using both DPS and external media will commence. Once the superintendent or immediate supervisor of the position has identified qualified candidates, a screening committee will be put together by the CSC to select candidates to be interviewed.

School interviews will be conducted by a team determined by the CSC and in conjunction with the DSSN Executive Director and DPS Superintendent . The interview team will include stakeholders in the CPA community, including parents, teachers, community members, CSC members, and other education specialists who have experience leading schools. It is the intent of the CSC to ensure this process is transparent and collaborative. Feedback from these interviews will be used to make a recommendation to the Superintendent of at least two qualified candidates. A similar process will be followed if an Assistant Principal vacancy occurs. The Superintendent will make the final decision on Principal and Assistant Principal Positions.



## Collegiate Prep Academy Leadership Profile

**This document is intended to outline the minimum profile for a leader at CPA  
The CPA Leader is able to:**

Set high student achievement and learning goals in specific targeted areas; following through on actions that have been selected to reach goals; and regularly tracking progress on meeting goals by analyzing interim assessments results.

launch a new program to have a dramatic impact on student learning by: carefully researching programs and choosing one with proven record.

give detailed direction needed to communicate to others what needs to be done to accomplish work tasks or to free own time for other work concerns.

act quickly, decisively and completely to address current problems and crises as they arise.

Identify future needs, potential problems or potential opportunities and plans or acts one to two years in advance to address these needs or problems.

Arrange for teachers and other staff members to have ongoing professional development that reflects best available research on effective professional development (e.g. ensuring that each teacher engages in job-embedded attempts to improve practice in specific ways and receives immediate feedback and modeling from peers and leadership).

Inform staff members about a new school-level policy that they might perceive as being more work but that will have a dramatic effect on student learning (e.g. eliminating in-school detention), and describing the change in a way that gets their buy in (e.g., describing other ways you will address student misbehavior); following up personally with individual teachers who are opposed to the change to ensure that they will adhere to new policy.

Motivate the team – and stakeholders who affect the team’s work – with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people’s discretionary effort.

“Sell” the team mission, goals, and actions to its members, and then follows up to ensure that the team’s work is done well.

Tell people affected by decisions or events what is happening, ensuring that people have information they need.

Promote team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it.

recognize patterns and trends, simplify and clarify complex information, identifying critical issue(s) among many, and resolving conflicts among data.

ensure that school activities and resources support the school’s mission and student learning

goals.

see the big picture, and see how steps in a process connect to each other.

grasp data (qualitative and quantitative) about school performance for decision-making and make plans to communicate the steps and roles in a change process.

analyze basic data, understanding what is important and how it relates to school goals.

recognize cause-effect relationships of school activities and results, and make plans that logically and sequentially deploy significant resources and involve large numbers of people.

without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures).

## ***Family-School Partnerships***

Family-school partnerships will focus on supporting student learning, effective communications between parent and school, and encouraging involvement in school activities. Family involvement begins with the student's School of Choice Application. During meetings with the students in the middle and high schools in the FNE community, our representatives shared information about the CPA Mission and Vision: Extend your REACH to college.

All students and parents will be required to attend an orientation session to learn about the school's common expectations and how they can hold us accountable for creating and maintaining an exemplary learning culture. Additionally, parents are required to sign an agreement committing to the expectations the school has for students and parents/guardians. In addition to the code of conduct that sets high expectations for student behavior and effort, the agreement clarifies that students are required to pursue the early college requirements, complete all work and actively participate in the extended learning/skill building requirements (AVID/Skills Block, extended day and Saturday School learning sessions, keeping up with student progress via student/parent portal, student-led parent conferences two times a year, student/parent college preparatory sessions).

Parents and caregivers will have opportunities and are expected to volunteer at the school. They may serve as learning resources in the school—as classroom speakers, volunteer mentors, and organizers of off-campus visits, job shadowing, and internships for students. Parents also provide leadership for school fundraising activities, ranging from direct sales to proposal writing.

Parent satisfaction will be gauged using an annual parent survey.

## ***Community Engagement***

Community meetings are planned to fully disclose the challenges and accomplishments of CPA students and faculty. CPA will establish a positive rapport with community leaders to enhance the school's success and collaborative relationships throughout the community. Community leaders are expected to support CPA in the following ways:

- Hold monthly meetings, including announcing and posting monthly school meeting agendas

- Solicit support for engaging community members in events that connect to all stakeholders

- Provide support and assistance in seeking and inviting positive motivational speakers to address students and staff

- Meet with school leaders, staff, and students to unite and discuss concerns about how to improve relationships with CPA and the community

## ***School Governance***

CPA will utilize a School Leadership Team (SLT) and Collaborative School Council (CSC). The CPA School Leadership Team and Cooperative School Council will act in accordance with DPS Policy and will be comprised of members as outlined in DPS Policy.

While the primary goal of the Innovation Plan is to improve student achievement, the underlying mechanism that drives this mission is streamlined, focused planning and efficient use of human and financial resources:

CPA has worked closely with the District's Budget Office, Office of School Turnaround and

the Office of School Reform and Innovation to develop a prudent and sustainable fiscal year

2012 budget and a five-year forecast that supports the School's vision and mission.

Like "traditional" district schools, CPA will be allocated a per pupil funding base (SBB) and mill levy dollars. Additionally, the school may qualify for federal Title I and II dollars, which would be used to supplement the core academic program. As a new School, start-up funding is provided by the District; start-up funding represents approximately 15% of the budget in

2011-2013 and less than 5% in 2012-2103. After year two of operation, the core activities of the school will operate primarily from General Fund and mill levy dollars.

CPA is focused on hiring the most qualified, diverse staff to serve the needs of its students. The actual expense of such staff will be used to create the school's budget (rather than district average salaries). To the extent actual salaries are less than district averages, the difference ("savings") will be allocated to fund various

innovations in this plan. Possible savings have not been included in the attached budget. Beyond this potential saving, the school does not anticipate any additional efficiencies as a result of securing innovation status.

As mentioned in the innovation plan, the District is partnering with Blueprint Schools Network, an education services provider, to implement five tenets at CPA that constitute a comprehensive strategy for school reform. CPA believes that these tenets will produce significant gains in student achievement. Included in this budget are three tenets: An extended school year, an extended school day, and an intensive tutoring program.

The School is prepared to modify the above three tenets to respond to unforeseen budget restrictions. For example, the tutoring program may target a subset of the student population, student to tutor ratios may increase or the weekly calendar may include fewer days that are extended by an hour. Although CPA is prepared to adjust the breadth of our plan if necessary, we fully expect to be able to implement the tenets as described in this application.

With increased budgeting flexibility comes increased responsibility. The School's budget includes an Office Manager and Secretary; both staff members will receive the necessary training to implement sound financial management practices and will work closely with the District's Budget Office to carefully manage the school's finances.

### ***CPA Math Fellow Tutors***

CPA is adopting a 10-month residential tutor fellowship program that provides full-time, 2-1 tutoring to ALL students in Grade 9. The program includes:

- The implementation of a comprehensive in-school tutoring program, including defined processes and protocols around recruiting, selection, on-boarding, and evaluation of tutors.
- A tutoring curriculum and instructional guide in the area of mathematics for all students in grade 9 that is aligned with Colorado state standards.
- The selection and training of the program team and academic tutors.
- Procedural guidelines and "rulebook" for tutors.
- Data collection and analysis of the impact on student learning.

In the coming school year, tutors will receive an annual stipend of \$21,000, plus a benefits package including health care coverage, as well as training. Additionally, Fellows will be eligible to receive a \$4,000 bonus incentive based on monthly perfect attendance and student performance measures.

Tutors will be eligible for this bonus upon successful completion of the 10-month commitment of service.

A website will serve as a vehicle to highlight the program, i.e., what to expect/testimonials, benefits of being a tutor, the specific educational and professional qualifications required, the application process, and other program-specific FAQs. Applicants can apply online through the website [www.denvermathfellows.org](http://www.denvermathfellows.org).

To be eligible, tutor candidates must possess the following:

- Bachelor's Degree
- Strong Math Skills
- Ability to Connect with and Engage Students
- Skilled at Supporting the Acquisition of Math Knowledge and Skills with Secondary or Elementary Students
- All applicants have to pass through a review of credentials, including an earned Bachelor's Degree. Locally-based applicants who passed the initial screen are then invited to participate in an on-site hiring event. The hiring event includes:
  - A Resume/Cover letter screening
  - 1 Hour Math Assessment
  - Sample Tutorial (10-15 minute observation of 1x1 tutoring with student volunteers)
  - Final Interview with school leaders
  - DPS HR background checks and procedures
- Prior to the start of school, tutors who are selected for the Math Fellows program complete 5-10 days of training that are designed to ensure a smooth transition to campus life. Several days are spent together as a cohort, so tutors can learn more about DPS culture and the expectations for the Math Fellows program. The remaining days are spent on-campus, where tutors are integrated with CPA teachers to form as cohesive an instructional team as possible. Tutors will also participate in professional

development courses, such as policies & procedures, curriculum planning & instruction, and parent engagement/communications.

- CPA will have a Site Coordinator who is responsible for the execution of all processes and oversight of the fellows.

We believe that providing our students with customized small group instruction will have a dramatic effect on their ability to learn, retain and apply core math concepts.

Students will be asked to sign an agreement for to activity participate in extra/co-

curricular programs/activities, an agreement to participate in the required hours for internships, volunteering, or executive shadowing. Enrichment Activities and Clubs will be offered at CPA after school for all students.

See Appendix E.

CPA is seeking the renewal of an innovation plan developed in 2011. Administrators, faculty, and other staff employed by the school will receive a copy of the Innovation Plan. By accepting employment at CPA, employees are showing their belief in and commitment to the innovation plan. Because the school has not opened, a Collaborative School Committee is not in place.

# APPENDIX D

## UIP Data and Goals

Performance Indicators	Measures / Metrics	Priority Performance Challenges	Annual Performance Targets			Interim Measures for 2013-14	Major Improvement Strategy
			2013-14	2014-15	2015-16		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Status is well below state expectations 54% P/A overall	72% P/A overall	85% P/A	Weekly quizzes, unit tests, Scan assessments	Edge intervention courses for below proficient students Sheltered/scaffolded core classes Literacy Design Collaborative
		M	Status is well below state expectations 23% P/A overall	30% P/A overall	37% P/A	Weekly quizzes; Unit tests; Scan assessments Instructional tasks	Intervention math classes for 10 <sup>th</sup> & 11 <sup>th</sup> grade students 2 to 1 math tutoring for all 9 <sup>th</sup> grade students
		W	Status is well below state expectations 35% P/A overall	50% P/A overall	65% P/A Overall	Weekly quizzes, unit tests, Scan assessments	Literacy Design Collaborative; School-wide cross-curricular writing initiative Edge intervention



							classes; Intervention writing classes for 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> grade students	
		S	Status is well below state expectations	33.5% P/A overall	50% P/A overall	67% P/A Overall	Weekly quizzes, unit tests, district interims LDC modules	Literacy Design Collaborative ; Sheltered/scaffolded classes
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	MSGP is too low to allow targets to be met.	64 <sup>th</sup> ile median adequate SGP	75 <sup>th</sup> ile median adequate SGP	84 <sup>th</sup> ile median adequate SGP	Weekly quizzes, unit tests, Scan assessments	Edge intervention courses for below proficient students Sheltered/scaffolded core classes Literacy Design Collaborative
		M	Growth in 10th grade math was extremely low.	76.5 <sup>th</sup> ile median adequate SGP	99 <sup>th</sup> ile median adequate SGP	99 <sup>th</sup> ile median adequate SGP	Weekly quizzes; Unit tests; Scan assessments Instructional tasks	Intervention math classes for 10 <sup>th</sup> & 11 <sup>th</sup> grade students 2 to 1 math tutoring for all 9 <sup>th</sup> grade students
		W	MSGP is too low to allow	74.5 <sup>th</sup> ile median adequate	94 <sup>th</sup> ile median adequate	99 <sup>th</sup> ile median adequate	Weekly quizzes, unit tests,	Literacy Design Collaborative

			targets to be met.	SGP	SGP	SGP	Scan assessments	; School-wide cross-curricular writing initiative Edge intervention classes; Intervention writing classes for 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> grade students
		E L P						
Academic Growth Gaps	Median Growth Percentile	R	Males are underperforming	64 <sup>th</sup> ile median adequate SGP	75 <sup>th</sup> ile median adequate SGP	86 <sup>th</sup> ile median adequate SGP	Weekly quizzes, unit tests, Scan assessments	Edge intervention courses for below proficient students Sheltered/scaffolded core classes Literacy Design Collaborative
		M	ELLs, FRL & IEPs are underperforming in math	76.5 <sup>th</sup> ile median adequate SGP	99 <sup>th</sup> ile median adequate SGP	99 <sup>th</sup> ile median adequate SGP	Weekly quizzes; Unit tests; Scan assessments Instructional tasks	Intervention math classes for 10 <sup>th</sup> & 11 <sup>th</sup> grade students 2 to 1 math tutoring for all 9 <sup>th</sup> grade students

			74.5%ile median adequate SGP	94%ile median adequate SGP	99%ile median adequate SGP	Weekly quizzes, unit tests, Scan assessments	Literacy Design Collaborative ; School-wide cross- curricular writing initiative Edge intervention classes; Intervention writing classes for 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> grade students
Postse condar y & Workfo rce Readin ess	Graduatio n Rate	On track to graduate is low				Semester course grades	APEX credit recovery
	Disaggrega ted Grad Rate	NA					
	Dropout Rate	1.8%					
	Mean CO ACT	18					Princeton Review ACT prep courses

Major Improvement Strategy

Major Improvement Strategy 1

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013 -14	2014 -15				

Implementation of Literacy Design Collaborative	2013-14		Bethany Knighten, Emily Webb, Fulton Jackson	None	Teacher Leader LDC training DSSN LDC training Development of LDC modules	In progress
Short-Cycle Assessment Network	2013-14		Lauren Schroff, Jason Ray, Barb Ceron, Kenna Moreland	None	SCAN professional development DSSN SCAN meetings Weekly content level data team meetings	In progress
Cross-Curricular Writing staff PD	2013-14		Kenna Moreland		Quarterly cross-curricular writing prompts	In progress
Intervention Writing courses	2013-14		Lauren Schroff; Kenna Moreland	Classworks assessments and curriculum My Foundations online support	Classworks professional development Classworks universal screening Classworks online modules	In progress

Major Improvement Strategy 2

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
ELL action plan including ELA-E training of staff	2013-14		All core content teachers;	Trainers from the district for support	Quarterly meetings ELA summer academy District ELA-E courses	In progress

			Barb Ceron		LEAP observations	
Formation and operation of ISA team	2013-14		Bethany Knighten, Lauren Schroff, Barb Ceron	District ELA Support Team	ISA team district training ISA team bi-monthly meetings	In progress
Intentional scheduling and data-based placement of ELL students	2013-14		Barb Ceron	None	ELL placement lists	completed
SIOP strategies in staff PD	2013-14		Barb Ceron, district ELL support personnel	District ELA Support Staff	Monthly staff PD of SIOP strategies	In progress
Edge Intervention classes	2013-14		ELA-E teacher, Quitah Osborne, ELA-S resource teacher	ELA – E Resource Teacher and ELA – S Resource Teacher	Edge assessments <ul style="list-style-type: none"> <li>• Language gains</li> <li>• Cluster progress monitoring</li> <li>• Unit assessments</li> <li>• Writing workshops</li> </ul>	Not begun

Major Improvement Strategy 3

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Attendance support team	2013-14		Sharon Kent, Fulton Jackson,	Incentive Funds \$1500	Weekly SchoolNet attendance tracking	In progress

			Marisol Alvidrez		Attendance mediation workshops Home visits & follow-through	
Apex Credit Recovery	2013-14		Cynthia Revels, Barb Ceron	Credit Recovery Funds \$3,000	2 courses/day	In progress
Expanded elective course offerings	2013-14		Michael Lewis, Lisa Hewett, Sgt Wilford	2.0 FTE District Budget Allocation	Enrollment of students in elective courses	completed
Athletic & Activity Offerings	2013-14		Nulites Center, whole staff	None	Design and implementation of after-school clubs	In progress

## Attachment A

### Collegiate Prep Academy 2014-2015 Application for Admission – Student Information

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Gender \_\_\_\_\_

Home Language: \_\_\_\_\_ Email: \_\_\_\_\_

Home Telephone #: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

Street Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Name of Current School: \_\_\_\_\_

Name of DPS Zoned to Attend: \_\_\_\_\_

Do you want to go to college? \_\_\_\_\_ If so, what college? \_\_\_\_\_

Will you be the first in your immediate family to go to college? Yes or No? \_\_\_\_\_

1. Why do you want to attend Collegiate Prep Academy?


2. If you could chose any career or profession what would it be and why?


3. In your eyes, what will it take to be successful in college?


# Attachment B

## Collegiate Prep Academy 2014-2015 Application for Admission – Parent/Guardian Information

With whom does the applicant/student live? Check all that apply.

Father \_\_\_\_\_ Mother \_\_\_\_\_ Legal Guardian \_\_\_\_\_ Other: \_\_\_\_\_

Is either parent or guardian an employee of DPS? If yes, list name and position:

\_\_\_\_\_

### Provide first and last name of the Parents with Legal Rights or Legal Guardian(s):

**Mother's First Name:** \_\_\_\_\_ **Mother's Last Name** \_\_\_\_\_

Occupation: \_\_\_\_\_ Daytime Telephone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_ Other Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Street Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Father's First Name:** \_\_\_\_\_ **Father's Last Name** \_\_\_\_\_

Occupation: \_\_\_\_\_ Daytime Telephone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_ Other Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Street Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Emergency Contact Information

**Name:** \_\_\_\_\_ **Relationship to Applicant:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Daytime telephone #:** \_\_\_\_\_



# Attachment C Collegiate Prep Academy School- Student Compact 2014-2015

The programs of Collegiate Prep Academy are designed to develop your full potential for academic growth, emotional well being, and ability to succeed in college. Recognizing this cannot be accomplished in isolation, the home and school must work as partners to help you become an effective citizen in the global society in which we live.

I \_\_\_\_\_ will pursue the early college requirements by agreeing to the following statements.

Come to school on time everyday and be prepared to work.

Demonstrate my best effort on class assignments and projects.

Complete homework in a timely manner and to the best of my ability.

Respect the diversity, personal space, and property of others.

Respect and cooperate with all adults in the school.

Spend time at home or the library daily studying or reading.

Make good choices.

Commit to 10 hours of community service project.

Honor and pursue the academic skills needed to attend college.

Attend extended learning/skill building classes to improve my learning.

Lead parent conferences twice a year.

Lead two parent college preparatory sessions.

Attend all college preparatory sessions that are available.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

# Attachment D Collegiate Prep Academy School- Parent Compact 2014-2015

The programs of Collegiate Prep Academy are designed to develop each student's full potential for academic growth, emotional well being, and ability to be successful in college. Recognizing this cannot be accomplished in isolation, the home and school must work as partners to help your son or daughter become effective citizens in the global society in which we live.

As the parent/guardian of \_\_\_\_\_ I will pursue the early college requirements by agreeing to the following statements.

**Parents will:**

Ensure my child attends school daily

Talk to my child about completing school and homework assignments daily.

Help my child meet his/her responsibilities.

Model and support respectful behavior

Communicate with teachers about my child's activities.

Attend parent conferences and school related activities.

Ask questions of and make suggestions to the school staff.

Commit to 5 hours of community service at school.

Attend at least two (2) parent and college preparatory sessions throughout the year.

Attend the two (2) student led conferences by my child.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Attachment E Collegiate Prep Academy School Compact 2014-2015

The programs of Collegiate Prep Academy are designed to develop each student's full potential for academic growth, emotional well being, and ability to be successful in college. Recognizing this cannot be accomplished in isolation, the home and school must work as partners to help students become effective citizens in the global society in which we live.

Therefore I, \_\_\_\_\_ will pursue the early college requirements by agreeing to the following statements.

**School Staff will:**

Provide a safe environment that is conducive for learning.

Provide a challenging academic environment to help students reach their full potential

Provide highly qualified teachers that are well prepared and equipped with strategies that will make learning interesting and fun!

Provide progress reports about students' academic progress to parents regularly.

Provide parents notices in a language that parents can understand.

Provide regular feedback and communication with parents

Use cooperative discipline strategies when working with students.

Promote and provide a climate of high expectations for students.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

