

# INNOVATION SCHOOL APPLICATION



**Denver Center for International Studies (ECE-  
5)  
December 1, 2013**

Updated February 6, 2011

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## OVERVIEW

The purpose of Colorado's Innovation Schools Act is to improve student achievement through greater school flexibility in areas such as human resource practices, budgeting, scheduling, and education programming. That Act provides schools the opportunity for increased flexibility by providing a clear path to waive certain state statutes, district policies and union contract provisions that may otherwise inhibit a school's ability to implement strategies and tactics that may produce significant gains in academic performance. For more information on the Innovation Schools Act of 2008, please visit: <http://www.cde.state.co.us/cdegen/SB130.htm>.

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

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

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

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

Note that Appendix A of this application contains questions that must be answered by applicants who desire to secure district waivers in curriculum, assessments, and/or graduation and promotion policies. As explained in the Appendix, the review and approval process to secure such waivers is separate and in addition to the process for securing innovation status from the Colorado State Board of Education.

Completed innovation school plans should be submitted to:

Denver Public Schools  
Office of School Reform and Innovation  
Attention: Peter Piccolo

[Peter\\_Piccolo@dpsk12.org](mailto:Peter_Piccolo@dpsk12.org)  
750 Galapago St.  
Denver, CO 80202

## INTRODUCTION

- I. **Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.**

**School Name:** Denver Center for International Studies at Ford Elementary (DCIS at Ford)

**School Leader:** Principal Ginger Conroy

**Date of Application:** December 1, 2013

**Overview:** The administration team worked with OSRI to review the prior Innovation Plan. The plan was developed by Principal, Ginger Conroy and Assistant Principal, Khristian Brace, with input from the School Accountability Committee.

## INNOVATION: VISION & MISSION

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

### VISION

DCIS at Ford students are college and career ready. DCIS at Ford consists of high performing leaders, teachers and students that contribute to our school, community and world.

### MISSION

DCIS at Ford exists to provide an equitable and excellent education so that students meet or exceed district, state and International Studies standards.

### ALIGNMENT OF DCIS AT FORD AND DPS

The Denver Public Schools mission is "...to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society..."

DCIS at Ford supports this mission statement by focusing on the four domains of the international studies school design. These domains seek to develop students who are globally competent and

aware of their ability to affect change on a local and global scale. Student achievement in basic core instructional areas is essential to each student's ability to achieve this goal.

## **TARGET POPULATION**

DCIS at Ford seeks to be a high performing school in the FNE region of Denver. The demographics of students currently served by DCIS at Ford Elementary School are as follows: Current enrollment is 622 students, 96% qualify for Free and Reduced Lunch, 98% are minority students, 60% are English Language Learners, and 11% are identified as Special Education students.

DCIS at Ford is open to all students whose home boundaries are served by DCIS at Ford Elementary School. Students who live outside the boundary may apply to attend, and will be accepted if space is available. As part of a full educational continuum, DCIS at Ford prepares students for the continuation of their global education in partnership with its 6 – 12 sister school, DCIS at Montbello.

## **THE SCHOOL'S AIM**

DCIS at Ford is currently performing significantly below district and state expectations. Our focus must be on improving the academic growth and achievement of all students. We will have an intense focus on the instructional practices of all of our teachers and will strive to provide professional development that is research-based and has a direct impact on instruction.

DCIS at Ford will seek to improve all areas of the School Performance Framework. We will focus our attention on student and parent engagement, academic achievement and growth, and behavioral and social intelligence.

DCIS at Ford will incorporate 21<sup>st</sup> century skills through the international studies school design.

## **DCIS AT FORD & DPS SHARED CORE VALUES**

DCIS at Ford Elementary and Denver Public Schools have shared values. These core values are practiced by the entire school community: students, parents, teachers, support staff and administrators. They are reflected in our every day work, heard in our language, seen on our walls and, most importantly, practiced in our actions.

- **Students First.** We put our kids' needs at the forefront of everything we do.
- **Collaboration:** Together as a team, we think, we work, and we create in order to reach our goals.
- **Equity:** We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.

- **Accountability:** We take responsibility for our individual and collective commitments; we grow from success; we learn from failure.
- **Integrity:** We tell the truth, and we keep our promises.
- **Fun:** We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.

## **SPECIFIC BARRIERS**

### **Parent Engagement and Satisfaction**

DCIS at Ford must engage parents and families meaningfully in the school improvement process. The school only earned 1 out of 8 points possible on the School Performance Framework for Parent Satisfaction.

Through the closure and reopening of the school, there was a lack of understanding, communication, and buy-in from the community. This has had a continuing negative affect on school culture and success.

We are developing an active community particularly among parents to benefit student achievement and enrich their educational experience by increasing the partnership through grass roots events and multicultural outreach. We continually seek parent input to strengthen the parent's voice to the benefit of our school community and students' success.

### **Current Achievement**

The current achievement or lack thereof is the largest barrier at DCIS at Ford. Most students, K-5, are currently one to two full grade levels below grade level proficiency. Research shows that it will take three to five years to turn this trajectory in a positive direction.

### **Behavior and Mental Health**

One of the highest areas of need for DCIS at Ford is the behavioral and mental health of the students and families of the school community. Behavior is the second largest barrier keeping us moving forward.

### **Lack of Prior SIT Process**

In previous years, there has been an inconsistent and almost non-existent SIT process. A significant number of students who are in need of academic and behavior support have not been identified nor supported. As a result, we are in a constant reactive state.

### **Human Resources**

Recruiting, hiring, and retaining teachers with Turnaround Competencies as well as retaining qualified staff members that posses qualities such as tenacity, drive, and perseverance to continue in their position continues to be a huge challenge. The teacher retention rate in the 2011-2012 school year was 16% and the retention rate in the 2012-2013 school year was 14%.

## **INNOVATION STATUS**

Innovation status will allow DCIS at Ford to address existing barriers to student achievement by allowing us the opportunity to make school decisions based on data, student need, and teacher performance and needs. With autonomy over people, time, money and curriculum, DCIS at Ford will be able to create a school that develops globally competent students which are college and career ready.

Innovation Status allows DCIS at Ford to create a schedule that maximizes the opportunities for student learning and professional development.

The presence of International Studies exposes children to global competencies. It empowers them to recognize perspectives, communicate ideas, take action, and investigate the world. DCIS at Ford will focus largely on acquiring technology and increasing technology proficiencies in order to provide students with 21<sup>st</sup> Century skills.

Teacher quality affects student outcomes more than any other factor we control directly. In order to ensure the highest quality of instruction as well as a common commitment to the DCIS at Ford mission and vision, teachers will be employed at-will.

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

**RESEARCH BASED EDUCATIONAL PROGRAM**

The current achievement at DCIS at Ford is unacceptable. It is imperative that an intense focus must be on developing literacy and math competencies that will allow them future success. Their ability to contribute to their communities in a way that will make a difference is dependent on this turnaround.

DCIS at Ford will develop and implement a customized educational program aligned with the Common Core State Standards, ISSN Performance Outcomes/GPS, research-based best practices, and the academic needs of students in the FNE region of Denver.

DCIS at Ford will implement sound, research-based instructional strategies, which have been proven to have a high impact on student learning and achievement.

DCIS at Ford will utilize the Asia Society's research-based guide for the development of an international studies elementary school program.

**CURRICULUM OVERVIEW**

DCIS at Ford will continue to follow the DPS Scope and Sequence for Language and Literacy, which is aligned to Common Core State Standards. Teachers will move through the Backward Design Process to create exemplary unit plans. DCIS at Ford has selected curriculum in both math and reading that is research based and is proven to be impactful with student populations similar to the demographics of DCIS at Ford. We will implement the Uncommon Schools/Great Habits, Great Readers model for reading instruction and will use existing materials, to include MONDO and possibly Journeys- Common Core, to support the teaching and learning of the Common Core State Standards. DCIS at implements the Math in Focus curriculum for Math. The Avenues Curriculum is our primary resource for ELD instruction.

DCIS at Ford will continually monitor the effectiveness of our core/supplemental materials through school, network, district, and state assessment data.

**English Language Learners**

All teachers at DCIS Ford will be ELA-S, ELA-E or ELA-T qualified per the District standards. Teachers will have access to materials and resources that will be necessary to provide differentiated and sheltered instruction to support the learning and achievement of English Language learners. Teachers will have the opportunity to be instructionally coached at both individual and team level to build professional capacity around ELLs.

In support of student development of academic language proficiency, teachers will use both the World-Class Instructional Design and Assessment (WIDA) English language development standards and the rigorous Common Core State Standards (CAS/CCSS), which are integrated in all content area curriculums and serve as the foundation for articulating a viable content curriculum accessible for all English learners.

DCIS at Ford will serve ELA students through a Transitional Native Language Instruction (TNLI) program, which includes:

- Native language instruction (Spanish) in one or more core subject areas in students' native language
- Supported English content instruction, and
- English language development instruction

English acquisition is supported through the English Language Development (ELD) block provided for all students receiving ELA program services. ELA services reflect an asset perspective and seek to build on students' native languages and cultures as a foundation for learning English. ELL students will be progress monitored using the WIDA / Can Do descriptors.

Building capacity in teachers to serve effectively on the Instructional Services Advisory (ISA) team is another way DCIS at Ford will appropriately place, monitor, and re-designate all ELLs.

### **Special Education Services**

DCIS at Ford will provide students with disabilities with interventions and accommodations to meet their individualized educational needs. Special education teachers will provide small group instruction for reading and/or math aligned with each student's individual goals. The school will follow district regulations and policies with data tracking and Individual Education Plans (IEP's).

DCIS at Ford will also provide two self-contained classrooms for students with Multi-Intensive disabilities for students placed in this program by the district's centralized special education system. The school will hire its own special education teachers and will request a waiver to retain the right to hire its own itinerant related services providers if the need should arise.

### **Math Fellows Program**

Currently, the Math Fellows program is servicing all fourth grader students, in general education classrooms. The program works to close the achievement gap and increase MGP and the number of proficient and advanced students on SMI, district, and state assessments. The program provides high-dosage tutoring to meet the needs of the students.

Students spend 60 minutes a day in a small group setting (1:3), outside of the classroom, working on both foundational mathematics, using the Do the Math curriculum, and grade level standards. Fourth grade students take the Scholastic Math Inventory (SMI) five times throughout the year, used as a tool to both benchmark and progress monitor. Pending funding, DCIS at Ford hopes to continue this program pending in some capacity.

## **Class Size**

DCIS at Ford will cap K-2 classes at 22-24 and grades 3-5 classes at 24-26 to maximize student learning opportunities and accommodate the structural configuration of the building. DCIS at Ford 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 elementary level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. The process works such that if a student cannot be served at their boundary school students will first be assigned to other schools that are below their funding number. In the event that all schools are at their optimal class size enrollment targets, new students are then distributed equitably between all schools. The overflow process at the elementary level will not begin until all schools in the region have started their school years; in the weeks when XX school is in operation but other schools in the region are not yet opened, overflow students will not be assigned to the school unless they are below their established optimal class size enrollment targets. An effort is made to keep families together and to serve students as close to their home as possible. Every effort is made to support the regional target enrollment numbers but this is NOT a guarantee as occasionally a family presents with multiple children that cannot be served in one single school.

## **SCHOOL CULTURE**

DCIS at Ford, ECE through 5<sup>th</sup> grade, will focus on instruction and student applications of learning and service in international and intercultural affairs and world languages. We will follow the same tenants of the International Studies School Design similar to the other three DCIS schools in DPS. Student achievement will be at the forefront of all of our decisions, actions, and efforts. In a Far Northeast neighborhood that has historically been low performing, we will strive to provide an excellent and equitable education to all students.

At DCIS at Ford, 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 responsibilities to serve, it takes all of us to make this school a great place. We will:

- Honor the expertise of your co-workers
- Respect the challenges of each person's role and support each other in your work.
- Conversations throughout the building should promote a positive working environment. E-mail communication is a public record, therefore, should be 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.

### **Innovation Status**

Innovation status will allow DCIS at Ford the opportunity to make school-based decisions that align with our vision and mission. We will be able to act strategically and implement systems and structures that will address our current and future needs.

Innovation status will provide us the opportunity to design our professional development based on the needs and competencies of our staff. It will also allow us to purchase materials and technology based on the needs of our students/school. The Graduation Performance System of the International Studies system closely aligns to the Common Core State Standards, which will be a great support to our rigorous academic program.

## **INNOVATION: ASSESSMENTS**

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

#### **ASSESSMENT PLAN**

Beginning of the School Year: Days are set aside prior to the first day of school for teachers to gather diagnostic student achievement data for each student in reading, writing and/or math. This allows teachers to get to know their students as learners even before the first day of school so they can flexibly group students and quickly begin to differentiate for their needs.

DCIS at Ford 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 administer the Short Cycle Assessments for ELA and Math. In addition, all students, grades K-5 will be assessed in the fall and spring using a district and/or network approved assessment, which may be STEP, DRA, and/or other assessments to assess reading skills and comprehension in compliance with the READ Act. Kindergarten students will be assessed three times a year in the fall, mid-year, and in the spring.

We will use data in multiple ways. We look at data weekly to move through the Backward Design process, determine behavioral and academic interventions, recommend students for the School Intervention process (SIT), set goals for student learning, share the current performance and growth with parents, and make decisions for the school. DCIS at Ford will assess all students K-5 in the

beginning of the year using DIBELS. We will use the DIBELS benchmark three times a year and progress-monitor all students who are intensive.

DCIS at Ford is currently developing the Graduation Performance System (GPS) for grades ECE-4. Fifth grade indicators have been provided by the Asia Society. Proficient indicators for each grade level are being created. We will use this GPS as well as a body of evidence to determine student proficiency of each of the International Studies domains and global competencies.

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

### **Ongoing Monitoring of Student Progress**

DCIS at Ford will administer the Short Cycle Assessments throughout the year and go through an intensive analysis of the results. Beginning of the year assessments may include the DRA2 or EDL2, STEP, DIBELS Benchmark Assessment and/or other assessments decided by the administrative team. This data will be analyzed and teachers will create instructional goals for each student and share the data with parents. Each student's data will be continually analyzed as a step in the Backward Design process and will occur during on-going and consistent data team meetings. Mid-Year assessments may include the DIBELS Progress Monitoring, STEP, DRA2 or EDL2 and/or other assessments decided by the administrative team. The WIDA W-APT and ACCESS will be administered per state and district requirements. TCAP and soon the PARCC assessment will be administered as well.

Individual student progress will be measured and evaluated as follows:

### **Data Teams**

Teachers will discuss assessment results in their weekly data team meetings. During these meetings they will analyze reading, writing, and math data. These data teams will focus teachers' attention on student learning by identifying a specific standard or skill with which students are struggling, and collaboratively developing a set of strategies to bring all students to mastery.

Teachers will continually follow the 5-step (Reeves) process for data teams: collect & chart data, analyze strengths and obstacles, establish SMART goals (set, review, revise), select instructional strategies, and determine results indicators. This process informs teachers of each grade level progress towards year-end goals.

DCIS at Ford will implement the Response to Intervention (RTI) process. The School Intervention Team (SIT) will meet regularly to continually monitor students' academic and behavior needs. The team will focus on high-quality instruction for all students, monitor student progress, support teachers in identifying interventions for students, help determine the progress monitoring tool, and evaluate the students response to the intervention.

DCIS at Ford will engage parents as partners in this process. The school will hold Parent Data Meetings to inform parents of their child's current performance, goals, and progress.

## INNOVATION: GRADUATION AND PROMOTION

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

DCIS at Ford is requesting a waiver from district graduation and promotion standards. However, the school will adhere to rigorous promotion policies to ensure all students are meeting grade level and state standards. Frequent data check points throughout the year will ensure that all students are on track to meet the expectations of promotion at DCIS at Ford. We will ensure that teachers adhere to the following district policies as well as ensure the highest degree of success and support for all students:

- Students are expected to meet grade-level standards or move at least one proficiency level from the beginning of the year to the end of the year.
- Early and consistent communication with parents of students struggling to develop a collaborative effort with all stakeholders working together to support students.
- Targeted interventions will be used early and often for students who are not meeting grade level standards.
- Providing clear promotion guidelines with parents and the community on regular basis on this topic will reinforce to all stakeholders the high standards of achievement at DCIS at Ford.
- Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The teacher will inform administration when considering retention and will confer with the parents about the students progress by March 1<sup>st</sup> of the current school year, additional conversations will occur April 15<sup>th</sup>, and June 1<sup>st</sup>. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended by the teacher to the principal and/or administrative team and guardian.
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- If the administrative team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the administrative team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.

## ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

DCIS at Ford has set rigorous but what we believe to be attainable goals for the next three years

<i>Category (i.e. TCAP Reading)</i>	<i>Metrics (i.e., % proficient)</i>	<i>Current Performance</i>	<i>2013-14 Goal</i>	<i>2014-15 Goal</i>	<i>2015-16 Goal</i>
<b>TCAP Reading</b>	<b>% proficient</b>	<b>27%</b>	<b>33%</b>	<b>44%</b>	<b>55%</b>
<b>TCAP Writing</b>	<b>% proficient</b>	<b>19%</b>	<b>24%</b>	<b>35%</b>	<b>46%</b>
<b>TCAP Math</b>	<b>% proficient</b>	<b>35%</b>	<b>40%</b>	<b>50%</b>	<b>60%</b>
<b>TCAP Science</b>	<b>% proficient</b>	<b>9%</b>	<b>14%</b>	<b>24%</b>	<b>34%</b>

DCIS at Ford will use innovation status to achieve these additional school performance goals:

- Achieve at least 65<sup>th</sup> median growth percentile in the Colorado Growth model for literacy and math
- Meet Annual Measurable Achievement Objectives (AMAO) for the school identified by the district ELA Department
- Reduce the achievement gaps for all subgroups in all content areas
- Meet the DPS attendance goal of 96% or higher
- Meet or exceed district expectations as reported on the School Performance Framework

**STRATEGIES FOR ATTAINMENT OF GOALS**

As addressed in our Specific Barriers section, we strongly believe that a commitment to improving the following areas will have a significant impact on the turnaround effort of DCIS at Ford.

- Professional Development
- Behavioral and Mental Health
- Parent Engagement and Satisfaction
- Student Engagement
- Human Resources

## **ALIGNMENT OF THE INNOVATION AND UNIFIED IMPROVEMENT PLAN (UIP)**

DCIS at Ford has identified the following Major Improvement Strategies that align with the focus areas identified in the Innovation Plan.

### **1. Instructional and Behavior Systems**

Root Cause Addressed:

#1-There is a significant lack of understanding of how to teach reading and how to meet the needs of at-risk students struggling to acquire early literacy skills. The lack of proficiency in reading development has had significant impact on the performance of other assessments. The school did not complete its Professional Development in the 2012-13 school year to support the implementation of a new math curriculum. In writing, it does not appear that the teachers have the content knowledge or pedagogy to be effective instructors. In science, the lack of time, consistency and reading deficits contributed to poor student performance.

#2- Lack of Effective Systems: SIT process, PBIS/RtI, Professional Development, Parent Involvement, DATA, Leadership/Committee roles and responsibilities.

### **2. Engage Parents/Families Meaningfully in the School Improvement Process**

Root Cause Addressed:

There was a lack of proactive community engagement strategies that focused on the needs of parents/families.

### **3. Data Driven Culture**

The current administration surmises that there was a lack of effective systems based on the fact that there was a need to create systems to utilize data to inform instruction and job assignments.

## **INNOVATION: TIME**

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

#### **STRATEGIC USE OF TIME**

DCIS at Ford is proposing an additional thirty minutes of instructional time per day. One focus will be on adding an additional thirty minutes to the current Literacy Block. Rationale behind this proposal in Literacy is that this will enable teachers the opportunity to meet with more small guided reading groups within a given day and provide time for teachers to differentiate student learning and reteach previous concepts and skills that were not mastered. Additional time enables teachers the opportunity to focus on the daily lesson for sixty minutes and use the additional thirty minutes to work with small groups, using targeted intervention materials to support students with fundamentals that could be impacting student's ability in meeting their grade level standards. We will ensure that:

- Students at or above grade level are exposed to enrichment activities to excel to their highest potential.
- Tiered Interventions and Enrichments: 30 minutes of each math block and 60 minutes of the literacy block will be dedicated to differentiated instruction based on student needs.
- The Reading Intervention Specialists will support the general education teacher.
- Math Tutoring: Every fourth grader will meet with a tutor 30-45 minutes daily. The ratio will not exceed 1:6. The focus of the tutoring sessions will be to support students with mathematical concepts related to state standards.

### **School Schedule and Calendar**

Teacher Workday: 7:30 AM – 4:00 PM Monday, Tuesday, Thursday, Friday

7:30-4:30 PM Wednesday Early Release

Daily Start for Students: 7:45 AM

Daily Dismissal Time: 3:30 PM

Weekly Early Release Day: 2:00 PM Dismissal

DCIS at Ford is proposing to start school up to twelve days earlier for students than the standard DPS calendar. This additional instructional time will support students in meeting their standards and will also give our 3rd-5th graders additional preparation prior to TCAP testing. Additionally, parents will be asked to have their child tested prior to the official start of school. This will allow teachers to combine students in appropriate small groups at the start of the school year and begin instruction immediately, especially for the primary grades.

Although our hope is to have all students assessed prior to school starting, enabling teachers the opportunity to establish their small groups for intervention, the first week of school will have a school-wide focus on expected rituals and routines as well as assessment. Teachers will spend one to three weeks community building, building relationships, and practicing expected rituals/routines in the classroom, walking in the halls, and communicating protocols for use of the lunchroom, playground and restrooms. It is essential that students understand rituals/routines before instruction can begin.

#### *Teachers/Staff: Extended School Year*

In order to provide additional professional development and student assessment time for teachers/staff without taking away from instruction, we may add up to 12 additional days to the school calendar prior to the start of the year for non-student contact days. (This will be in addition to the additional six days of student contact time.) A portion of these days are used to provide foundational professional development around DCIS at Ford's vision/mission and to begin our work on establishing common understandings around our key instructional constructs. This additional time will also be used to complete student assessments for new incoming students in order to maximize instructional student contact days.

## Proposed Schedule

Breakfast	7:45am-8:00am in the classrooms
Student Contact Day	7:45am – 3:30pm
Teacher Contact Day	7:30am – 4:00pm (Monday, Tues., Thurs.
Friday)	7:30 am- 4:30pm (Wednesday)

Teachers must insure students are safely dismissed before leaving for the day.

DCIS at Ford strongly believes that to achieve proficiency for all kids and to close achievement gaps, students must have more instructional time. Extending the year and/or the school day will provide students more time in core content areas, which will allow for skill work and higher level thinking, elements that are key to improving academic achievement.

## INNOVATION: STUDENT ENROLLMENT

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

#### **ENROLLMENT-**

DCIS at Ford participates in the Far Northeast enrollment zone. All students within the attendance boundary who are interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure will have equal access to enrollment.

If student demand exceeds school capacity, DCIS at Ford 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:

- Far NE Residents who have a sibling currently attending and projected to return to DCIS at Ford.
- Far NE Residents
- Non-Far NE Residents who have a sibling currently attending and are projected to return to DCIS at Ford.
- Non-Far NE Residents

After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity. Provided there is space, DCIS at Ford will accept students mid-year and students who wish to enter at any grade level. DCIS at Ford will cap K-2 classrooms at 22-24 and 3-5 classrooms at 24-26 dependent on the building structure for rooms. The configuration of rooms at DCIS at Ford is such that many rooms do not accommodate more than 22 students.

[Priorities for 2014/15 Applicants](#)

*(Grades to be served in 2014/15: ECE4-5<sup>th</sup> Grade)*

When the 2014/15 First Round SchoolChoice student assignment process is run, there will be several factors considered. The following information is used to prioritize applicants who are interested in attending DCIS at Ford.

**Applicants for the ECE Program(s) are all prioritized in the following way:**

*Note: There are no guarantees for ECE applicants in Denver Public Schools.*

1. Students who reside in the boundary and have a currently-attending sibling who will also be at the school next year.
2. Students who reside in the boundary and are currently attending the school's ECE program.
3. Students who reside in the boundary.
4. Children of full-time employees at the school.
5. Denver residents who have a currently-attending sibling who will also be at the school next year.
6. Denver residents who are currently attending the school's ECE program.
7. All other Denver resident students.
8. Non-Denver residents who are currently attending the school's ECE program **or** have a currently-attending sibling who will also be at the school next year.
9. All other students who are NOT Denver residents.

**Applicants for the Kindergarten Program are all prioritized in the following way:**

1. Students who reside in the boundary and have a currently-attending sibling who will also be at the school next year. (Full day spot guaranteed).
2. Students who reside in the boundary and are currently attending the school's 4-year old ECE program. (Full day spot guaranteed).
3. Students who reside in the boundary. (Full day spot guaranteed).
4. Children of full-time employees at the school.
5. Denver residents who have a currently-attending sibling who will also be at the school next year.
6. Denver residents who are currently attending the school's 4-year old ECE program.
7. All other Denver resident students.
8. Non-Denver residents who are currently attending the school's 4-year old ECE program or have a currently-attending sibling who will also be at the school next year.
9. All other students who are NOT Denver residents.

**All other Applicants are prioritized in the following way:**

1. Students who reside in the boundary and do not attend another DPS school. (guaranteed)
2. Denver residents who are currently attending the school.
3. Children of full-time employees at the school.
4. Denver residents who have a currently-attending sibling who will also be at the school next year.
5. Students seeking to return to their boundary school.
6. Students applying through the NCLB process (only applies to students selecting certain designated NCLB "receiving" schools).
7. Non-Denver residents who are currently attending the school **or** have a currently-attending sibling who will also be at the school next year.

8. All other Denver resident students.
9. All other students who are NOT Denver residents.

## INNOVATION: HUMAN RESOURCE MANAGEMENT

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

Innovation status will allow DCIS at Ford to recruit teacher with Turnaround Competencies, provide targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement.

### **Overview**

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

DCIS at Ford 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. 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**

Teaching employment with DCIS at Ford 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. DCIS at Ford and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Innovation Plan and Employee Handbook. The school will use the LEAP framework. When given a Plan of Improvement for Performance, DCIS at Ford will extend a 20 day work day period for performance to meet the identified areas for improvement. The plan will include specified areas for improvement, criteria, observations, supports, and dates to meet and assess progress. Employees may be dismissed if the identified areas of improvement are not met within that time frame. Likewise, all certified and classified employees will be required to give 20 work days and/or 30 days notice of resignation in writing in keeping with DPS policy. All employees are afforded this process including non-teaching staff.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at DCIS at Ford 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 DCIS at Ford if they do not secure a position through mutual consent.

As described in this document, and included in Appendix E, DCIS at Ford is requesting innovation status

to achieve 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/staff members 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. DCIS at Ford will have the option to participate in District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of DCIS at Ford 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.

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

### **Staffing-**

It's important that administration spends a majority of each day in classrooms observing best practices and assuring that the school's vision and mission is a reality. Therefore, using innovation status, the following non-teaching staff positions will exist at DCIS at Ford:

***Principal*** is the lead learner and lead teacher, with primary responsibility and accountability for the implementation of the Innovation Plan and resulting growth in student achievement. She works closely with the assistant principals, administrative intern, teacher leaders, district instructional support personnel, and School Accountability Committee (SAC) to develop, coordinate, monitor and maintain a focus and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practice. She assists the assistant principal in the successful implementation of DCIS at Ford's Core Values and works closely with the office manager to ensure that all operational responsibilities are handled in a timely, effective

manner. The principal spends much of her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents, teachers, and the administrative team. Professional development facilitation is shared by all Instructional Leaders in the building, including the principal. Response to daily student discipline is shared by all administrators.

The philosophy of the school is one of shared ownership and shared leadership. Ultimately, however, if there is disagreement and consensus cannot be reached regarding final decisions, after consultation and appropriate and relevant input from other administrators (the DCIS at Ford School Accountability Committee, and/or parents), the principal has final authority for making all decisions, including personnel, budgeting, instructional expectations, and curriculum.

***ECE, K – 5<sup>th</sup> Assistant Principal(s)*** focuses on developing and maintaining a culture of excellence in the school. A guiding purpose at DCIS at Ford is that both academics and character are equally important and that individual differences are understood and respected. The assistant principal has primary responsibility for maintaining an appropriate focus on implementation of DCIS at Ford's Core Values. The assistant principal also works closely with the principal, administrative intern, teacher leaders, and Instructional Leadership Team on developing, coordinating, monitoring and maintaining a focused and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practices. The assistant principal spends much of his/her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents and teachers. Professional development facilitation is shared by all Instructional Leaders in the building, including the assistant principal. Response to daily student discipline is shared by all administrators. In the absence of the principal, the assistant principal is the administrator in charge for the ECE, K – 5<sup>th</sup> building.

- **Office Manager:** This employee will monitor all operational responsibilities, including payroll, budget, and management of office staff and ordering/receiving of supplies. The Principal and Business Manager will meet bi-weekly to review budget and discuss what supplies and materials are needed.
- **Secretaries:** When visitors enter DCIS at Ford, the culture of the building is immediately felt when entering the office. It is imperative that visitors are felt welcomed and that their questions or concerns will be heard and addressed in a positive manner. Visitors need to be reassured that if their questions cannot be answered by office staff, someone who can resolve the situation will be notified. Anytime visitors leave DCIS at Ford, it's imperative that they are satisfied and pleased with the results. In addition, the office staff needs to assure that registration and attendance requirements are in line with District/state expectations and regular time lines are met.
- **Facility Manager:** Cleanliness of DCIS at Ford is again another important component for upholding a positive and welcoming environment. Classrooms need to be respectable and ready for students every day. Management of custodial support and ingraining the same pride the facility manager has for his school is vital. Management and organizational skills are a key element in this position, enabling administration to focus on student achievement and not facility inconsistencies.
- **Paraprofessionals:** Paraprofessionals are a vital component in the success of the school's vision and mission. To enable Para's to support the goal of student achievement, it's imperative that when in classrooms, they are working with small groups of students who need additional academic support. Paraprofessionals will receive the needed professional development in the variety of interventions the school will implement, enabling confidence when working with students and effective outcomes. Paraprofessionals and teachers need to effectively communicate and plan, providing meaningful and effective opportunities for providing support in the classroom and to drive student achievement.

DCIS at Ford's leadership structure is non-hierarchical and is based on reciprocal relationships between all stakeholder groups. The inclusive design results in a collection of stakeholders who share accountability for key operational and instructional decisions. This transparency of decision making offers yet another opportunity for stakeholders to support the school's mission and vision and to take ownership in improving student outcomes. There is also a strong belief that frequent and candid communication between all staff is valued and that all voices are heard. Staff input is evaluated through the lens of what is best for the social, emotional and academic development of students.

### **Staff Recruiting and Hiring**

DCIS at Ford will begin the hiring process by evaluating District postings of all candidates that indicated an interest in becoming part of the DCIS at Ford's educational team. Candidate applications and resumes will be reviewed by the selected Personnel Committee. When possible, this will consist of the Principal, Assistant Principals and classroom teachers.

Top candidates that appear to fit DCIS at Ford's mission and vision will be invited to participate in the formal

interview process.

### **Formal Interview Process**

Candidates may be asked to be observed in their current position, submit a video, and/or lesson plans.

DCIS at Ford is committed to recruiting and retaining a diverse faculty, staff, and administration. In order to realize the DCIS at Ford mission and vision, all educators will be identified based on their proven track record of:

- Participating productively in professional learning communities and personally demonstrating high professional standards and expectations for student learning;
- Facilitating or supporting high quality instruction; taking responsibility for student learning; and providing personalized learning and behavioral supports and interventions to all students in their charge.
- Contributing actively to school-wide efforts that promote a safe, respectful, welcoming, and disciplined school climate and a high achieving, college going culture, and;
- Supporting students' personal, emotional, social, ethical and intellectual development.

### **Article 13 – Transfers/Reductions in Building**

- DCIS at Ford waives Article 13 to permit “real time hiring of teachers” – i.e. post positions and hire as vacancies become known. Hiring processes will be conducted by directly by DCIS at Ford with assistance from the Human Resources Department. DCIS at Ford will not receive direct placement of teachers.
- If DCIS at Ford needs to conduct a reduction in building after the school year has begun, the principal has the authority to determine which positions and which individuals will be reduced from the building. The principal can make this determination for any lawful reason, including performance and/or professionalism.

### **Retention Bonus**

Budget permitting, teachers may be offered a one time and/or yearly retention bonus. Based on the data that encompasses mid-year conversations, qualifying teachers may be offered this retention bonus in the spring. Teachers whose mid-year conversations warrant additional support and data through LEAP observations, student data, Professionalism, attendance, Student Perception Surveys, and Parent Satisfaction may be offered this retention bonus by the end of the school year. However, any teacher that accepts the retention bonus and fails to return for the following school year, will have the entire bonus amount deducted from their final paycheck. The awarding of this retention bonus is at complete discretion of the administration team and cannot be contested.

DCIS at Ford will ensure it recruits the most competent and passionate teachers who are focused on the primary task at hand: Increasing student achievement. DCIS at Ford will recruit and hire teachers that will

do whatever it takes to get the job done. This may mean that teachers may need to work extra hours outside of the duty day and/or assume other job responsibilities to ensure we provide the best learning environment for all of our students. In addition to participating in the District's application process, DCIS at Ford also posts open positions on the Teach For America (TFA) and Denver Teacher Residency (DTR) websites.

### **Dismissal and Resignation**

When given a Plan of Improvement, DCIS at Ford will extend a 20 day work day period for performance to meet the identified areas for improvement. DCIS at Ford staff members may be dismissed if the identified areas of improvement are not met within that time frame. Likewise, all certified and classified employees will be required to give 20 work days and/or 30 days notice of resignation in writing in keeping with DPS policy.

### **Evaluation and Development**

A vital component of DCIS at Ford's success is establishing and strengthening the vision and mission, specifically, the direction the school needs to move and how it will get there. The Principal, Assistant Principal(s), and Teacher Leaders will support teachers with professional growth and will design and evaluate the effectiveness of the professional development plan.

To ensure the continuous growth of all teachers, professional development at DCIS at Ford will encompass more than just curriculum or instructional materials. Teachers will receive both initial and ongoing professional development that will orient them to the materials, resources, structures, and instructional design of the various curricula that will be used at DCIS at Ford. However, the primary focus of professional development will be on how to become a highly effective teacher. The various curricular materials used at DCIS at Ford will be viewed as the "tools" teachers will use, within the Framework for Effective Teaching, to ensure student academic success.

Therefore, teachers will study the various instructional moves, techniques, and strategies employed by highly effective teachers and learn to apply them within the context of the curricula they have in their classroom. DCIS at Ford has created a professional development plan that is attached to this application. The plan will be fine-tuned and adjusted throughout the year based on staff input, student data, and UIP root cause analysis. The attached plan outlines three major areas: Identified focus areas, resources, and structures.

DCIS at Ford will utilize the LEAP as part of its evaluation process.

### **Identified Focus Areas**

Professional development at DCIS at Ford will leverage the District's LEAP evaluation framework. In addition, professional development will be focused on designing effective instruction for all students, using data to guide instructional decisions, appropriately respond to student behaviors, and prepare all students for 21st Century Learning.

### **Resources:**

Professional resources will be utilized to support teacher learning of the key focus areas identified above.

The resources will include, but not be limited to: DPS online modules, professional reading materials/book studies, and the professional development courses.

**Structures:**

Professional development structures will be utilized to support the continuous growth of all teachers.

Structures include:

- Summer staff retreat focused on visioning for the staff and an opportunity to develop a collaborative culture as well as initial professional development/orientation to new curricular materials.
- Beginning of the year professional development (prior to students arriving) that is focused on continued team building and planning for collaborative structures that will be used throughout school year.
- Differentiated professional development sessions based on teacher and/or grade-level need as identified through the LEAP Framework process and team backward design planning of units of study across content areas.
- Weekly grade-level planning time focused on team backward design planning of units of study across content areas, book study/PLCs using professional reading materials identified in plan and refining and clarifying curriculum components, structures, tools.
- Weekly data team meetings focused on grade-level/content area team data cycles and individual teacher data cycles.

DCIS at Ford will administer the LEAP framework to evaluate teachers. To support the successful use of LEAP, Administrators will set SLO's with each individual teacher at the beginning of the school year.

Administrators will also be in classrooms on a weekly basis to monitor progress on individual and school wide goals. Teachers will receive feedback via handwritten notes or emails following each classroom visit.

The culture at DCIS at Ford will value providing frequent, constructive feedback. DCIS at Ford is committed to providing support to any staff member who is struggling to perform. However, DCIS at Ford retains the right to dismiss employees for unsatisfactory performance or for any reason at any time throughout the school year.

The school leader will collaborate with the other schools involved in innovative practices within the network. In addition, the school's leadership and Teacher Leaders will share lessons learned with schools interested in innovation status. Schools will be encouraged to visit DCIS at Ford, converse with teachers, students and parents regarding innovation status.

It is important to recognize teachers and staff on a regular basis, whether that's through thank you notes; recognition at faculty meetings; and communicating celebrations to the community through the monthly newsletter.

Teachers will be encouraged to attend conferences that support DCIS at Ford's vision and mission. Upon returning from a conference, teachers will present key insights to the staff. Staff interested in pursuing master's certification and Type D certification will be encouraged to do so.

## Compensation

The compensation package will have, as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. Contingent upon available funding, a stipend structure will be developed 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 Employee Handbook.

Teachers will be entitled to receive stipends (i.e. hard to serve, hard to staff, high performing and growth, exceeds expectation) through ProComp in accordance with SPF results for “high growth” and “high performance” and meeting Student Growth Objectives.

All full time employees at DCIS at Ford will participate in the Denver Public Schools Retirement System (DPSRS), now PERA. Should any staff or faculty member transfer from DCIS at Ford 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.

C. **Provide a detailed leadership succession plan which engages the school’s parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.**

DCIS at Ford will assure that the continuity of the new instructional system is maintained when school leadership changes. The leadership succession plan begins by thoroughly orienting all staff and families to the mission, vision, values, and instructional and intentional school culture systems in place at DCIS. As a result, all subsequent hiring and promotions at DCIS at Ford will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems. DCIS at Ford’s will consider both internal and external candidates should there be a leadership change.

When a leadership position is vacated at DCIS at Ford, a position description will be drafted by the SAC and immediate supervisor of the position. Recruitment using both DPS and external media will commence. Once qualified candidates are identified, a screening committee will be put together by the SAC to select candidates to be interviewed.

Interviews will be conducted by a team determined by the SAC. The interview team will include stakeholders in the DCIS at Ford community, including parents, teachers, community members, and SAC members. It is the intent of the SAC to ensure this process is transparent and collaborative. Feedback from these interviews will be used to make an appropriate hiring recommendation of one candidate to the District. A similar process will be followed if an Assistant Principal vacancy occurs.

Strong and consistent leadership is critical to the success of DCIS at Ford at raising student achievement for students in the FNE region. Therefore, it is essential that the Leadership Succession Plan ensure that the vision, mission, and core values of the school will be sustained through changes in personnel.

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

**Leadership and Governance Structure**

DCIS at Ford will have a School Accountability Committee (SAC) in place of the School Leadership Team. The function of this team will be dedicated to supporting the mission of DCIS at Ford in all aspects of school operations, including instruction. The SAC may include parents, administrators, and teachers. It may, as needed, divide into sub committees that work on specific tasks, such as attendance, literacy, uniforms, hiring for specific positions, etc. The School Accountability Committee is composed of the administrators, teacher leaders (one per grade level), a classified staff member, and up to five representative parents. The accountability committee will meet once a month. Its purpose is to monitor the school’s fulfillment of its vision, mission, goals and objectives. The committee is responsible for monitoring the school’s progress toward meeting its academic performance goals, non-academic performance goals, and its organizational and operational goals.

**Hiring Team**

A hiring team will be convened for each vacancy. The composition of the team will vary depending on the position that is being filled. Participants, to the extent possible, will include:

- School administrator(s)
- Teachers from the team where the vacancy is
- Support personnel (mental health, special education, intervention, etc.)

**School Intervention Team (Response to Intervention)**

The School Intervention Team will facilitate the Response to Intervention process at DCIS at Ford. The team will focus on high-quality instruction for all students, monitor student progress, support teachers in identifying interventions for students, help determine the progress monitoring tool, and evaluate the students response to the intervention.

Potential team members include:

- Parent/guardian
- Classroom teacher(s)
- Other general education teachers
- Special education staff
- Counselor, psychologist, social worker, nurse, student advisor
- School administrator

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

## **Parent Engagement**

The function of parent engagement is to promote the participation of parents in the education of their students, which is key to the achievement of academic success.

DCIS at Ford will create a sense of a “second home” for parents through a number of community-building activities to gain their support and prioritize the working with their students at home for academic achievement.

## **Planning Committee**

DCIS at Ford will create a Planning Committee whose parents volunteers will be representing and working with the school mission and vision in different ways.

Up to twelve Ambassador parents will be selected from the committee, four ELS-DAC parents, twenty ELA-PAC parents, and ten ISSN parents.

The Planning Committee will meet twice monthly at DCIS at Ford to organize, plan, share and communicate ideas and strategies for the upcoming month.

## **Events and Fundraising**

DCIS at Ford’s Planning Committee will organize events each month throughout the school year. Examples may include:

- Community Informative Meeting
- Family Night (students and their families come together for games, computers, and a raffle)
- Fundraising event (produced by the Planning Committee)
- Donuts with Dad / Muffins with Mom event (a morning drop-off social)

## **Parent Volunteers**

DCIS at Ford will create a system for parent volunteers that includes a database, regular reporting, and prioritization of specific areas in the schools where volunteers services are most valuable.

DCIS at Ford will seek and promote educational opportunities for volunteers to gain knowledge and leadership skills.

## **Outreach and Communication**

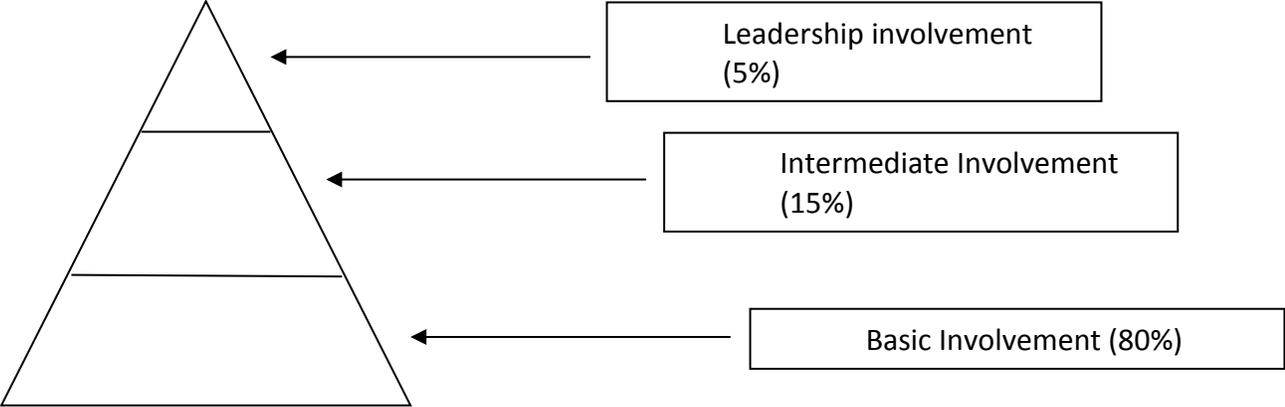
DCIS at Ford will create a solid outreach strategy through publication of a monthly newsletter, print, media, and the use of remote call and direct mail, to ensure that every household is informed and feels acknowledged.

## **Parent Leadership Team**

DCIS at Ford intends to have a position that serves to be a Community Relations/International Studies Coordinator. This person’s job is to advocate for the parents and to bridge the communication between school personnel and parents so that parents may be better involved in and informed about school events,

student progress, the educational system, etc. This staff member will have a Parent Leadership Team. This team's function is to serve as the **Intermediate** involvement group in the school.

Parent involvement at DCIS has three levels or tiers.



Basic: Parents get students to school on time. Students are well fed, have slept well, have been nurtured and come to school ready to learn.

Intermediate: Parents come into the building, interact with staff, participate in events (mostly non-academic), such as carnival, family literacy, volunteerism, advisory, etc.

Leadership: Parents may be asked to participate in the School Accountability Committee, Hiring Team or other leadership and advisory capacity.

The purpose of the parent leadership team is to engage the parents who are involved at the Basic level and move them to a point when they are participating in activities that lead to academic achievement. Additionally, the parent leadership team is a place or way to identify parents who are ready to participate at the leadership level: to identify them, invite them and instill trust in them so that they willingly participate in the school community.

Autonomy in scheduling and use of resources allows DCIS at Ford to dedicate space and staffing for parent education.

Additionally, use of Academic Parent-Teacher Teams instead of or in addition to traditional Parent-Teacher Conferences allows DCIS at Ford to leverage parental involvement to increase student achievement. APTTs have been successful at increasing student achievement and at involving a greater number of parents in other school districts.

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

Not Applicable

## INNOVATION: BUDGET

### Budget Narrative

In addition to what DPS traditionally funds, the attached budget includes funds for the following':

- One FTE for an International Studies/Community Relations Coordinator, a key individual that will serve as a part of the collaborative leadership team to assist the principal in developing the international studies design framework for the school, developing scaffolding and a strategic implementation plan for integrating the international studies tools for teachers into the fabric of instruction, and serve under the principal as the school's key liaison to ISSN and the community. This position will be contingent on continued participation in the Asia Society and International Studies Network.
- ISSN association costs
- The funding of one to four fieldtrips so that DCIS at Ford students gain a deeper understanding of the four domains central to the international studies program.
- Copying and printing of promotional and communication materials and a website upgrade

for providing effective communication to the community about the school's transformation.

- Participation of additional faculty members at ISSN Summer Institutes above the allowance provided through the ISSN association funding above.
- Professional Development for teachers to improve and enhance instructional practices to effect student achievement.
- Parent engagement activities that will support the communication and involvement of parents in the planning year.

### **Possible Additional Costs**

- ISSN travel and workshops
- Additional Mental Health Support
- Field Trips
- Additional Paraprofessionals
- Additional Curriculum
- Technology and programs

### **Allocation of Resources**

The school budget is dedicated to supporting students in the context of the school mission, which is to provide an equitable and excellent education so that all students meet or exceed district, state, and international studies standards. Through backwards planning from the graduation goal for every student in DCIS at Ford, the vision of the school is to prepare students to be college and career ready. The educational plan is to serve a diverse student body comprised of both neighborhood students and students who choose to enroll in the school with the highest level of instruction and support contextualized in developing global competence. The basic resources allocated to the school through Student-Based Budgeting provide the customary instructional, equipment, and material support for student learning. But all of the special items noted above are specifically dedicated to intensifying students learning experiences related to the school's mission, vision, and education program, either in providing direct additional experiences for the students that support and deepen their learning, or indirectly through developing the highest quality instruction through a teaching corps that is constantly improving in relation to the school's purposes.

The additional experiences provided for students will be generated by the person filling the role of International Studies Coordinator. He/she will develop and nurture partnerships with community businesses, non-profit organizations, and individuals who can work with students both in the classroom and beyond through anytime/anywhere learning in international or intercultural experiences. These will include additional experiences and learning through infused art, world languages, and service learning. The Coordinator will assist teachers in grounding these student opportunities in curriculum and standards as well as the four domains of global leadership described earlier in this proposal so that students' experiential learning is synergistic with classroom learning. The greatest revenue source for DCIS at Ford is the Student Based Budget (SBB) allocation. Staff salaries will be based on actuals.

DCIS at Ford will continue to receive the Tiered Intervention Grant (TIG) through the 2014-2015 school year. This Grant currently supplies the funding for staff pay for the extended day and school year.

### **Cost Savings**

DCIS at Ford will experience cost savings associated with budgeting using actual instead of averages and will apply those savings to additional staff, supplies, curriculum, professional development, stipends, and/or technology.

The school principal is ultimately responsible for the budget. However, the school has employed an Office Manager with expertise in budget management. The Office Manager coordinates financial processes including accounts payable/receivables, purchasing/receiving, journal entries and ledgers and account reconciliations.

The Office Manager works 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. She will prepare reports using spreadsheets and databases; research and analyze data/information and share relevant findings with school administration. The principal will meet regularly with this bookkeeper to review expenditures in light of budget revenues to make sure spending is in line. Support from district budget office will be requested as needed when any issues arise that present difficulties beyond the abilities of the office staff and principal to solve them. Several meetings with the school budget partner will be scheduled each year to make sure spending is on track and planning for the future is adequate.

## **INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS**

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

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

DCIS at Ford may maintain an In-School Suspension Room to support the social, emotional, or behavioral needs of students identified by the administrative and/or SIT team. This room may be staffed by one to three certified personnel, one paraprofessional, and supported by the School Counselor and Psychologist. DCIS at Ford will exercise the option to suspend/expel students who continually act in a manner that is unsafe to staff, other students, and themselves and continually disrupt the learning of other students. These decisions can be made as early as 6 weeks of intervention.

## WAIVERS

- XI. Describe the waivers you are requesting from DPS policies, collective bargaining provisions and state statutes. Clearly describe the replacement policies and practices that the school is proposing.
- A. Please complete **Appendix E**.

See Appendix E

## ADMINISTRATIVE AND FACULTY SUPPORT

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

## COMMUNITY SUPPORT

- XIII. Provide evidence of community support
- A. Provide a letter of support showing majority of members support innovation status from the school's CSC.

Not Applicable

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

## REQUIRED ATTACHMENTS

- Teacher Schedule ✓
- Student Schedule ✓
- Student Handbook ✓ (Outline Provided)
- Personnel Policies (OSRI?)

- Written Enrollment Documents and Forms Provided to Families (DPS?)
- Organizational Chart ✓
- Committee Descriptions (Included within the Application)
- By Laws (Not Applicable)
- Five-Year Budget ✓
- Evidence of Administrative Support (New School Hiring Agreement)
- Evidence of Faculty Support (New School Hiring Agreement)
- Letter of Support from CSC (Not Applicable – New School)
- Letters of Support from Community Based Organizations (To be Determined)

## APPENDIX A

# DCIS at Ford

### ***Request Waivers in Curricular Materials & Instructional Design***

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

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

#### **Instructional Design**

1. Building on overview of the school's research-based educational program described in section III, describe the innovative educational program that is being proposed as part of the school's innovation plan. Clearly articulate how it will lead to excellence in student achievement.

DCIS at Ford will develop and implement a customized educational program aligned with: the Asia Society's research-based guide for the development of an international studies elementary school program, *Ready for the World: Preparing Elementary Students for the Global Age*; the Common Core State Standards; and the academic needs of students in the FNE region of Denver.

#### **RESEARCH BASED EDUCATIONAL PROGRAM**

The current achievement at DCIS at Ford is unacceptable. It is imperative that an intense focus must be on developing literacy and math competencies that will allow them future success. Their ability to contribute to their communities in a way that will make a difference is dependent on this turnaround.

DCIS at Ford will develop and implement a customized educational program aligned with the Common Core State Standards, ISSN Performance Outcomes/GPS, research-based best practices, and the academic needs of students in the FNE region of Denver.

DCIS at Ford will implement sound, research-based instructional strategies, which have been proven to have a high impact on student learning and achievement.

DCIS at Ford will utilize the Asia Society's research-based guide for the development of an international studies elementary school program.

Innovations in the educational program will include replacement of DPS literacy and math curriculum and modifications to curriculum across the content areas to accommodate multi-lingual and multi-cultural learning experiences.

Curriculum materials (listed below) have been selected based on their proven effectiveness with students who have struggled in existing programs including minority students, students living in poverty, second language learners, and students with disabilities.

## **CURRICULUM OVERVIEW**

### **LITERACY AND MATH**

DCIS at Ford will continue to follow the DPS Scope and Sequence, which is aligned to Common Core State Standards. Teachers will move through the Backward Design Process to create exemplary unit plans. DCIS at Ford has selected curriculum in both math and reading that is research based and is proven to be impactful with student populations similar to the demographics of DCIS at Ford. We will implement the Uncommon Schools/Great Habits, Great Readers model for reading instruction and will use existing materials, to include MONDO and possibly Journeys- Common Core, specifically decodables for students not on grade level, partially due to the lack of phonics skills. DCIS at implements the Math in Focus curriculum for Math.

### **SCIENCE and SOCIAL STUDIES**

DCIS at Ford's instruction for social studies will address the Common Core State Standards and use DPS curricular materials as a resource.

2. Describe the research to support the proposed educational program and its effectiveness with the school's target population.

Literacy Research:

#### **MONDO**

The MONDO curriculum is an effective core reading program which includes explicit, systematic instruction in the five elements of reading (phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency), a basis in sound research, an assessment component, proven instructional strategies, and both whole-group and small-group instruction. MONDO's two central beliefs around their core reading approach are: All students can achieve high standards given sufficient time and support, and teachers hold the key to successful learning. Bookshop, Mondo's core reading program for Grades K-5, is the first core program to give teachers all the tools they need in order to carry out precise, personalized, and professional instruction for all students. The Bookshop Reading Program offers a complete, research-supported classroom package of high-quality student materials and teacher resources.

#### **Shared Reading**

The shared reading/read aloud strategy is an integral part of whole class instruction. Students at any ability level are able to engage in the reading process by reading a text with the teacher. Students practice reading strategies in a relaxed, non-competitive learning environment where risk-taking and mistakes are seen as a normal part of learning. During each subsequent reading, students take increased responsibility for reading the text themselves as their skills and confidence increase. Shared reading provides teachers with many

opportunities to model and reinforce fluent reading and to demonstrate strategies for integrating meaning and problem-solving unfamiliar words. Mondo offers a range of shared reading materials in a variety of formats: big books, CDs, charts, poems, songs, and transparencies.

### **Oral Language**

Research has shown that students must possess a strong oral language foundation to achieve literacy success. Low-language native English speakers and ELL speakers arrive at many grade levels with insufficient language knowledge to support learning. When structures within a text are beyond students' receptive capacity, students struggle. Effective programs for oral language development help students to understand that their thoughts can be spoken, written down, and read. The programs support students in developing the language and learning strategies necessary for both reading comprehension and writing composition. Mondo offers Let's Talk About It! Oral Language Reading & Writing Program, a sequential, structured approach for oral language development. The program includes a brief assessment to identify oral language proficiency and explicit, systematic lesson plans to develop oral language through small group instruction.

### **Guided Reading**

The guided reading instructional strategy provides opportunities to teach small groups of students with similar needs how to talk, read, and think purposefully about text. Guided reading involves grouping students at similar stages of reading development or those who need to acquire similar skills. Effective programs use assessment data to identify each student's starting point for instruction. Teachers play a critical role both in selecting appropriate texts and in teaching, observing, and supporting students as they use strategies modeled in shared reading to read a text independently. Mondo offers leveled texts for guided reading in various component arrays, including student book and magazine six-packs, classroom libraries, and kits. Fiction and nonfiction materials in a wide range of text types enable teaching at each student's precise instructional level.

### **Phonics**

The ability to decode is a critical element in reading success. Students who struggle with decoding and reading fluency are often left behind in whole class phonics instruction. In addition, they may be unable to practice and apply new phonics skills and strategies to increasingly difficult text. To meet the needs of diverse students, phonics programs must offer explicit, sequential, comprehensive instruction with ample opportunities to apply and practice phonics knowledge. Mondo's Bookshop Phonics program provides direct teaching of letter-sound relationships in a clear, research-based sequence.

### **Assessment**

Most reading programs claim to use assessment to drive instruction. However, many programs assess students to determine levels of risk and then allow the curriculum, rather than the data, to drive the instruction. Linking assessment to day-to-day instruction is key. Mondo's Bookshop Assessment uses formative data to place students on individual learning pathways so that student needs, not the curriculum, drive instruction.

### **JOURNEYS COMMON CORE (Houghton Mifflin Harcourt)**

With leading-edge digital tools and results-driven instruction, *Journeys Common Core* is a K–6 reading program with rigorous Common Core instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set *Journeys Common Core* apart as the Common Core reading curriculum of choice for educators across the nation.

### **Makes the Common Core Accessible to Every Student**

With Common Core-based instruction integrated into every unit and lesson, *Journeys Common Core* provides the resources needed to plan and assess effectively, as well as teach and engage students. The All-in-One *Journeys Common Core* student text puts the [Common Core State Standards](#) in the hands of every student so they take ownership and become immersed in their learning.

### **Builds a Knowledge Base to Read Complex Text**

As students progress, one of their most important challenges is learning from—and about—complex text. To prepare students for this challenge, *Journeys Common Core* focuses on repeated reading of complex text, developing academic vocabulary, and close-reading skills. For each selection in *Journeys Common Core*, teachers will find a [text complexity rubric](#), which provides an at-a-glance guide to the complexity of the selection text.

### **Energizes the 21st-Century Student**

*Journeys Common Core* uses cutting-edge [digital learning](#) tools, including mobile apps and interactive whiteboard lessons to help teachers maximize their effectiveness and gets students engaged and excited about learning.

### **Gives You Time to Teach**

*Journeys Common Core* gives you Time to Teach by providing easy-to-manage resources that will help minimize planning. All your Common Core instruction is in one place, with everything you need to make planning easy for all of your students. This includes the All-in-One Student Book and the [All-in-One Teacher's Edition](#)—both in print and online.

### **Differentiating to Help Every Child Succeed**

Scaffolding and differentiation are part of everyday instruction in *Journeys* to ensure the needs of every child are met. Multiple opportunities for differentiation include [Write-In Readers](#) with extra support for emergent, reluctant, or struggling readers.

### **Comprehensive Assessment Tools**

Comprehensive [assessment](#) tools help monitor student progress, including the new assessment app that allows for real-time information. Going online with a computer or tablet device, students will be able to

practice their reading skills through a series of daily practice activities and quizzes that will help them prepare for PARCC and SBAC.

### **Math in Focus**

The Singapore Approach is the US Edition of Singapore’s most widely used program today. It is an innovative program for grades K-5 that focuses on problem solving, and helps students learn concepts and skills, understand the how and the why.

Data from the TIMSS (Trends in International Mathematics and Science Study) has shown that the United States has been surpassed internationally in its mathematical performance (Gonzales et al., 2004). In contrast, Singapore’s students have consistently been top performers in the TIMMS assessment.

The reason Singapore Math works is because the program has a consistent and strong emphasis on problem solving. Other elements that contribute to the program’s success include the program’s focus on and support for building skills, concepts, and processes and its attention to developing students’ metacognition and positive attitudes to mathematics. Students are given opportunities to reflect on their thinking, communication, and problem solving so that they can apply these skills to varied problem solving activities. The Singapore Ministry of Education uses a pentagon with problem solving in the center to represent the elements of its program.

How Singapore math increases the emphasis on problem solving within its curricula is the key to its success. The program begins with a curriculum that includes fewer topics, but reaches greater depth at each level. The multi-page and multi-day lessons build students’ knowledge systematically and thoroughly. Hands-On activities with manipulatives and extensive skills practice also contributes to student mastery. The use of visual representations builds students’ skills and their conceptual understanding.

To engage all students, Singapore math uses minimal text and simple, direct visuals. As a result, all students, regardless of language skills, focus on the math lesson.

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. This use of scaffolding is found throughout the program. Students are given increasingly more intricate problems for which they draw on prior knowledge as well as recently acquired concepts and skills as they combine problem solving strategies with critical thinking skills. In summary, Singapore math is successful because the program uses a focused, coherent syllabus that integrates concepts and skills in a concrete to pictorial to abstract way, all while emphasizing problem solving.

### **Curricular Materials**

1. Explain how the proposed non-adopted material is research-based for the school’s population.

Innovation status will be used to implement a comprehensive international studies education program that aligns to the Common Core State Standards. Curricular materials have been selected based on

their proven effectiveness in producing academic gains with students who have struggled in existing programs including minority students, students living in poverty, English language learners, and students with disabilities.

By aligning the curriculum to state standards, DCIS at Ford will minimize the impact of student and teacher mobility on student achievement gains.

All curricular materials will be available in both English and Spanish for dual language instruction. In addition, accommodations and differentiation will be provided as necessary to ensure that all students access the curriculum.

As previously described, the DCIS at Ford curricular materials were chosen for their proven record of effectiveness in producing academic gains with diverse student groups including minority students, students living in poverty, English language learners, and students with disabilities.

2. Detail the total purchase cost of the proposed non-adopted material and the source of funds for each year of operation.

Future curricular materials will be purchased directly with money that is allocated for centrally provided curriculum materials, grant revenue, and/or the school-based budget.

The cost of these materials (Journeys CC) will be determined by the number of students requiring this support, not to exceed \$80,000 of the school-based budget.

## APPENDIX B

### Request Alternative Benchmark Assessment Program

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

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

1. Identify *valid and reliable* assessments your school proposes to use to assess student learning needs and progress throughout the year. Explain how these assessments align with the school's curriculum, performance goals and state standards.

DCIS at Ford is waiving the DPS Math, Reading, and Writing Interims. In their place, we will administer the Short Cycle Assessments and participate in the SCAN process. The ELA and Math Short Cycle Assessments will be given following the timeline provided by the network. These assessments are created using the Common Core Standards and DPS Scope and Sequence.

DCIS at Ford will administer the CDE required annual summative assessments: TCAP, WIDA W-APT/ACCESS, and CBLA. We will implement the Short Cycle Assessments and participate in the SCAN process for ELA and Math. In addition, all students, grades K-5 will be assessed in the fall and spring using an approved assessment, which may be STEP, DRA, and/or other assessments to assess reading skills and comprehension. Kindergarten students will be assessed three times a year in the fall, mid-year, and in the spring. DCIS at Ford will waive the implementation of the DPS District Interims.

The DIBELS benchmark assessment will be given in the fall, winter, and spring. A benchmark team will be convened for these three benchmarks. Classroom teachers will progress monitor throughout the year. The data will be entered into a database system to identify students in need of additional supports.

2. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.

DCIS at Ford will follow the Data-Driven Cycle implemented by the Uncommon Schools. The school will participate in the creation of the assessments with the SCAN network, allow teachers to preview the assessment prior to planning instruction, analyze and adjust throughout the unit, and then assess students mastery of the standards. After analyzing the SCAN data, teachers will create reteach plans to address any misunderstandings or lack of mastery. Students goals will be created based on the data and they will be monitored continually for learning.

DCIS at Ford will analyze all assessments through the data cycle- Analyze, Plan, Implement, Evaluate, Adjust.

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

As stated above, benchmark, interim, and progress monitoring assessments will be given on a continual basis. During weekly data team meetings, teachers will analyze their student data to guide their instructional decisions. Teachers will create 6-week instructional goals for their students and determine next steps. Parent Teacher Conferences and/or Parent Teacher Academic Teams will be held once each trimester. In addition, the school will hold Parent Data Nights at least twice a year. The purpose of both of these engagements is to share student data and create partnerships with parents in their child's education.

4. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The identified Teacher Leaders will be involved in the SCAN, the administration team, and other professional staff members as appropriate.

**APPENDIX C**  
**Request Alternative Graduation & Promotion Standards**

Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The teacher will inform administration when considering retention and will confer with the parents about the students progress by March 1<sup>st</sup> of the current school year, additional conversations will occur April 15<sup>th</sup>, and June 1<sup>st</sup>. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended by the teacher to the principal and/or administrative team and guardian.

If the administrative team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the administrative team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.

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

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation polices are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

**APPENDIX D**

**School Performance Framework Goal Setting Worksheet**

<b>DPS School Performance Framework Indicators</b>	<b>Innovation School Annual Achievement Goals and Measures</b>
<b>Academic Performance &amp; Success</b>	
<p><b>Student Growth Over Time Toward State Standards</b>, including the following measures:</p> <ul style="list-style-type: none"> <li>• TCAP and other assessments chosen, including assessments in compliance with the Colorado READ Act</li> </ul>	<p>All students will be assessed at the beginning of the year using DIBELS. Those who are performing on grade level will be expected to make one year’s growth in reading. Those who are performing below grade level will be expected to make 1.5 years of growth in reading.</p>
<p><b>Student Achievement Level/Status</b>, including the following measures:</p> <ul style="list-style-type: none"> <li>• TCAP and other assessments chosen, including assessments in compliance with the Colorado READ Act</li> <li>• WIDA</li> <li>• Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups)</li> </ul>	<p>Students at DCIS at Ford will be expected to meet the End-of-Year expectations set by the network.</p> <p><b>TCAP and OTHER TARGETS: See Section 6-Academic Achievement Goals and Gains</b></p>
<p><b>Post-Secondary Readiness</b> (for high schools), including the following measures:</p> <ul style="list-style-type: none"> <li>• Colorado ACT scores</li> <li>• Graduation rate</li> <li>• College acceptance rate</li> </ul>	<p align="center">Not applicable.</p>
<p><b>Student Engagement</b>, including the following measures:</p> <ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Student satisfaction</li> </ul>	<p>The attendance rate will be at 96% or above.</p> <p>Student satisfaction will increase by 10% or more each year as measured by the district’s Student Perception Survey.</p>
<p><b>School-Specific Educational Objectives</b> (must be based on <i>valid, reliable</i> measures)</p>	<p>DCIS at Ford will reduce the amount of referrals and suspensions by 25% after year one of this 3-year plan.</p>
<b>Organizational &amp; Financial Viability</b>	
<p><b>School Demand</b>, including the following measures:</p> <ul style="list-style-type: none"> <li>• Enrollment rate</li> <li>• Re-enrollment rate</li> <li>• Continuous enrollment rate</li> </ul>	<p>DCIS will meet its enrollment projections.</p> <p>DCIS will meet or exceed district averages for re-enrollment and continuous enrollment rates.</p>
<p><b>Financial</b> Fundraising goals Reserves Other</p>	<p>These decisions will be made by the Community Relations Coordinator along with staff members, administration, and Parent Advisory Committee.</p>
<p><b>Leadership &amp; Governance Quality</b></p>	<p>DCIS will demonstrate sound leadership demonstrated through satisfactory leadership evaluations that will be</p>

	conducted by DPS (LEAD) and EdLabs (Blueprint), with feedback from the School Accountability Committee.
<p><b>Parent &amp; Community Engagement</b>, including the following measures:</p> <ul style="list-style-type: none"> <li>• Parent satisfaction</li> <li>• Parent response rate on DPS Parent Satisfaction Survey</li> </ul>	<p>Parent satisfaction will be at or above 25% for the first year and increase 10% or more each year thereafter as measured by the district's Parent Satisfaction Survey.</p> <p>Parent response rate will be at or above 50% or more.</p>

**APPENDIX E**  
**Waiver Request Template**

<b>APPENDIX E BOARD POLICY WAIVERS</b>		
<b>Policies Waived</b>	<b>Areas of Impact</b>	<b>Replacement Policies and/or Practices</b>
<b>BDFH: Collaborative School Committees</b>	School Governance	<ul style="list-style-type: none"> <li>The School requests waivers from policy BDFH.</li> <li>As described in the Innovation Plan, the School's Collaborative School Committee will be replaced by the School Accountability Committee (SAC) to support the implementation of the Innovation Plan.</li> </ul>
<b>Article 5-4: School Leadership Team</b>	Management	<ul style="list-style-type: none"> <li>The School requests a waiver from Article 5-4, the creation of a School Leadership team. In its place, we will have a School Accountability Committee (SAC).</li> </ul>
<b>Article 8: Professional Development (FINE)</b>	Calendar/Schedule	<ul style="list-style-type: none"> <li>The School will waive Article 8 in its entirety. We will do the following:               <ul style="list-style-type: none"> <li>8-1: The contract year may be extended up to 9 days.</li> <li>8-1-1: Newly hired teachers may be required to attend pre-session orientation meetings and all teachers may be required to attend pre-session PD. The Principal will determine the rate of pay. The number of days will not exceed 5.</li> <li>8-1-2: The use of non-contact days will be determined by the administrative team and will be in conjunction with the DSSN calendar.</li> </ul> </li> </ul>
<b>CFBA: Evaluation of Evaluators (Article 10)</b>	Human Resource Management: Teacher Evaluation	<ul style="list-style-type: none"> <li>The School requests waivers from policy CFBA.</li> </ul>
<b>DF: Revenue from Non Tax Sources</b>	Budget	<ul style="list-style-type: none"> <li>The School requests waivers from policy DF.</li> </ul>
<b>DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships</b>	Budget	<ul style="list-style-type: none"> <li>The School requests waivers from policy DF-R.</li> </ul>
<b>GBEBA: Staff Dress, Accessories and Grooming for Certificated Staff</b>	Human Resource Management: Dress Code	<ul style="list-style-type: none"> <li>The School requests waivers from policy GBEBA.</li> <li>The School has the authority to establish its own policy for staff dress and grooming, which will be described in the Employee Handbook.</li> </ul>

<b>(Teachers)</b>		
<b>GBEBA-R: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers) Procedure</b>	Human Resource Management: Dress Code	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GBEBA-R.</li> <li>• The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.</li> </ul>
<b>GBEBB: Dress Code for Non Teaching Staff</b>	Human Resource Management: Dress Code	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GBEBB.</li> <li>• The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.</li> </ul>
<b>GCB: Professional Staff Contracts &amp; Compensation</b>	Human Resource Management: Hiring, Compensation, Job Descriptions	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCB.</li> <li>• The School has the authority to issue its own employment offer letters. The School’s letter will outline the terms of employment.</li> <li>• The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</li> <li>• The School will meet minimum statutory requirements.</li> </ul>
<b>GCF: Professional Staff Hiring</b>	Human Resource Management: Hiring	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCF.</li> <li>• School has the authority to establish personnel policies that will be outlined in the Innovation Plan and in the School’s Employee Handbook.</li> <li>• The School shall determine the start date for recruitment of staff vacancies.</li> </ul>
<b>GCID: Professional Staff Training, Workshops and Conferences</b>	Human Resource Management: Professional Development	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCID.</li> <li>• The School has the authority to develop and implement its own professional development program that supports the educ plan.</li> <li>• The School retains the option to participate in any professional development programs offered by the District.</li> </ul>
<b>GDD: Support Staff Vacations and Holidays</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GDD.</li> <li>• The School has the authority to develop its own policies and procedures for granting staff</li> </ul>

		vacations and holidays, which will be outlined in the Employee Handbook.
<b>GDJ and GDJ-R: Support Staff Assignments and Transfers (including Facility Managers)</b>	Human Resource Management: Staff Assignments and Transfers	<ul style="list-style-type: none"> <li>• The School requests waivers from policies GDJ and GDJ-R.</li> <li>• The School has the authority to develop a process to make decisions regarding staff assignments and transfers within the school.</li> <li>• In collaboration with the District’s Department of Human Resources, the School has the authority to develop a process for current employees to apply for District assignments for which they are qualified.</li> </ul>
<b>GDK: Support Staff Schedules and Calendars</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GDK.</li> <li>• The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</li> </ul>
<b>GDQD-R: Procedures for Dismissal of Full-Time Classified Employees</b>	Human Resource Management: Dismissals	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GDQD-R.</li> <li>• The School has the authority to develop its own policies and procedures to dismiss full-time classified staff.</li> </ul>
<b>GDO: Evaluation of Support Staff</b>	Human Resource Management: Staff Evaluation	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GDO.</li> <li>• The School has the authority to develop its own policies and procedures for evaluating the performance of support staff.</li> </ul>
<b>IC/ICA: School Year/School Calendar</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IC/ICA.</li> <li>• The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</li> </ul>
<b>IE: Organization of Instruction</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IE.</li> <li>• Following the District’s approval process as described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IEA: Alternative Grade Level Organization in</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IEA.</li> <li>• The School has the authority to adopt a grade</li> </ul>

<b>Neighborhood Schools (K-8 Policies)</b>		level configuration that aligns with the Innovation Plan.
<b>IF: Voluntary School Initiated Designs</b>	<ul style="list-style-type: none"> <li>• Calendar &amp; Schedule</li> <li>• Education Program</li> </ul>	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IF.</li> <li>• Following the District’s approval process as described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed minimum standards of the District and state.</li> </ul>
<b>IGA: Curriculum Development</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IGA.</li> <li>• Following the District’s approval process as described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IGD: Curriculum Adoption</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IGD.</li> <li>• Following the District’s approval process as described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IIA.</li> <li>• Following the process described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IIA-R: Instructional Materials (Textbook) Procedures</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IIA-R.</li> <li>• Following the process described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and</li> </ul>

		<p>textbooks.</p> <ul style="list-style-type: none"> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IJJ: Instructional Materials (Textbooks) Selection or Adoption</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IJJ.</li> <li>• Following the process described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IJJ-R: Instructional Materials (Textbooks) Selection or Adoption Procedures</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IJJ-R.</li> <li>• Following the process described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IJOA: Filed Trips</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IJOA.</li> <li>• The School will develop and implement procedures to conduct field trips and extended day excursions.</li> </ul>
<b>IJOA-R: Field Trips (Guidelines for Extended Excursions)</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IJOA-R.</li> <li>• The School will develop and implement procedures for field trips and extended day excursions.</li> </ul>
<b>IKB: Homework</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IKB.</li> <li>• The School has the authority to develop and implement a homework policy that supports the education program described in the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IKE: Promotion, Retention and Acceleration of Students</b>	Graduation and Promotion	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IKE.</li> <li>• The School has the authority to adopt a policy for promoting, retaining, and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or</li> </ul>

		exceed the minimum standards of the District and state.
<b>IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures</b>	Graduation and Promotion	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IKE-R.</li> <li>• The School has the authority to adopt a policy for promoting, retaining, and accelerating students that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</b>	Human resources	<ul style="list-style-type: none"> <li>• The school has the authority to establish policies and procedures on teacher leave and corrective action, as outlined in the Employee Handbook.</li> </ul>
<b>GCF</b>	Human Resources	<ul style="list-style-type: none"> <li>• The school has the authority to dismiss any teacher in accordance with the schools employment terms and personnel policies as outlined in the Employee Handbook.</li> </ul>
<b>Reduction in Force (RIF) Article 20: Procedures for Conducting Reduction in Force</b>	Human Resources	<ul style="list-style-type: none"> <li>• The administrative team shall determine procedures for conducting Reduction in Force. The administrative team will consider LEAP evaluations, Student Perception Surveys, parent satisfaction, commitment to the mission and vision, and Professionalism.</li> </ul>
<b>Teacher Evaluation (Article 10): Describes the Evaluation Process for Teachers</b>	Human Resource Management: Teacher Evaluation	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 10.</li> <li>• The School has the authority to create its own evaluation system, provided such system meets the standard provisions of SB 191.</li> <li>• The Principal, administrators, and others designated by the principal, may conduct LEAP and other observations after passing the LEAP training and exam.</li> <li>• The School has the authority to adopt its own remediation plan to support teachers and the implementation of the Innovation Plan.</li> </ul>

## APPENDIX F

### Successful International Studies Schools

#### John Stanford International School in Seattle, Washington

An award-winning Seattle public elementary school (K-5), John Stanford Int'l School offers a dual-language **immersion** program to all students and **multi-media technology instruction and state-of-the art technology** throughout the building. Students in this school videoconference with students in Japan and Mexico. 80 to 90% of their third, fourth and fifth grade students score proficient or advanced in their state assessment for reading and math. <http://www.jsisweb.com/>

#### Richmond Elementary School in Portland, Oregon

Students are immersed in Japanese beginning on their first day of kindergarten. The school follows the Oregon State Curriculum in a 50/50 Japanese/English **immersion** model. In the fifth grade, students participate in a **cultural exchange**, hosting Japanese students and then traveling themselves to Japan. 93 to 98% of their third, fourth and fifth grade students meet or exceed, the majority exceeding, their state assessment standards for reading and math. <http://www.pps.k12.or.us/schools/richmond/>

#### Sunset Elementary School in Miami, Florida

This national Blue Ribbon school has won the Goldman Sachs Foundation prize for excellence in **international education**. Students receive two and a half hours of foreign language instruction in French, German or Spanish in addition to the state curriculum. It functions as a **collaborative effort** with the Ministries of Education of Spain, France, and Germany. 95 to 97% of their students are meeting high standards in reading and math according to their state assessment. <http://sunset.dadeschools.net/>

#### Independence Charter School in Philadelphia, Pennsylvania

This school won the Goldman Sachs Foundation Prize for excellence in **international** education. They are known for their programming for **diverse student needs**. They have a great **language** learning model, work with a challenging set of inner city students, and are very student-focused in their school design. <http://www.independencecharter.org/>

**APPENDIX G**  
**DCIS at Ford ProComp Incentives**  
**Proposal for Future Consideration**