

INNOVATION SCHOOL APPLICATION



Noel Community Arts School

April 1, 2014

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
750 Galapago St.

INTRODUCTION

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

A. Provide your school's name.

Noel Community Arts School
5000 Crown Blvd.
Denver, CO 80239
720-424-0820

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

Stacy Miller, Principal

C. Date application submitted.

April 1, 2011

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

1. Describe how the development of the plan was completed.

The Denver Public School Board approved the development of a new school in the Far North East region of the district in the Noel Middle School Facility. The community expressed a strong desire for the new school to focus on rigorous academics, the community, and the arts.

Denver Public Schools recruited and identified the principal of the highest growth middle school in the district to develop the new school. The principal, in turn, identified an assistant principal with a Masters degree in integration of the arts in the curriculum. The new Instructional Leadership Team ILT worked collaboratively with the OSRI staff and external consultants to develop an innovation plan for the new school.

2. Detail who participated on the design team.

Stacy Miller, Principal

Ligia Gibson, Assistant Principal
Allen Smith, Deputy Director of the FNE
Matt Spengler, EdLabs, Harvard
Jeanette Cornier, Innovation Consultant
Amy Asper, Communications Specialist
Noemi Donoso, Director of the Office of School Reform and Innovation

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

Stacy Miller, Principal – Leadership, Vision, Principal Plan Development
Ligia Gibson, Assistant Principal – Instructional Leadership Team ILT, Plan Development
Allen Smith, Deputy Director of the FNE – Review and input, FNE coordination
Matt Spengler, EdLabs, Harvard – Input on EdLabs components, review of overall plan
Jeanette Cornier, Innovation Consultant – Writing and revising plan based on input
Amy Asper, Development of communication and community engagement plans
Noemi Donoso, Director of the Office of School Reform and Innovation – Support

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

Not Applicable – New School

Summary of Innovations

The Noel Community Arts School plan includes the following innovations:

EDUCATION PROGRAM

- an arts infused education program, modifying DPS curricula and instructional materials
- project-based, experiential learning and artistic demonstration of knowledge and skills
- promotion and acceleration of students based on Instructional Leadership Team ILT determination
- short cycle assessments and data driven decision making

TIME

- extended day (from 7 to 8 hours) and year (from 171 to 181 days)
- additional professional development time for teachers to integrate arts into the curriculum
- schedule of days off and late starts/early releases based on school needs

PERSONNEL

- at-will employment of all teachers and non-teaching staff

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

BUDGET AND OPERATIONS

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

A. State the vision of the school.

- NCAS inspires and equips the next generation of artists, innovators, and activists by meaningfully integrating the arts into all content areas and learning environments.
- Faculty and students use creative practices and the arts to deepen and broaden mastery of academic content, allowing students to express ideas and take initiative both in the classroom and throughout the broader community.
- NCAS faculty utilizes feedback, reflection, collaboration, intentional planning, and the use of data as essential components of the instructional model at NCAS.
- NCAS will foster a culture that values both individualization and community so that all members of the NCAS community will be valued, accepted and encouraged.

B. State the mission of the school.

Noel Community Arts School prepares students for success in college and career by ensuring high achievement and creative thinking through rigorous academics and meaningful application of the arts.

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

NCAS will serve 6th through 12th grade students in the Far Northeast (FNE) region of Denver. It will open in the 2011-2012 school year with 200 students in grades 6 and 9. NCAS will target students in the FNE community with an interest in the arts and creative expression.

Demand for schools that successfully demonstrate high student performance corresponds to the fact that 80% of today's professional jobs require education beyond high school, (Colorado Department of Labor). Optimal student engagement is required to develop skills involving problem-solving in real world experiences, to develop creative talent to compete in a global market and to build intellectual capacity that subscribes to thinking, speaking and writing. The tremendous responsibility to extend academic connections and engagement for students in Denver Public Schools is an endeavor that compels stakeholders to direct secondary students to realize and pursue post secondary education.

Within the FNE area of Denver, there is a strong demand and need for schools that offer excellent educational opportunities. Currently, students in the region are among the lowest performing in the district. In addition, the community does not have an option for students to attend a school that recognizes the benefits of harmonizing high

academic performance with artistic creativity. NCAS will provide students in the FNE region with an opportunity for intensive, academically rigorous programming that complements a robust arts focus. This harmony of academic and arts will combine purposeful aim to maximize each student's individual and collective capacity.

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

Noel Community Arts School guiding purposes and priorities:

- Increase academic growth and achievement (CSAP and interim assessments)
- Close academic growth & achievement gaps in reading, writing, & math (minority, FRL, ELL)
- Engage students in arts and creativity (arts courses and community involvement)
- Invest in teacher effectiveness
- Language development and communication skills (language acquisition)
- Build community within and among school (civic engagement and participation)
- Prepare for college and/or career (grad rate, % college w/o remediation, employment)

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

At Noel Community Arts School we place the highest value on teacher effectiveness and student achievement. We will have a culture in which all stakeholders including leaders, teachers, staff, students and parents promote an environment that continues self learning and enhances the learning of others. We will challenge students to realize their limitless futures. We will do this through our belief that building academic capacity in students will help them to increase their critical thinking, creativity, communication and collaboration skills. Their academic experience will incorporate artistic opportunities for students to develop their passion which will help motivate student learning and enrich the environment. We challenge students to actualize academic, personal and artistic goals while developing intrinsic motivation to contribute to, engage in, and appreciate the global community.

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

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

The NCAS vision of an inspiring educational experience that fosters individual creativity and community collaboration with the mission of preparing students in the FNE region of Denver for college and career success through rigorous academics and meaningful application within the arts support the DPS mission by ensuring that students in the FNE region, a region

that has demonstrated persistent low performance, have the opportunity to achieve the knowledge and skills necessary to succeed.

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

The following challenges can be barriers to achievement for students in Denver's FNE region:

Lack of high expectations and rigorous academic curriculum

Lack of engaging educational options that ignite student's interest in learning

Lack of safe and healthy environments for learning

Lack of a community of respect and caring that fosters individualization and creativity

Lack of effective teachers and leaders to provide intensive interventions and accelerate learning

Lack of instructional time needed to close existing achievement gaps and provide rich and engaging learning opportunities

Lack of control over resource allocation at the school level to ensure that resources are focused on achieving the school mission

Innovation status will allow NCAS to: 1) offer educational programming that is academically rigorous, customized to the learning needs of students, and infuses the arts to offer engaging applications of concepts, critical thinking, and creativity; 2) create conditions necessary for students to receive intensive support essential to access a rigorous college prep curriculum and perform on grade level; 3) select effective teachers and leaders to provide intensive and customized support to every student; 4) create conditions necessary to support teachers and leaders to deliver the highest caliber learning experience; 5) provide extended learning time for all students to allow for intensive interventions in reading, math, and language development as well as rich and engaging arts experiences; & 6) leverage financial resources to maximize the impact of spending on student achievement, critical thinking, creativity, communication, and collaboration.

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

NCAS will leverage innovation status to improve the school culture and achieve the vision and mission by: 1) fostering a unified focus on student achievement; 2) hiring staff who embrace the mission and vision of the school; 3) providing time for teacher collaborative planning, reflection and creativity, 4) creating a collaborative culture where educators, community members, parents, and students work together as a community of learners; 5) establishing partnerships with arts and business organizations; 6) using financial resources creatively to provide incentives, support the development of student leadership, perseverance, and aspirations, and offer a variety of innovative learning opportunities outside of the classroom; and 7) increasing accountability and investment in student achievement through flexibility, autonomy, and transparency.

INNOVATION: EDUCATION PROGRAM

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

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

Arts integration is a research-proven approach to increasing academic achievement and creative thinking as well as improving attitudes, attendance, and behaviors related to school and workplace success¹. NCAS will use an approach similar to that of successful arts integration schools² to design curriculum that is aligned with rigorous academic standards and developed collaboratively by teams of cross-curricular teachers to allow for deep exploration of concepts and application of skills.

NCAS will develop its research-based, arts-infused, educational program to align with the Colorado P-12 Academic Standards and the key concepts of the DPS curriculum. The education program will: 1) be customized to address the specific learning needs of enrolled students by employing research-based strategies for closing achievement gaps for minority students, students living in poverty, English language learners, and exceptional students needs; 2) provide rigorous academic content as well as project-based applications to increase higher order thinking; 3) infuse the arts into the core curriculum and electives to foster creativity, engagement, and artistic expression; and 4) provide deep courses of study in the arts.

A convergence of research on professional learning communities indicates that engaging teachers in the collaborative development and monitoring of curriculum, instruction, and formative assessments results in significantly improved academic achievement outcomes and a positive learning environment³.

Teachers in all subjects and grades will work collaboratively to develop short cycle assessments and pacing guides each year. Assessments and pacing guides will be initially developed using the current CSAP frameworks and DPS curriculum as a starting place. This will be evaluated through daily collaborative grade level teaming. This will be call Collaborative Action Planning, CAP. Attached is a weekly schedule. NACS 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

¹ Thomas S. Kenan Institute for the Arts. (January, 2001). The arts and education reform: Lessons from a 4-year pilot of the A+ Schools program

² Berkshire Arts & Technology Charter Public School. (2009-2010). Annual Report. www.bartcharter.org

³ Schmoker, M. (2006). *Results NOW*. Alexandria, VA: Association for Supervision and Curriculum Development

compensation decisions in lieu of SLO's. In order to meet this goal the school will: participate in the short-cycle assessment process as described below.

Goals will be monitored every six weeks using common formative assessments developed by content teams and progress will be reported to students and parents. In addition, teachers will develop common formative assessments to monitor weekly progress on CCSS. Content level teams will meet weekly to discuss student progress on CCSS and to design instruction to address student learning needs.

A backwards design model that begins with the CCSS will be used to drive lesson planning and pacing. Student learning will be guided through instructional delivery that provides differentiation in instructional pace and addresses the needs and requirements for students receiving English as a Second Language, Gifted and Talented, and Special Education services.

Daily lessons will include content goals and process goals that are directly linked to the short cycle assessments. In addition, lessons will have specific agendas that lead to meeting the goals of the lesson. All planning will be done in collaborative teams of content and arts teachers.

In addition, curriculum for arts classes has been selected based on the state and national standards. Courses will include: band, orchestra, creative writing, choir, dance, PE, film, visual arts and digital arts. All students enrolled in NCAS will take a minimum of one intensive art class and will have opportunities to further explore the arts in core content classes, electives, and out of school time programs.

Beginning entry into NCAS, each student will have an individual career and education plan that guides them through their next 7 years of education, preparing them for college or career. The plan will assure their path into rigorous study and progressive steps toward postsecondary education. Beginning in 8th grade, students will be advised on their credit path through their quarterly appointment with learning family leaders, student advisors and college counselors to focus their graduation and continued school path.

Students in middle school will be provided with opportunities for progression through coursework when they reach proficiency. Students will not be limited to curriculum only for a given grade level. Instead, all students will have opportunities to participate in advanced course offerings in the core curriculum or the arts.

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

NCAS will implement innovations in the educational program and approach, using research-proven arts-infused core curriculum to increase student engagement and achievement, customized interventions designed or selected by the school to close achievement gaps, and deeply engaging arts experiences to inspire students and connect them with the global community.

The NCAS educational program is built on the following assumptions:

- Aligning NCAS curriculum to key concepts in the CCSS will: 1) ensure that students graduate prepared for postsecondary success; 2) increase student success on state and district assessments; and 3) provide continuity for students who transfer among DPS schools
- Implementing the DPS core with fidelity may increase achievement from its current level but will not likely result in the dramatic gains necessary to close existing learning gaps for students in the FNE region
- Providing an interdisciplinary examination of the arts and hands-on, project-based applications of academic concepts will increase engagement, achievement, and high order thinking

NCAS will set clear learning goals mapped to essential standards, provide engaging arts-infused curriculum, develop foundational academic skills as well as higher order thinking through a combination of research-based direct instruction and inquiry approaches, continually monitor student achievement and adjust instruction, and develop communication and collaboration skills of students and staff.

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

The NCAS culture:

- Consistent high expectations and achievement
- Continuous learning and growth
- Creative thought and expression
- Collaboration and teamwork
- Caring, kindness, and respect
- Leadership and perseverance
- Individual accountability for community success

The NCAS learning environment:

- Collaborative learning communities
- Flexible grouping for instruction and intervention
- Project-based, experiential learning opportunities
- Artistic and creative demonstration of knowledge and skills

Innovations:

NCAS will create this culture and learning environment by extending the day and year in order to provide the time for collaborative learning communities where: 1) students engage in hands-on, collaborative art projects that apply academic

concepts and critical thinking skills; and 2) teachers collaborate daily, analyzing student data, designing instruction, learning together and developing projects to challenge students.

The NCAS educational program will focus on engaging students in academic learning through a rigorous arts-infused core curriculum and extensive enrichment and intervention for all students. The PBIS system will be used to teach all students the expectations and culture of the school. Positive Behavior Intervention and Support (PBIS) will be consistently taught and reinforced by all teachers and adults within the school.

NCAS will hire and develop teachers who are committed to the NCAS vision and mission and who have the knowledge, skills, disposition, and drive to contribute to the NCAS learning community. Teachers will model caring, collaboration, creativity and will have an unyielding belief in the capacity of students for learning and achievement.

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

Due to the nature of the arts-infused curriculum, class sizes at NCAS will be smaller than the DPS average. Each class will be approximately 25 students in core classes, with a desired enrollment of 100 students in all grades. Intervention classes will be provided to smaller groups of students and will allow for individualized instruction and support.

RTI Plan: All students that are not yet proficient in reading, math or English language development will receive an intervention during the school day in place of a second arts class. Students will be assessed throughout the year to determine what intervention is needed. Reading and math interventions will be available to all students and if the need is present students will receive two intervention classes during the school day. Intervention class assignments will change quarterly based on student data. Specific interventions will be adjusted by the intervention teacher based on weekly progress monitoring data.

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

Based on the demographics of the FNE region, NCAS anticipates a significant population of English Language Learners (ELLs). All NCAS core teachers will be ELA qualified through the District and will provide research-proven sheltered instruction (SIOP) for ELLs that will ensure strong language supports in all core classes. ELL's who are NEP or LEP will also receive an additional 60 minutes of English Language Development support every day. All instruction will be in English with appropriate support and scaffolding from highly qualified instructors.

Innovations:

NCAS will hire, supervise, and evaluate all teachers including teachers that will support ELLs.

NCAS will adapt core curriculum, modify instruction and assessments, and select interventions that align to the needs of enrolled students and the mission of the school.

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

NCAS will provide students with disabilities with appropriate accommodations, interventions, and special education services to meet their individual needs. Students with mild or moderate disabilities will receive support from a licensed special education teacher hired by NCAS. The special education teacher will work with core academic and art teachers to provide appropriate instructional strategies and accommodations as well as providing direct intervention services to students as needed.

NCAS will also offer a center based program for students with disabilities who have significant cognitive disabilities. The center based program will be staffed by licensed special education teachers hired by NCAS.

Other student services, such as counseling, social services, psychological services, and health services will be determined by NCAS and provided by licensed personnel.

Students who are gifted and talented will have opportunities to take advanced course offerings and/or compacting of curriculum. Advanced Learning Plan Guidelines would be utilized to work with clustered and flexible groups and accelerated coursework will be available for students that meet criteria for both Gifted and Talented and Highly Gifted and Talented. Partnership work with colleges, universities and performance venues will be developed to support GT students. Cross grade clustering, extended and/accelerated coursework and performance challenge during and beyond the school day would be provided through the school and partnership with community apprenticeships. (e.g. Destination Imagination, Math Olympics, Debate Team)

Innovations:

NCAS will hire/dismiss, develop, supervise, and evaluate all teachers including special education teachers and related service providers.

NCAS will develop core curriculum, modify instruction and assessments, and select interventions that align to the needs of enrolled students and the mission of the school.

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

Reading: Intervention for all students who are not yet proficient on the reading CSAP will include Reading Advantage, Language!, Six Minute Solutions, Spellography and other research-based intervention programs that are identified as effective in meeting the academic needs of NCAS students. Students not yet proficient will receive daily tutoring using Inside curriculum.

Math: Data-driven, individualized tutoring in mathematics is central to the NCAS education plan and a critical component of the Ed Labs study. Students who are not yet proficient on the math CSAP or NCAS assessments will receive daily math tutoring using Navigator, ALEKS, Scholastic Do the Math, and other research-based intervention programs that are identified as effective in meeting the academic needs of NCAS students.

Language: ELLs requiring an ELD block of targeted daily language instruction in addition to the instructional support provided by all core teachers will receive explicit instruction in English language development in listening, speaking, reading, and writing using the district recommended Inside and Edge curriculum.

Supplemental academic services and programs will be part of the education program innovations implemented at NCAS. Innovations will include modified education programs and staffing to deliver core and supplemental instruction.

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

Innovation status will allow Noel Community Arts School to design and customize curriculum and instruction to the individual learning needs of students and provide arts infused project-based applications of critical concepts to increase student engagement and deepen understanding. As previously described, teachers will meet weekly to make adjustments to lessons based on student learning outcomes. Student learning will be measured by common formative assessments developed by teachers in collaboration with the school Instructional Leadership Team ILT.

The extended day and year will allow for additional instructional time to close learning gaps in core academic areas while also providing a full and rich learning experience that prepares students with critical thinking, communication, and collaboration skills that are critical to postsecondary education and workforce success.

NCAS will recruit, select, and retain effective staff members who sign on to the mission, goals and pedagogy core to NCAS's approach to academic gains.

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

NCAS will use Math In Focus for the middle school students approved waiver attached.

Appendix A - Not Applicable

INNOVATION: ASSESSMENTS

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

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

NCAS 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 ~~for~~ teacher compensation decisions in lieu of SLO's.

The short cycle assessments will take the place of beginning, mid and end of year district course assessments and district interim.

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

Stoplight assessments, designed to measure mastery of CCSS, will be administered every six weeks. In addition, teachers will administer weekly formative assessments to monitor student progress. Individual assessment results will be reported to students and used by content level teams in weekly data meetings to determine progress and design instruction for individuals and groups of students.

- C. 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.

NCAS will have an assessment board of directors that will consist of a teacher from every content area to monitor student achievement progress as measured mastery of CCSS and research based rubrics. This seven member team will consist of an administrator, four content area representatives and the two intervention specialists. This committee will meet monthly to evaluate unit plans and align them to the needs of the students and mastery of CCSS. The board will examine bodies of evidence including but not limited to achievement, attendance, behavior and interventions to determine student placement and individual student goals. Reports on the board's findings and recommendations will be created and distributed to all stakeholders.

Diagnostic – Students who are below proficient on state assessments will be assigned to an intervention class. Intervention teachers will assess students using valid and reliable diagnostic assessments to determine specific learning needs and to group students for intervention.

Formative – Progress toward mastery of CCSS will be monitored weekly and monthly using common formative assessments developed by teachers as part of the school’s curriculum.

Predictive – SRI and SMI

Summative – State summative assessments will be used to evaluate student growth and achievement by school and student group. Summative assessment data will be used to evaluate the educational program and to schedule students for instruction the following year. Students who are below proficient on state assessments of reading, writing, or mathematics will be required to take an intervention class.

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

NCAS will use short cycle assessments currently in development and will not be taking any district interim assessments.

INNOVATION: GRADUATION AND PROMOTION

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

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

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

As academic achievement in middle school is critical to the future success of students in the FNE region, the NCAS promotion, retention, and acceleration policy will require that students in 6th, 7th and 8th grade that do not meet or exceed a student growth percentile of 55 on the state assessment in all areas including reading, writing, and mathematics be considered for retention (see attached policy and procedures). Parent input through the advisory board will be a factor in decision making for students. The principal will make final decisions about promotion, retention, and acceleration after considering the body of evidence for student academic progress. The body of evidence will include final semester grades-C’s or higher, attendance rate-85% or higher, SRI and SMI growth data and teacher conference atom data.

As academic achievement in high school is essential for success in college the retention program for grades 9th, 10th, 11th, and 12th grades will include placing students who need to repeat a course on academic watch. Students on watch will be monitored by learning family teacher in addition to participating in the monthly college counseling offered to all NCAS high school students. Students on academic watch may utilize alternative credit recovery options including approved online courses, after school options, and Saturday school.

With the exception of the above policy change, the NCAS promotion, retention, and acceleration policy is adopted from DPS Policies IKE and Procedures IKE-R.

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

NCAS will follow the DPS Policy IKF for graduation requirements.

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

Parents and students will be notified of the promotion and graduation criteria upon enrollment in NCAS via the school handbook. In addition, a letter will be mailed home at the beginning of each school year to notify parents of the requirements that the student will need to meet to be promoted to the next grade.

Parents will be notified in May if a student needs to be retained.

All NCAS students will develop an Individual Career and Academic Plan (ICAP) and will participate in monthly planning meetings with a counselor to discuss progress toward graduation and postsecondary goals.

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

NCAS will offer credit recovery opportunities to students who are at risk of not having sufficient credits to graduate. Credit recovery options will be available for students to demonstrate competency in content standards via the District online program, Saturday school, after school or by re-taking a class. All of the students who are at risk of dropping out or meeting graduating criteria will be closely monitored by a learning family teacher.

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

See Appendix C

ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.
 - 1. See **Appendix D: Academic Goals Worksheet**
- B. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

The NCAS board of advisors will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will be presented by the Assessment Board, disaggregated by academic subjects, student groups, grade level, and teacher. The Board of Advisors (BOA) will make recommendations for improvement based on trends and concerns that emerge. The school Instructional Leadership Team (ILT) will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations. The school principal will distribute a summary of data trends, board recommendations and actions to be taken to students, parents, and the community via a quarterly report and the school website.

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

NCAS staff will develop a UIP with all stakeholders presenting developing action steps based on the root causes for achievement levels. See Attached UIP.

INNOVATION: TIME

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

- A. Describe any innovations to the school's calendar and schedule under innovation status and how such changes will lead to increased student achievement.
1. Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.

See attached School calendar, NCAS student schedule, and NCAS teacher schedule

Calendar: The NCAS calendar will be developed based off of short cycle assessments. The NCAS calendar will add 10 additional weekdays immediately prior to the start of the year. In future years, the NCAS Instructional Leadership Team ILT may change the dates of observed holidays, assessment days, and teacher professional development based on student and staff needs but will not reduce the number of days within the calendar. The increase in number of days will add 80 hours (48,000 minutes) to each school year, significantly increasing instructional time in order to close achievement gaps and increase academic achievement⁴.

Schedule: The NCAS student schedule will extend the day from 7 hours to 8 hours, increasing instructional time by 60 minutes for every student each day. Increased instructional time has been proven to produce gains in academic achievement as well as improving students' attitudes toward school and attendance⁵. The extended day and year schedule will result in an overall increase of 251 hours (21%) of instruction each year (1.0 additional hour per day x 171 days + 10 additional days x 8 hours).

Teacher Schedule: NCAS teachers will work 194 days a year, 10 days more than the 184 days on the DPS calendar and will work a professional work week that includes 45 scheduled hours and the expectation that additional work, outside of scheduled hours, will be required to fulfill the job responsibilities. One day each week, teachers will engage in 1.5 hour professional development in addition to the collaborative learning time built into the regular work day. Teacher schedules may be staggered (e.g. 7:00am-3:45pm M,T,TH,F and 7:00am-5:00pm W for core teachers and 8:00am-5:00pm M-F for art teacher) and are subject to change based on student and school needs and principal discretion.

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

The NCAS school day is 8 hours (480 minutes), beginning at 7:30am and ending at 3:30pm.

⁴ Farbman, D. and Kaplan, C. (2005). Time for a change: The promise of extended-time schools for promoting student achievement. Boston, MA: Massachusetts 2020.

⁵ The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities. 2009; Princiotta, D., and Fortune, A.; Council of Chief State School Officers and the National Governors Association Center for Best Practices; A Five-Year Comparison between an Extended Year School and a Conventional Year School: Effects on Academic Achievement. 2008; Khankeo van der Graaf; Center for American Progress. (2010). Expanded Learning Time by the Numbers; Farbman, D.A. (2009). Tracking an emerging movement: A report on expanded-time schools in America, National Center on Time & Learning.

The total number of days for NCAS students will be 181, 10 days more than the 171 days on the DPS calendar.

3. Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.

Core Academics (4 hours per day)

Every NCAS student will receive a minimum of 4 hours (240 minutes) per day of instruction in core subjects (60 minutes each: Language Arts, Mathematics, Science, and Social Studies). In addition, every student will receive 1 hour (60 minutes) per day of math tutoring, increase the total number of hours in core subjects to 5 hours per day. Therefore, the total minimum number of hours of instruction in core subjects over the course of the year (181 instructional days) will be 905 hours (54,300 minutes). Students who are not proficient in reading or writing will receive an additional hour per day of intervention which will increase the number of hours of instruction in core subjects to 6 hours (360 minutes) per day and 1,086 hours (65,160 minutes) per year. The extended day and year calendar allows for increased instructional time and intensive interventions, as well as, deep exploration and integration of the arts.

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

Academic Intervention/Acceleration (1-2 hours per day)

Each student receives 1 hour (60 minutes) per day of intensive math tutoring resulting in 181 hours (10,860 minutes of additional math instruction/intervention per year in targeted grade levels based on need. Each student receives 1 hour (60 minutes) per day of intensive literacy tutoring resulting in 181 hours (10,860 minutes of additional math instruction/intervention per year in targeted grade levels based on need. Students who are not proficient in reading or writing will receive 1 hour (60 minutes) per day of Tier II intervention, resulting in 181 hours (10,860 minutes) of additional literacy intervention per year. Students needing Tier III academic support will be provided with intensive interventions within the 2 hours allocated for language arts and literacy interventions and the 2 hours allocated for math and math tutoring.

Arts/Enrichment (1-2 hours per day)

Each student will receive a minimum of 1 hour (60 minutes) per day of arts exploration (middle school) or arts specialization (high school). Students who are not receiving academic enrichment or intervention will receive 2 hours (120 minutes) per day of arts.

Non-academic Activities (1 hour per day)

Students will spend 1 hour (60 minutes) in non-academic activities each day. Students will be provided 30 minutes for lunch and will spend 23 minutes in transitions from one class to another.

After-school academics and enrichment programs will be available on campus from 3:30-4:15 via the Beacon Program as well as activities sponsored by NCAS and community partners.

INNOVATION: STUDENT ENROLLMENT

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

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

NCAS will follow the DPS school of choice enrollment practices. An enrollment matching process will be conducted by the District, ensuring equal access to any student who is interested in attending the school. NCAS will admit 100 students per grade. The school will accept students until they have met their optimal class size enrollment targets established annually by the FNE Office of School Choice and Enrollment Services. Once the school has reached their established optimal class size enrollment targets the District will initiate the overflow process. As a participant in the regional overflow support plan at the middle and high school level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. At the middle and high school grades, new students enrolling mid-year are given the option of all available seats within the Enrollment Zone. An available seat is determined by the difference between the school's current enrollment and the school's funding number

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

See attached outline - Student Handbook

INNOVATION: HUMAN RESOURCE MANAGEMENT

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

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

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

NCAS 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 statute and the DPS/DCTA collective bargaining agreement, including but not limited to, waiver of the Teacher Employment, Compensation and Dismissal Act of 1990

Employment Status. Teacher's employment with NCAS 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. The teacher will have a right to end his/her work relationship with NCAS and the Denver Public Schools for any reason at any time. NCAS 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 Employee Handbook and as articulated in the waiver replacement policies contained in this plan.

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

The employment of secretaries and paraprofessionals with NCAS and the Denver Public Schools will be "at-will." Secretaries and paraprofessionals will have a right to end his/her work relationship with NCAS and the Denver Public Schools for any reason at any time. NCAS and Denver Public Schools will have the right to end the work relationship with secretaries and paraprofessionals for any reason at any time in accordance with basic fairness procedures and policies.

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

As described in this document, including in Appendix E, NCAS is requesting maximum flexibility to:

- Recruit and hire all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post all vacant positions and recruit and hire all staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not receive direct placements of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles and responsibilities to any job.
- Establish the calendar, work year, work week, work day, job assignments, class size and teaching loads to align with the Innovation Plan.
- Create a governance and leadership structure that aligns with the Innovation Plan.
- Engage contractors and/or part-time staff to teach specialized courses without the requirement of state licensing. and potentially, "highly qualified" criteria under ESEA (formerly NCLB).
- Create a professional development program that supports the Innovation Plan. The School will have the option to participate in District-provided professional development.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance and extra work time, 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, and the statutes, Collective Bargaining Agreement provisions and District Board policies not waived in this application.

Effective teachers are the single most important factor in raising student achievement, especially with low-achieving students. The flexibility to staff the school with the most effective and committed teachers, afforded by the innovations in personnel policies, will allow NCAS to reach its goals of high academic growth and achievement for all students⁶.

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

NCAS teachers will work 194 days a year, 10 days more than the 184 days on the DPS calendar and will work a professional work week that includes 45 scheduled hours and the expectation that additional work, outside of scheduled hours, will be required to fulfill the job responsibilities. One day each week, teachers will engage in 1.5 hour professional development in addition to the

⁶ Conventional estimates of the variance in teacher effectiveness at driving student achievement range from 0.15 to 0.24 standard deviations per year in math and 0.15 to 0.20 in reading (Rockoff 2004, Hanushek and Rivkin 2005, Aaronson et al. 2007, Kane and Staiger 2008).

collaborative learning time built into the regular work day. Teacher schedules may be staggered (e.g. 7:00am-3:45pm M,T,TH,F and 7:00am-5:00pm W for core teachers and 8:00am-5:00pm M-F for art teacher) and are subject to change based on student and school needs and principal discretion. The master schedule will be developed based on student academic needs, not teaching schedules.

Extended day and year schedules and student based scheduling are both proven methods for increasing academic achievement.

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

The principal and assistant principal set the vision, mission, and culture, and keep all school activities focused on achieving the school's goals. The principal and assistant principal are instructional leaders, supervising and evaluating the impact of instruction on student achievement, artistic learning and expression, and the community.

The office assistant will contribute to NCAS achievement by assisting the principal with budgeting, coordinating partnerships, organizing events and performances, and communicating with parents, freeing the principal to stay focused on student achievement and engagement.

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

In the NCAS organizational chart, the principal is the director of the school, accountable for school outcomes. All staff are supervised and evaluated by the principal or assistant principal. The principal receives advice and support from the Board of Advisors. The principal reports to the District assigned Administrator and receives support for implementation of the innovation plan from the OSRI team.

Providing the principal with autonomy in programming, staffing, scheduling, and use of resources will lead to increased student achievement as has been demonstrated by other autonomous schools across the nation⁷.

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

⁷ Abliedinger & Hassel. (April, 2010). *Free to Lead*. National Alliance for Public Charter Schools.

NCAS will use the DPS web site and job fairs to recruit staff as well as recruiting through arts-community partners. NCAS will recruit and select personnel as needed, at any time in the year, not in accordance with the DPS hiring cycles.

All staff will be hired by the Instructional Leadership Team ILT, consisting of the principal, assistant principal, and three teacher leaders.

Innovation status will allow NCAS to effectively recruit, develop and retain highly effective teachers who are committed to the vision, mission, and culture of the school. Effective teachers lead to increased student achievement.

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

Teachers selected to teach at Noel Community Arts School will participate in a robust selection process. Elements of the interview process may include: teaching a lesson, responding to a set of data and writing a plan for next steps in using the data, a group interview, a formal face to face interview and robust reference checking.

The job description and performance criteria for the interview will include evidence of strong mastery of content, student academic growth, collaboration and teamwork, impact in community, and project-based learning. Additionally, teachers will need to demonstrate a commitment to the arts-infused educational program and participation in the collaborative learning community.

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

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

Base teacher compensation will be based on the DPS salary schedule/Procomp and will be supplemented with yearly stipends. Teachers will receive an annual stipend for their extended year and day. All stipends will be split and paid in July, November and March. Stipends will be different each year depending on available funding. Teachers will be eligible for all Procomp incentives.

Providing teachers with additional pay for additional time as well as performance incentives will increase student achievement by extending the day and year and attracting and retaining the most effective teachers.

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

NCAS teachers will be both participants and providers of the school's professional development. Working in collaborative learning teams, teachers will design and lead professional development in their areas of expertise and demonstrated strengths. All teachers will model instruction for others and will participate in the development, implementation, and revision of curriculum and assessments.

The NCAS innovative professional development plan that develops the internal leadership capacity of all school staff will lead to increased teacher effectiveness and sustainable student achievement gains.

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

NCAS teachers will design and lead professional development in areas of expertise and demonstrated strengths, maximizing the impact of the most effective teachers on all students.

2. Describe how the school's culture and Instructional Leadership Team ILT will support the professional growth of all teachers.

NCAS will hire and develop teachers who are committed to the NCAS vision and mission and who have the knowledge, skills, disposition, and drive to contribute to the learning community. All NCAS teachers and leaders will model caring, collaboration, and creativity and will have an unyielding belief in the capacity of students and adults for learning and achievement.

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

NCAS will empower all employees to take on leadership responsibilities within the school and across the district. All staff will be participants and leaders in the NCAS professional learning community.

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

NCAS will participate in the FNE schools collaborative and will be involved in principal leadership within the District. NCAS will invite other district leaders to visit the school and will share learning and results district-wide.

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

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

NCAS will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor. Any employee that is designated and has completed the LEAP certification may conduct formal LEAP observations.

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

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback.

All teachers will be formally observed 4 times per year using the DPS effective teaching framework and student progress monitoring. Each month we will celebrate teacher success with public recognition.

Any LEAP processes and procedures that infringe upon the at-will employment agreement will not be included in the NCAS performance management system.

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

Consistent with the DPS LEAP evaluation system, the principal, the assistant principal, lead teachers and peer observers will be involved in the evaluation process. Teachers will be formally observed 4 times per year and will receive feedback on progress toward individual growth goals and student achievement gains.

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

Teachers will be provided with differentiated professional development and support as determined by their supervisor. Ineffective teachers will not be retained. If teachers demonstrate a need for additional support with instruction they will be placed on a growth plan. Growth plan attached.

NCAS will not have remediation policies and procedures. Dismissal procedures will be consistent with the NCAS at-will employment policy.

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

Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

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

NCAS will not have a Collaborative School Committee as outlined in DPS policy BDFH. Instead, the principal will be accountable to the District for achieving the goals set forth in the innovation plan and will have the autonomy and authority to make decisions about the school's design, budget, staffing, discipline and safety procedures, and calendar and schedule consistent with the innovation plan. The principal will receive guidance and support from the school Board of Advisors, the Instructional Superintendent, and OSRI staff. By providing the principal with autonomy, accountability, and support, innovation status will result in increased student achievement.

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

Stacy Miller will be the principal of Noel Community Arts School. This will be her eighth year as Principal and prior to that she was the Assistant Principal for two years; her experience has provided her with a solid background.

Stacy began her career in education at Montbello High School where she was a technology and business teacher. Shortly after joining the Montbello team, she and a few colleagues began a Project Based Learning team. This team focused on giving students an opportunity to display their learning through projects and presentations. The team operated for three years and saw tremendous student achievement growth.

At the end of four years at Montbello, Stacy was given the opportunity to move to a central administration position in DPS. She took a position in the Curriculum and Instruction office where she worked with secondary schools for three years to help kids plan for college/career. Stacy was then asked by the Executive Director of Curriculum and Instruction to serve as a Curriculum Coordinator. She served in this position for one year and pursued a position back in schools. She was then hired for the Assistant Principal position at Merrill. She remained at Merrill for six years, 2 as AP and 4 as Principal, and in that time Merrill became the highest academic growth traditional middle school in DPS.

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

1. If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

The NCAS Leadership Succession Plan is as follows:

In the event that the current school principal vacates the position, the Board of Advisors, which includes the school Instructional Leadership Team ILT, a business community representative, two core teachers, two arts teachers, one paraprofessional, the business/office manager, and five parent representatives, will be responsible for implementing the principal selection process. The school Instructional Leadership Team ILT will select their two top candidates in consultation with the Board of Advisors and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

Preferred Qualifications

- Over three years as a principal
- Proven track record with turnaround schools
- Art Infusion background
- Shows strong commitment to school community
- Bilingual
- Demonstrates innovative thinking and multiple approaches to educational programming
- Strong alignment with current mission and vision

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

The selection process will include: a faculty meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan; a parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan; development of a job description based on faculty and parent/community input; posting of position of DPS website and other related sources; development of interview questions and selection criteria rubric based on job description and input on criteria; application screening and scoring; reference checks on top candidates; conduct interviews including performance tasks; host a public symposium for finalists; conduct site visits to finalists current schools; school Instructional Leadership Team ILT selects final candidates; submits recommendation of two finalists to Superintendent for final selection; announce position acceptance to staff, students, parents, and community.

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

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

1. If applicable, attach a copy of the school's committee descriptions.

NCAS will be governed by the DPS Board of Education in accordance with the School Innovation Plan. The NCAS principal will have the authority set forth in this innovation plan to manage the school. The principal will be held accountable and supported by the School Instructional Leadership Team ILT, the Board of Advisors, the DPS Office of School Reform and Innovation, and the DPS FNE Administrator.

Instructional Leadership Team ILT

The school Instructional Leadership Team ILT will include: the principal, the assistant principal, and three teacher leaders, selected by the principal. The Instructional Leadership Team ILT will make decisions about hiring and dismissal of staff, including the new leadership in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team ILT will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team ILT will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team ILT will be held accountable by the principal.

Board of Advisors

NCAS will not have a CSC. Instead, NCAS will have a Board of Advisors (BOA) consisting of the school Instructional Leadership Team ILT, 1 business community representative, 2 core teachers, 2 arts teachers, 1 paraprofessionals, 1 business/office manager, and 5 parent representatives – 2 middle school parents and 3 high school parents. The BOA will support the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals.

The NCAS board of advisors will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will be presented by the Assessment Board, disaggregated by academic subjects, student groups, grade level, and teacher. The Board of Advisors (BOA) will make recommendations for improvement based on trends and concerns that emerge. The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations. The school principal will

distribute a summary of data trends, board recommendations and actions to be taken to students, parents, and the community via a quarterly report and the school website.

The BOA will be held accountable for their participation in board meetings and active advocacy for the school. All BOA members will participate in a self-evaluation and will receive feedback from their peers on the impact of their involvement of school outcomes. BOA members will volunteer to be on the committee and the committee. All volunteers will be welcome to advise on decisions but the principal is tasked with making the final decision using the advice and evidence at hand.

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

As with any successful school, parents and the community will be critical to the success of the integrated arts school. Parents and community members must be engaged on myriad levels from strategic oversight to hands-on involvement.

On the parent front, ALL NCAS parents will be actively involved in the school. NCAS envisions parent engagement in the following three areas:

- 1) Board of Advisors
- 2) Parent Outreach Committee
- 3) Student and Parent Engagement
- 4) Arts Steering Committee

Board of Advisors

As mentioned earlier in the proposal, the NCAS BOA will engage 5 NCAS parents to be part of this group. The BOA will include 2 middle school parents and 3 high school parents who will represent the larger school body. Additionally, the BOA will engage 1 NCAS business community member to support school to community partnerships.

Parent Outreach Committee

In addition to parents providing strategic consultation on the BOA, NCAS will engage parents on a tactical level through the Parent Outreach Committee (POC). The goal of the POC will be to engage parents in proactively communicating NCAS's progress, challenges and successes to all stakeholders, and actively soliciting their feedback and participation in dramatically improving student achievement. In addition, the group will work to further engage more parents through seminars, workshops and other events that support academic achievement. It will provide a larger number of parents the opportunity to get involved with the school at a leadership level. The communication specialist will oversee this committee and its initiatives.

The POC will work on a variety of projects ranging from event planning to public relations activities to retention efforts to providing regular volunteer support within the school. The POC will serve as support for the BOA, the Instructional Leadership Team ILT and the communication specialist. The POC will meet on a monthly basis with meetings in between as needed (for

specific events, planning, etc.) The POC will be open to all NCAS parents, but the school will strive to have a consistent group of at least 12-15 parent leaders.

Student and Parent Engagement and Commitment

To ensure engagement across the school, ALL parents will be required to agree to the school compact, a commitment to the partnership that will exist between the student, parent and the school. The school compact will outline the expectations of the school as well as the required commitment of students, parents, and school staff which includes the school's core values and code of conduct. Students and parents will understand and agree to the terms of the extended day and tutorial requirements, attendance policies, uniform dress code, and community apprenticeship requirements.

Community Engagement

Over the years, schools in FNE have faced a lot of challenges and schools like Noel have been thought of negatively. With the launch of NCAS, the school has the opportunity to alter current perceptions of Noel, its students and all schools in the FNE region. Below are some strategies NCAS will implement to engage the community in this transformation process:

- Include parents and community members on the NCAS Board of Advisors
- Forge community partnerships and support by conducting an audit of community resources in FNE Denver to identify potential partners.
- Respond to the needs of the community through targeted events including open houses & health fairs
- Ensure consistent communication from the school through media relations, newsletter distribution, website updates and new media.

Arts Steering Committee

This committee will oversee strategic planning and goal setting for the school in the arts

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

Innovation status will allow for NCAS to create a parent/student agreement that will require involvement from each and every parent.

In addition, through the school's BOA, NCAS parents will have the opportunity to provide to be involved in the oversight of school progress and advise on future directions.

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

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

Noel Beacons Neighborhood Center

In addition to the extended school day, NCAS will develop a partnership with Noel Beacons Neighborhood Center to provide after school programming at the school from 3:30 – 6:00pm. A program of Catholic Charities, Beacons is a nationally recognized and evidence-based model that provides high quality out-of-school time programming for youth, parent engagement and family support services.

Programs offered through Beacons are based on the Beacons Community School model of utilizing strong partnerships between public schools and community-based organizations to reduce barriers and provide essential services on site. Beacons integrates 6 core areas of programming through after school and summer programming: academics, arts & culture, leadership, post-secondary readiness, recreation and technology.

Specifically at NCAS, Beacons will offer after-school enrichment classes in a variety of areas including the arts. Beacons will work with NCAS to tailor its class offerings to support the needs of the school and its students. Beacons enrichment classes will offer additional opportunities for arts exposure and focus through extended day learning, plus introduction of other subjects such as cooking, technology, photography and more.

Ed Labs

NCAS will partner with the Education Innovation Laboratory at Harvard University (EdLabs). EdLabs specializes in applying the research and development (R&D) model to education with the goal of identifying how to effectively close the achievement gap. While EdLabs' work spans across a number of disciplines, the lab has recently focused its research on whole school reform.

From these studies and ongoing research into successful schools, NCAS will adopt the common trends identified by EdLabs as key practices of successful schools. Together, these practices represent a results-driven blueprint for student achievement. Currently the blueprint consists of five tenets or specific focus areas, each demonstrating a significant correlation with increased student achievement. The tenets include:

1. **A Focus on Human Capital:** Successful schools recruit top leadership talent, reward teachers for performance (monetary or otherwise), and hold teachers individually accountable for increasing student achievement.
2. **Increased Time on Task:** Effective schools require students to increase their time on task. Extended school days, weeks, and years are all integral components of successful school models.

3. **High-Dosage Tutoring:** Classroom instruction is supplemented with individualized tutoring or small learning communities, typically during the regular school day.
4. **High Expectations and a “No Excuses” Culture:** In successful schools, students buy into the school’s mission and into the importance of their education. This feature must permeate all other investments.
5. **Data-Driven Instruction:** Students are assessed often, assessments are broken down into discrete skills, and students are re-taught the skills they have not yet mastered.

With the help of the Blueprint Schools Network, an advisory group that helps work with districts on how to roll out these strategies, Ed Labs will use these five tenets as a foundation for reform efforts at NCAS.

Colorado Statewide Parent Coalition

NCAS will partner with the Colorado Statewide Parent Coalition (CSPC) on parent engagement and involvement. CSPC was founded in 1980 and led by a group of parents and educators who came together to begin grassroots coordinated efforts to empower parents to become their children's advocates and have a voice in their educational process. The CSPC provides training and technical assistance to parents and educators and enhances their abilities to establish effective home/school partnerships in order to increase student achievement. The primary goal of the CSPC is to close the achievement gap and increase graduation rates for students who come from historically under-represented families.

Additionally, NCAS will pursue partnerships with the following community organizations: Project Harmony, Think 360, DPS Foundation, Denver Chamber of Commerce, KB Homes, Cleo Parker Robinson Dance Company, Colorado Ballet, Denver Jazz Club, Denver Arts Museums, Student Art League and Colorado Colleges and Universities.

Communications and Marketing

NCAS will utilize all social media to market school and participate in all DPS informational events.

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

Not Applicable

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

- A. Using the financial model provided, create a detailed five-year budget reflecting major revenue and expense items and key assumptions. The budget should balance each year and reflect financial stability in three to five years.

See Attached Five-Year Budget

- B. Provide a budget narrative describing the financial plan that includes an explanation of the school's path to financial stability.
1. Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

The NCAS financial plan supports the vision, mission, and education plan of the school by leveraging the SBB allocation to hire teachers who are effective at increasing student achievement and committed to artistic learning and expression and collaborative work. The NCAS budget will be based on actual salaries instead of district averages, allowing the school to apply cost savings to hire additional art teachers and provide stipends for extended day and year.

2. Explain major revenue sources, including any funds originated from private sources.
 - a. If revenue is generated from private sources, disclose contributor names, amounts of the contributions, duration of the contributions, and funding commitments already secured by the school.
3. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.
 - a. Explain specific resources, material, equipment, staff, programs and policies that create additional operating costs (e.g., longer school year and school day).

Additional operating costs result from: 1) longer school year and school day; 2) additional arts teachers; 3) additional arts equipment; 4) new school curriculum development; 5) professional development; and 6) Blueprint Schools, high dosage math tutoring.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.
- c. Explain how the school will fund such additional operating costs.

Start up funding will be used to fund these additional one-time operating costs.

4. Highlight cost savings or increased efficiencies due to the unique attributes of your innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).

The primary initial cost savings created by this innovation proposal will be realized by budgeting with actual rather than district average salaries.

NCAS will also have the right to analyze the costs and benefits of certain district-provided services. On an annual basis, the school will review a “menu” of services provided by the district and have the option to receive the dollar value of such services, which can then be used to engage a third-party provide. In some cases, funds can be used to support other initiatives at the school. NCAS believes cost savings will be realized by not purchasing professional and curriculum development.

- C. Explain the policies and processes that will be implemented to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity.
 1. Identify the person(s) who will directly manage and oversee the school’s budget.

The NCAS principal will directly manage and oversee the school’s budget. The principal will be supported by an office manager with strong business management and organizational skills.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

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

Not Applicable

WAIVERS

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

- A. Please complete **Appendix E**.

ADMINISTRATIVE AND FACULTY SUPPORT

XIV. Provide evidence of administrative and faculty support

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

All staff will sign a letter of commitment upon agreeing to work at NCAS that demonstrates their support for the innovation proposal.

COMMUNITY SUPPORT

XV. Provide evidence of community support

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

Not Applicable – New School

B. Provide letters of support from community based organizations.

See attached letter of support from Ed Labs and Blueprint.

C. If applicable, provide other evidence of community support.

Per the Noel MS application for turnaround: The Far Northeast Community Committee (FNECC) was convened by A Plus Denver in partnership with DPS to examine issues critical to the region including: academic performance, effective feeder patterns, program offerings, high school configurations, school overcrowding, and strategies to close the achievement gap and meeting the needs of ELLs. The FNECC recommended the opening of new schools in order to provide high quality choice in the region. The DPS Board of Education approved NCAS as a FNE region new school option.

Throughout the FNECC process, it became clear that there were not high quality arts education opportunities in FNE Denver. This became a priority for the committee, and was supported by parents and community members.

During the enrollment process, NCAS participated in the FNE School Expo and hosted an Open House and Meet the Principal Event introducing the school, and its leader, to the community. During the Expo, NCAS spoke with 40-50 families, approximately 10% of attendees, who were interested in attending and solicited feedback from those in attendance. Further demonstrating the need for strong school options in FNE Denver, one parent stated:

“My dream for the NCAS is for it to offer serious academics, with strong arts opportunities and no fluff.”

During the NCAS Open House and Meet the Principal events, the school attracted approximately 30 families to those events, many of which with students who had already selected NCAS as a top choice on the FNE Preference Form.

REQUIRED ATTACHMENTS

- Teacher Schedule
- Student Schedule
- Student Handbook
- Personnel Policies
- Written Enrollment Documents and Forms Provided to Families
- Organizational Chart
- Committee Descriptions
- N/A By Laws

- Five-Year Budget
- Evidence of Administrative Support (Administration Commitment Letters)
- Evidence of Faculty Support (Faculty Commitment Letters Signed Upon Position Acceptance)
- N/A Letter of Support from CSC (Support is Evident by Enrollment in New School Option)
- Letters of Support from Community Based

INCLUDE COPY OF WAIVER GRANTING MATH IN FOCUS

APPENDIX A

Request for 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 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.

Instructional Design

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

Curricular Materials

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

APPENDIX B
Request Alternative Benchmark Assessment Program

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

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.

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.
 - i. Teachers will develop short cycle assessments in collaboration with district support beginning in 2013 with math and language arts. Beginning in 2014 science and social studies will be developing these assessments. These will replace administer district assessments
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.
 - i. End of year short cycle assessments and end of year SMI and SRI will show progress.
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.
 - i. Formative and predictive assessments will be given every six weeks. Weekly assessments will be given to measure progress.
4. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
 - i. Lead teachers in all content areas, Assistant Principals and Principal.

APPENDIX C

Noel Community Arts School

Request Alternative Graduation & Promotion Standards

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.

1. **Explain the school's policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.**

As academic achievement in middle school is critical to the future success of students in the FNE region, the NCAS promotion, retention, and acceleration policy will require that students in 6th, 7th and 8th grade that do not meet or exceed a student growth percentile of 55 on the state assessment in all areas including reading, writing, and mathematics be considered for retention (see attached policy and procedures). The principal will make final decisions about promotion, retention, and acceleration after considering the body of evidence for student academic progress. The body of evidence with include final semester grades-C's or higher, attendance rate-85% or higher, SRI and SMI growth data and teacher conference atom data.

With the exception of the above policy change, the NCAS promotion, retention, and acceleration policy is adopted from DPS Policies IKE and Procedures IKE-R.

Parents and students will be notified of the promotion and graduation criteria upon enrollment in NCAS via the school handbook. In addition, a letter will be mailed home at the beginning of each school year to notify parents of the requirements that the student will need to meet to be promoted to the next grade. Parents will be notified in May if student needs to repeat.

2. **Provide the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.**

NCAS will follow the DPS Policy IKF for graduation requirements.

- 3. Explain how graduation and/or promotion requirements will ensure student readiness for college and other postsecondary opportunities.**

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

The NCAS promotion policy will increase retention rates of middle school students with low academic growth rates in order to provide them with the intensive intervention that they need to catch up and graduate ready for college and the workforce.

- 4. If it differs from DPS, explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by DPS Policy IKF, explain any additional requirements**

NCAS will follow the DPS Policy IKF for graduation requirements.

APPENDIX D
School Performance Framework Goal Setting Worksheet

UIP GOALS:

Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims, SRI	1,2 & 3
		M		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims, SMI	1,2 & 3
		W		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims	1,2 & 3
		ELP		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	SRI and Short Cycle Assessments	1,2 & 3
Academic Growth Gaps	Median Growth Percentile	R		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims, SRI	1,2 & 3
		M		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims, SMI	1,2 & 3
		W		Will have growth percentiles of at least 65	Will have growth percentiles of at least 65	Short Cycle Assessments, DPS interims	1,2 & 3

	Measures
<i>Academic Performance & Success</i>	
Student Growth Over Time Toward State Standards , including the following measures: <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	Student Growth Over Time Toward State Standards <ul style="list-style-type: none"> School Median Growth Percentile of 55 or higher in reading, writing, and math on CSAP
Student Achievement Level/Status , including the following measures: <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act Colorado English Language Assessment (CELA) Adequate Yearly Progress (AYP) Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	Student Achievement Level/Status <ul style="list-style-type: none"> 15% increase in students scoring proficient or advanced in reading, writing, & math on CSAP (baseline % of enrolled students P/A last year) 40 point average scale score growth Make Adequate Yearly Progress 10% reduction in achievement gaps (FRL, ELL, SE, and ethnic groups)
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> Colorado ACT scores Graduation rate College acceptance rate 	Note: Post-Secondary Readiness goals are not applicable in 2011-12 or 2012-13. 11 th grade students enroll in 2013-14 and 12 th grade in 2014-15. <ul style="list-style-type: none"> 90% of students will meet or exceed 24 on ACT 100% graduation rate within 5 years 100% of students that apply get accepted
Student Engagement , including the following measures: <ul style="list-style-type: none"> Attendance rate Student satisfaction 	Student Engagement <ul style="list-style-type: none"> 95% attendance for 6th grade students 92% attendance for 9th grade students 85% satisfaction rate based on DPS survey
School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)	School-Specific Educational Objectives <ul style="list-style-type: none"> None added
<i>Organizational & Financial Viability</i>	
School Demand , including the following measures: <ul style="list-style-type: none"> Enrollment rate Re-enrollment rate Continuous enrollment rate 	School Demand <ul style="list-style-type: none"> 100% enrollment – all available spots filled 90% of promoted students will return for the next school year 90% of enrolled students will continue

<p>Financial Fundraising goals Reserves Other</p>	<p>Financial Grant Writing and fundraising.</p>
<p>Leadership & Governance Quality</p>	<p>Leadership & Governance Quality</p> <ul style="list-style-type: none"> • 90% participation in board meetings • 100% of board members serve full term and participate in self-evaluation process
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>Parent & Community Engagement</p> <ul style="list-style-type: none"> • 85% of responding parents will report that they are satisfied on the DPS survey • 50% of parents will respond to the survey
<p>School-Specific Organizational Objectives</p>	<p>School-Specific Organizational Objectives NCAS will hire, train and retain effective teachers and support staff</p> <ul style="list-style-type: none"> • Teachers will be provided with at least 50 hours of professional development each year • 85% of faculty and staff, when surveyed annually, will acknowledge satisfaction with the school's work environment • 80% of faculty and staff who are asked to return each year will return for the following school year. Of those who choose not to return, a majority will cite reasons other than dissatisfaction with the school's environment for their decision

APPENDIX E
Waiver Request Template

Table I – NCAS District Policy Waivers

Analysis of DPS Policy Considerations Called for by the Innovation Plan		
Policies Waived	Areas of Impact	Replacement Policies and/or Practices
BDFH: Collaborative School Committees	School Governance	<ul style="list-style-type: none"> • The School has been granted waivers from policy BDFHAs described in the Innovation Plan, the School’s Collaborative School Committee will be replaced by the Instructional Leadership Team and Board of Advisory to support the implementation of the Innovation Plan. <p>Instructional Leadership Team ILT NCAS will be governed by the principal. The principal will be held accountable and supported by the NCAS Board of Advisors and the DPS Office of School Reform and Innovation.</p> <p>The school Instructional Leadership Team ILT will include: the principal, the assistant principal, and three teacher leaders, selected by the principal. The Instructional Leadership Team ILT will make decisions about hiring and dismissal of staff, including the recommending two candidates to the superintendent in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules following the process outlined herein for changing school calendars or workdays, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team ILT will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team ILT will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team ILT will be held accountable by the principal. The school year will include additional professional development and student contact days.</p> <p>Board of Advisors NCAS will not have a CSC. Instead, NCAS will have a Board of Advisors (BOA) consisting of the school Instructional Leadership Team ILT, 1 business community representative, 2 core teachers, 2 arts teachers, 1</p>

		<p>paraprofessionals, 1 business services manager, and 5 parent representatives – 2 middle school parents and 3 high school parents. Any parent is welcome to be on the BOA. The school will recruit parents to ensure all grade levels are represented. The BOA will support the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals.</p> <p>The NCAS board of advisors will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will be presented by the Assessment Board, disaggregated by academic subjects, student groups, grade level, and teacher. The Board of Advisors (BOA) will make recommendations for school improvement based on trends and concerns that emerge. The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations. The school principal will distribute a summary of data trends, board recommendations and actions to be taken to students, parents, and the community via a quarterly report and the school website.</p> <p>The BOA will be held accountable for their participation in board meetings and active advocacy for the school. All BOA members will participate in a self-evaluation and will receive feedback from their peers on the impact of their involvement of school outcomes.</p> <ul style="list-style-type: none">○ increase involvement in the school and provide a forum for community input;○ provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues;○ participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent;○ participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;
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		<ul style="list-style-type: none"> ○ review, and when appropriate, approve discipline and safety procedures; ○ review, and when appropriate, revise the school calendar and/or schedule; ○ make recommendations regarding any changes to the school design to the District Board of Education through the building principal.
CFBA: Evaluation of Evaluators	Human Resource Management: Teacher Evaluation	<ul style="list-style-type: none"> ● The School has been granted waivers from policy CFBA. ● The school will implement the District’s evaluation system. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP, the school may request the flexibility to develop its own teacher evaluation system and will demonstrate that the evaluation system will meet the standard provisions of SB 191 and the school will seek approval from the District. We will utilize peer observers and our teacher leaders that complete LEAP certification will conduct formal observations. <p>The principal has the authority to identify, prepare, and designate school administrators to conduct staff evaluations. Administrators who evaluate professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed administrators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary shall discuss with them procedure and form.</p> <ul style="list-style-type: none"> ● The school’s principal shall receive an annual evaluation by the Superintendent or his/her designee.
DF: Revenue from Non Tax Sources	Budget	<ul style="list-style-type: none"> ● The School has been granted waivers from policy DF. ● The School has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.

<p>DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships</p>	<p>Budget</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy DF-R. • The School has the authority to collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget. <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ul style="list-style-type: none"> • The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. • The sponsorship will not alter any district owned resources unless permission is granted by the district. • The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. • The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit NCAS or because it would be in conflict with existing fund regulations (such as federal grants). •
<p>GCB: Professional Staff Contracts & Compensation</p>	<p>Human Resource Management: Hiring, Compensation, Job Descriptions</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy GCB. • The School has the authority to issue its own employment offer letters. The School’s letter will outline the terms of employment and shall meet the minimum standards outlined in the offer letter template provided by the DPS legal department. • 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. •
<p>GCF: Professional Staff Hiring</p>	<p>Human Resource Management: Hiring</p>	<ul style="list-style-type: none"> • School has the authority to develop and implement its own policy and procedure for hiring staff, including creating a hiring schedule that best meet the needs of the School. •
<p>GCF-2 : Professional Staff Hiring (Athletic Coaches)</p>	<p>Human Resource Management: Hiring</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy GCF-2. • The School has the authority to develop and implement its own policy for

		hiring athletic coaches.
GCID: Professional Staff Training, Workshops and Conferences	Human Resource Management: Professional Development	<ul style="list-style-type: none"> • The School has been granted waivers from policy GCID. • The School has the authority to develop and implement its own professional development program that supports the education plan. • The School retains the option to participate in any professional development programs offered by the District.
GDD: Support Staff Vacations and Holidays	Calendar & Schedule	<ul style="list-style-type: none"> • The School has been granted waivers from policy GDD. •
GDJ and GDJ-R: Support Staff Assignments and Transfers (including Facility Managers)	Human Resource Management: Staff Assignments and Transfers	<ul style="list-style-type: none"> • The School has been granted waivers from policies GDJ and GDJ-R. <ul style="list-style-type: none"> • <i>NCAS</i> 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 <i>school</i> with assistance from the Human Resources Department. <i>School</i> will not receive direct placement of teachers unless <i>school</i> makes a reduction in building staff resulting in a teacher placed in the unassigned teacher pool. • If <i>NCAS</i> 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. • 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.
GDK: Support Staff Schedules and Calendars	Calendar & Schedule	<ul style="list-style-type: none"> • The School has been granted waivers from policy GDK. • The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state. <p>Refer to the DPS DSSN School Calendar for designated observed holidays and scheduled breaks. Personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday. If you extend a holiday/break, you may be required to provide a Doctor’s note. If a doctor’s note is not provided, employee may be</p>

		<p>docked pay for the time they are absent from their professional responsibilities.</p> <ul style="list-style-type: none"> •
GDQD-R: Procedures for Dismissal of Full-Time Classified Employees	Human Resource Management: Dismissals	<ul style="list-style-type: none"> • The School requests waivers from policy GDQD-R. • The School has the authority to develop its own policies and procedures to dismiss full-time classified staff. <p><i>NCAS</i> and the Denver Public Schools have the right to terminate your employment from <i>NCAS</i> at any time in accordance with personnel policies in the <i>NCAS</i> Innovation Plan and Employee Handbook.</p> <p><i>NCAS</i> will continue to use the LEAP Framework for the 2013/2014 school year [insert exceptions, eg Peer Observers from school, etc].</p> <p>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement. The Plan of Improvement will be written and will follow the process outlined in the employment handbook.</p> <ul style="list-style-type: none"> •
GDO: Evaluation of Support Staff	Human Resource Management: Staff Evaluation	<ul style="list-style-type: none"> • The School has been granted waivers from policy GDO. • The School has the authority to develop its own policies and procedures for evaluating the performance of support staff.
IC/ICA: School Year/School Calendar	Calendar & Schedule	<ul style="list-style-type: none"> • The School has been granted waivers from policy IC/ICA. • The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state. • No later than 60 days before the end of the school year, the ILT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all

		<p>parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>
IE: Organization of Instruction	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IE. • Following the District's approval process, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state. • The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under the direction of the Superintendent. • NCAS has developed short cycle assessments to replace district interim assessments.
IF: Voluntary School Initiated Designs	Calendar & Schedule Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IF. • Following the District's approval process, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed minimum standards of the District and state.
IGA: Curriculum Development	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IGA. • Following the District's approval process, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state. • Curriculum implementation and determining scope and sequence will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and may request changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as

		part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the ILT.
IGD: Curriculum Adoption	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IGD. • Following the District's approval process, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. The school has received approval to utilize Math in Focus in lieu of district math curriculum. • The School's education program will meet or exceed the minimum standards of the District and state.
IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IIA. • Following the district process the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. The school has received approval to utilize Math in Focus in lieu of district math curriculum. • The School's education program will meet or exceed the minimum standards of the District and state. • The School will utilize textbooks and equivalent learning materials by course and grade level in each academic core area at a minimum as outlined in its innovation plan. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. The district will review the school's education plan every three years as part of the school's innovation status review
IIA-R: Instructional Materials (Textbook) Procedures	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IIA-R. • Following the District process, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. The school has received approval to utilize Math in Focus in lieu of district math curriculum. • The School's education program will meet or exceed the minimum standards of the District and state.
IJJ: Instructional Materials (Textbooks) Selection or Adoption	Education Program	<ul style="list-style-type: none"> • The School has been granted waivers from policy IJJ. • Following the District process the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. The school has received approval to utilize Math in Focus in lieu of district math curriculum. • The School's education program will meet or exceed the minimum standards of the District and state.

<p>IJJ-R: Instructional Materials (Textbooks) Selection or Adoption Procedures</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy IJJ-R. • Following the District process, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. The school has received approval to utilize Math in Focus in lieu of district math curriculum. • The School’s education program will meet or exceed the minimum standards of the District and state.
<p>IJOA: Field Trips</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy IJOA. • The School will develop and implement procedures to conduct field trips and extended day excursions. <ul style="list-style-type: none"> • Planning field trips should be a cooperative activity of faculty member, students, principal and occasionally parents. Such planning showing the relationship between the proposed excursion and studies in which students are engaged at school in itself constitutes an excellent learning experience with valuable effects in professional and public relations. •
<p>IJOA-R: Field Trips (Guidelines for Extended Excursions)</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy IJOA-R. • The School will develop and implement procedures for field trips and extended day excursions.
<p>IKB: Homework</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted waivers from policy IKB. • 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. <p>1) Homework will be purposeful, focused and add to the student’s continuous learning process.</p> <p style="text-align: center;">Homework may provide opportunities for:</p> <ul style="list-style-type: none"> -Independent practice to work on learned skills -Review basics with differentiated, tiered assignments in mind -Practice that meet the needs, abilities and interests of all students -Time/material management fostering achievement of reasonable, attainable goals

		<ul style="list-style-type: none"> -Completion of work started in class -Extension and enrichment -Preparation for upcoming classroom instruction -Studying and reviewing for tests, quizzes etc. -Connections to and progress toward the current Project Based Learning Unit/Product <p>2) Homework will be posted by the faculty member in the same location every day, according to specific class period, and copied by the students into their planner upon the beginning of class.</p> <p>3) Homework is to be completed with 100% effort in a neat and organized fashion with a proper heading; including, name, date, and period. If a student does not understand part(s) of the assignment, s/he should write specific questions as to what s/he did not understand so the faculty member can identify common misunderstandings or be able to help students individually.</p> <p>4) Because learning is continual, instead of assigning no homework, faculty should give students an “optional” enrichment opportunity to continue thinking about the specific subject in an informal and exploratory manner. This homework will be titled <i>Shooting for the Stars</i> and students should know the difference between curricular homework and this homework. If curriculum-based homework is not assigned, homework will align to Scholarly, Trustworthy, Authentic, Respect, Safe (STARS). Examples: Help a family member make dinner (respect). Watch a local or national news program (scholarly).</p> <ul style="list-style-type: none"> •
<p>IKE: Promotion, Retention and Acceleration of Students</p>	<p>Graduation and Promotion</p>	<ul style="list-style-type: none"> • 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 principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the Instructional Instructional Leadership Team

		<p>ILT by the principal, deans, teacher, or parents or the SIT.</p> <ul style="list-style-type: none"> • If the NCAS Instructional Leadership Team ILT approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Instructional Leadership Team ILT. 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.
<p>IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures</p>	<p>Graduation and Promotion</p>	<ul style="list-style-type: none"> • . • . • 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 principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the Instructional Instructional Leadership Team ILT by the principal, deans, teacher, or parents or the SIT. • If the NCAS Instructional Leadership Team ILT approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Instructional Leadership Team ILT. 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.

Table II – NCAS DCTA Waivers

Request of DCTA Contract to be Waived		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice

<p>Article 1-2 Definition of Teacher</p>	<p>Human Resource Management: Hiring and Job Descriptions</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 1-2. • The School has the authority to create a broader definition of a teacher that aligns with the Innovation Plan. • NCAS teachers will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All necessary teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)
<p>Grievance (Article 7): Establish Dispute Resolution Procedures</p>	<p>Human Resource Management: Dispute Resolution</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 7. • The School will develop a dispute resolution process that permits association representation of faculty members and an avenue to appeal to the Superintendent’s designee. • Disputes between faculty members and the District may be brought directly to the Superintendent’s designee. The faculty member is entitled to representation by the Association. <ul style="list-style-type: none"> • NCAS will follow the District’s Basic Fairness and Due Process Guidelines in issuing corrective action.

<p>Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load</p>	<p>Calendar & Schedule Human Resource Management: Staff Assignments Human Resource Management: Teaching Load Human Resource Management: Leadership Structure</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 8. • The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. • No later than 60 days before the end of the school year, the ILT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract. • The School has the authority to establish preferred class sizes and teaching loads that support the Innovation Plan. • . •
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Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)

Governance & Human Resource Management: Leadership Structure

- The School has been granted waivers from Articles 5, 13, and 29.
- The school has the authority to create committees that align with the Innovation Plan.

Instructional Leadership Team ILT

NCAS will be governed by the principal. The principal will be held accountable and supported by the NCAS Board of Advisors and the DPS Office of School Reform and Innovation.

The school Instructional Leadership Team ILT will include: the principal, the assistant principal, and three teacher leaders, selected by the principal. The Instructional Leadership Team ILT will make decisions about hiring and dismissal of staff, including the new leadership in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team ILT will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team ILT will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team ILT will be held accountable by the principal.

Board of Advisors

NCAS will not have a CSC. Instead, NCAS will have a Board of Advisors (BOA) consisting of the school Instructional Leadership Team ILT, 1 business community representative, 2 core teachers, 2 arts teachers, 1 paraprofessionals, 1 business services manager, and 5 parent representatives – 2 middle school parents and 3 high school parents. The BOA will support the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals.

The NCAS board of advisors will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will

<p>Teacher Evaluation (Article 10): Describes the Evaluation Process for Teachers</p>	<p>Human Resource Management: Teacher Evaluation</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 10. <i>NCAS</i> will continue to use the LEAP Framework for the 2013/2014 school year [insert exceptions, eg Peer Observers from school, etc]. • Should the school determine that it wishes to propose a teacher evaluation system different than LEAP, the school may request the flexibility to develop its own teacher evaluation system and will demonstrate, that the evaluation system will meet the standard provisions of SB 191 and will seek approval from the • The School has the authority to adopt its own remediation plan to support teachers and the implementation of the Innovation Plan. If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement. The Plan of Improvement will be written and will follow the process outlined in the employment handbook. • <p>All employees at <i>NCAS</i> are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p>
<p>Article 11: Complaints Against Teachers/ Administrative Leave/Corrective Action</p>	<p>Human Resource Management</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 11. • . <p>All employees at <i>NCAS</i> are at-will employees. In issuing corrective action, the School will follow the District Basic Fairness and Due Process guide.</p> <p>.</p>

<p>Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 13. <p>NCAS 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 directly by <i>school</i> with assistance from the Human Resources Department. <i>School</i> will not receive direct placement of teachers unless <i>school</i> makes a reduction in building staff resulting in a teacher placed in the unassigned teacher pool.</p> <p>If NCAS 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.</p> <p>NCAS will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. NACS will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>A temporary hiring committee will be constructed for each specific vacancy, with final determination to be made by the school principal. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The NCAS Instructional Leadership Team ILT and BOA will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the ILT determines that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the BOA will make RIBS</p>
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<p>Summer school teaching positions (Article 14): Restricts Hiring Process and Moves Decision-Making for Hiring Teachers Offsite (14-1-1-1, 14-1-1-2, 14-1-1-3)</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Articles 14-1-1-1, 14-1-1-2, and 14-1-1-3. • The School has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.
<p>Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force</p>	<p>Human Resource Management: Staffing</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 20. • NCAS will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.
<p>Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time</p>	<p>Human Resource Management: Staff Assignments</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 25. • Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's SLT. The SLT shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.

<p>Extra Duty Comp (Article 32): Sets Rates for Extra Duty Compensation</p>	<p>Human Resource Management: Compensation</p>	<ul style="list-style-type: none"> • The School has been granted waivers from Article 32. • The School has the authority to determine its own compensation structure for additional work. Compensation will be agreed upon and communicated in advance. Extra hours will be at the employees hourly rate. • 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.
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Table III – NCAS State Statutory Waivers

<p>Analysis of Statutory Considerations Called for by the Innovation Plan</p>		
<p>State Statute</p>	<p>Area of Operational Impact</p>	<p>Replacement Policy or Practice</p>

<p>Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel</p>	<p>Human Resource Management: Teacher Evaluations</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-9-106. • The school’s evaluation system will meet the standard provisions of SB 191. • The School may use or adapt all or certain components and resources of the District’s evaluation program. • The School will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations. <ul style="list-style-type: none"> • NCAS will implement the district licensed personnel evaluation system (LEAP) that complies with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. <p>Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team. Evaluators of school personnel will receive an CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <ul style="list-style-type: none"> • The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.
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<p>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>	<p>Human Resource Management: Staff Hiring, Compensation</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from 22-32-109(1)(f). • The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206). • The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp. • Pursuant to state law, the DPS board will delegate duties related to selection of teachers and determination of compensation to the innovation school. The principal, in consultation with the school Instructional Leadership Team ILT, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the ILT shall determine the rate of pay during the budget cycle each Spring for the following year, no later than March 15.
<p>Section 22-32-109(1)(g): Handling of Money</p>	<p>Budget</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-32-109(1)(g). • The School has the authority to manage its receipt of money and will meet performance expectations provided by the District. • The District may conduct an annual audit and require the School to provide quarterly trial balances to the Office of Budget. • In accordance with the innovation plan, NCAS may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at NCAS The school will account for all moneys that it receives directly and will report to the DPS board

Section 22-32-109(1)(n): Schedule and Calendar

Calendar & Schedule

- The School has been granted a waiver from Section 22-32-109(1)(n).
- The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.
- In accordance with the innovation plan, NCAS's ILT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.
- School has the authority to determine the number of professional development days and days off or late starts/early releases.
- No later than 60 days before the end of the school year, the ILT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.

Section 22-32-109(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar & Schedule	In accordance with the innovation plan, NCAS's ILT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.
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<p>Section 22-32-109-(II)(B): School Calendar</p>	<p>Calendar & Schedule</p>	<ul style="list-style-type: none">• The School has been granted a waiver from Section 22-32-109(II)(B).• The School has the authority to create its own annual calendar.• The School’s annual calendar will meet or exceed the minimum standards for the District and state. • No later than 60 days before the end of the school year, the NCAS ILT, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.
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<p>Section 22-32-109(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-32-109(t). • Following the District’s approval process, the School can request the flexibility to adopt an educational program, including selecting curriculum and textbooks. • The School’s education program will meet or exceed the minimum standards of the District and state. • .
<p>Section 22-32-109 (aa): Adopt Content Standards and Plan for Implementation of Content Standards</p>	<p>Education Program</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-32-109(aa). • Following the District’s approval process, the School can request the flexibility to adopt an educational program, including selecting curriculum and textbooks. • The School’s education program will meet or exceed the minimum standards of the District and state. • In accordance with the innovation plan, NCAS will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to NCAS the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school’s innovation plan.
<p>Section 22-32-109(jj): Identify Areas in which the Principal/s Require Training or Development</p>	<p>Human Resource Management: Professional Development</p>	<ul style="list-style-type: none"> • The School has been granted waiver from Section 22-32-109(jj). • In accordance with the innovation plan, NCAS ILT and the district evaluator shall jointly determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal’s professional development plan.

<p>Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel</p>	<p>Human Resource Management: Staff Dismissals</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-32-110(1)(h). • The School has the authority to discharge employees according to its personnel policies. • The School may seek the support of District Human Resources and Legal Department when dismissing a staff member. <p>The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-License Required-Exception</p>	<p>Human Resource Management: Hiring and Teacher Qualifications</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-201. • The School will comply with federal laws regarding teacher qualifications. NCAS will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The School may offer positions to non-licensed teachers and/or administrators at NCAS as necessary to implement the school’s innovation plan provided the teachers or administrators are highly qualified by federal standards. • The board delegates to the School the duty to identify employees as administrators. •

<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-202. • The School has the authority issue its own employment offer letters. The School’s employment offer letter will outline the terms of employment and will meet the minimum standards outlined in the innovation school offer letter template provided by the district. <p>All employees at <i>NCAS</i> are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p> <ul style="list-style-type: none"> • Any teacher who works at (<i>NCAS</i>) who intends to resign must give notice to the school of his/her intention to resign at least 2 weeks prior to the last day the teacher intends to work.
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract</p>	<p>Human Resource Management: Dismissals</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-203. <p>All employees at <i>NCAS</i> are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p> <ul style="list-style-type: none"> •

<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation</p>	<p>Human Resource Management: Direct Placement of Teachers</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-206 • The School is not subject to the transfer of teachers within, into or out of the school by the District; the School’s leadership has the authority to make all decisions regarding transfers within the School.
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Human Resource Management: Dismissals</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-301. All employees at <i>NCAS</i> are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year. •
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and Judicial Review</p>	<p>Human Resource Management: Dismissals</p>	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-302. • All teachers are at-will employees. • The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School’s Employee Handbook. <p>All employees at <i>NCAS</i> are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p> <ul style="list-style-type: none"> •

Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-401. • The School has the authority to determine its own compensation system for all employees, including adjunct faculty. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp. Salaries will be set prior to the school year starting..
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-402: License, Authorization of Residency Required in Order to Pay Teachers	Human Resource Management: Compensation	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-402. • The School has the authority to establish a policy that waives the provision that requires teachers to hold licenses in order to be paid. • The School has the authority to determine its own compensation system for all employees, including instructional staff. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403: Payment of Salaries	Human Resource Management: Compensation	<ul style="list-style-type: none"> • The School has been granted a waiver from Section 22-63-403. • The School has the authority to establish dismissal policies and procedures, including any applicable compensation.

APPENDIX E DPS AND COMMUNICATIONS WORKERS OF AMERICA AGREEMENT WAIVERS		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice
Article 6: Grievance	Human Resource Management: Grievance Process	<p>The School will develop a dispute resolution process that permits representation of employees and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies.</p> <ul style="list-style-type: none"> • Disputes between employees and the District may be brought directly to the Superintendent’s designee. Employees are entitled to representation

Article 8-2: Seniority	Human Resource Management: Seniority and Employment Status	Employees will be considered at will and will not have a probationary period. <ul style="list-style-type: none">••
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Article 10: Work Week, Work Year	Human Resource Management: Calendar and Schedule	<p>The School has the authority to develop its own annual calendar, weekly schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies..
Article 11-1, 11-2, 11-7: Work Day	Human Resource Management: Calendar and Schedule	<p>The School has the authority to develop its own daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum</p> <ul style="list-style-type: none"> • standards of the District and state. • The school may require more advanced notice of absences, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.
Article 13: Overtime	Human Resource Management: <ul style="list-style-type: none"> • Calendar and Schedule • Compensation 	<p>The School has the authority to develop its own annual calendar, weekly schedule and daily schedule that aligns with the Innovation Plan and that</p> <ul style="list-style-type: none"> • meets or exceeds the minimum standards of the District and state. • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.. • The School will comply with State and Federal law regarding compensable time and pay employees in accordance with these laws.
Article 14: Vacations	Human Resource Management: Calendar and Schedule	<p>The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.</p> <ul style="list-style-type: none"> •
Article 17-1, 17-2, 17-3, 17-6, 17-7: Selection and	Human Resource Management:	Employees will be at-will and will not have a probationary period or be

Assignment of Employees	<ul style="list-style-type: none"> • Employee Status • Staff Assignments 	awarded continuing service status.
Article 18-1, 18-2, 18-6, 18-7: Job Openings	Human Resource Management: Staff Hiring	<ul style="list-style-type: none"> • The School has the authority to develop and implement its own policies and procedures for posting open positions and hiring staff, including creating a hiring schedule that best meets the needs of the School., in alignment with this innovation plan and replacement policies. • As needed, the School has the authority to determine any type of coverage pay in alignment with this innovation plan and replacement policies.
Article 19-2: Change in Status	Human Resource Management: Grievance Process	<ul style="list-style-type: none"> • The School will develop a dispute resolution process that permits representation of employees and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies..
Article 20: Appraisal	Human Resource Management: Staff Evaluation	<ul style="list-style-type: none"> • The School will develop its own processes and procedures to perform staff appraisals, which will be outlined in the Employee Handbook, in alignment with this innovation plan and replacement policies.
Article 27: Salaries	Human Resource Management: Compensation	The School has the authority to determine its own compensation system for all employees in alignment with this innovation plan and replacement policies. The School will meet or exceed the rates of pay set in the Communication Workers of America Agreement.
Article 33: Reduction in Force	Human Resource Management: Staff Dismissals	<ul style="list-style-type: none"> • The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school’s leadership and be made in accordance with School policies and the Employee Handbook in alignment with this innovation plan and replacement policies..

APPENDIX E FACILITIES MANAGERS ASSOCIATION		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice

Article 4: Grievance	Human Resource Management: Grievance Process	<ul style="list-style-type: none"> • The School will develop a dispute resolution process that permits • representation of employees and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies.. • Disputes between employees and the District may be brought directly to the Superintendent’s designee. Employees are entitled to representation by Facilities Managers Association.
Article 7: Work Year, Workweek, Workday	Human Resource Management: Calendar and Schedule	<ul style="list-style-type: none"> • The School has the authority to develop its own annual calendar, weekly • schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state. • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies..
Article 8: Overtime	Human Resource Management: <ul style="list-style-type: none"> • Calendar and Schedule • Compensation 	<ul style="list-style-type: none"> • The School has the authority to develop its own annual calendar, weekly • schedule and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state. • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies. • The School will comply with State and Federal law regarding compensable time and pay employees in accordance with these laws. •
Article 15: Transfers and Promotions	Human Resource Management: Staff Hiring	<ul style="list-style-type: none"> • The School has the authority to see all candidates from the candidate pool and, in cooperation with the District, interview external candidates, if so desired, in alignment with this innovation plan and replacement • policies.
Article 16: Performance Evaluations	Human Resource Management: Staff	<ul style="list-style-type: none"> • The School will develop its own processes and procedures to perform staff appraisals, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies..

	Evaluation	
Article 20: Corrective Action	Human Resource Management: Staff Corrective Action	<ul style="list-style-type: none"> • The School will develop its own processes and procedures to address employee performance, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.
Article 26: Continuing Service, Change of Status and School Redesign	Human Resource Management: <ul style="list-style-type: none"> • Staff Dismissals • Employee Status 	<ul style="list-style-type: none"> • Employees will be at-will and will not have a probationary period or be awarded continuing service status. • The School will develop a dispute resolution process that permits representation of employees and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies..
Article 27: Reduction in Force	Human Resource Management: Staff Dismissals	<ul style="list-style-type: none"> • The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school’s leadership and be made in accordance with School policies and the Employee Handbook in alignment with this innovation plan and replacement policies.

APPENDIX E DPS DENVER FEDERATION OF PARAPROFESSIONALS AGREEMENT WAIVERS		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice
Article 6: Grievance	Human Resource Management: Grievance Process	<ul style="list-style-type: none"> • The School will develop a dispute resolution process that permits association representation of employees and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies.. • Disputes between employees and the District may be brought directly to the Superintendent’s designee. Employees are entitled to representation by Denver Federation of Paraprofessionals

Article 7: Working Conditions	Human Resource Management: <ul style="list-style-type: none"> • Calendar and Schedule • Compensation 	<p>The School has the authority to develop its own annual calendar, weekly schedule and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.. • The School will comply with State and Federal law regarding compensable time and pay employees in accordance with these laws.
Article 9: Appraisal	Human Resource Management: Staff Evaluations	<p>The School has the authority to design and implement its own evaluation system and performance improvement process, which will be outlined in the Employee Handbook in alignment with this innovation plan and replacement policies.</p>
Article 11: Transfer (11-1, 11-1-1)	Human Resource Management: Staff Hiring Calendar and Schedule	<p>The School has the authority to develop and implement its own policies and procedures for posting open positions and hiring staff, including creating a hiring schedule that best meets the needs of the School, in alignment with this innovation plan and replacement policies.</p> <ul style="list-style-type: none"> • The School has the authority to develop its own annual calendar, weekly schedule and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.
Article 19: Compensation – Paraprofessional Salary Schedule and Position Matrix	Human Resource Management: Compensation	<p>The School has the authority to determine its own compensation system for all employees in alignment with this innovation plan and replacement policies. The School will meet or exceed the rates of pay set in the Denver Federation for Paraprofessionals Agreement.</p>
Article 22: Staff Reduction – MOU dated 7/27/07	Human Resource Management: Staff Dismissals	<p>The School has the authority to establish policies and procedures to notify employees of reductions, which will be outlined in the Employee Handbook, in alignment with this innovation plan and replacement policies.</p>

Article 23: Post-Termination Hearing	Human Resource Management: Staff Dismissal Grievance Policy	<ul style="list-style-type: none">• Employees are at-will can be release without cause at any time.•
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MOU Dated September 7, 2005	Human Resource Management: Hiring	In the event the School is Redesigned, employees may be required to re-interview for their positions.
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APPENDIX E DPS DENVER ASSOCIATION OF EDUCATION OFFICE PROFESSIONALS AGREEMENT WAIVERS		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice
Article 5: Grievance	Human Resource Management: Grievance Process	<p>The School will develop a dispute resolution process that permits association representation of staff and an avenue to appeal to the Superintendent’s designee in alignment with this innovation plan and replacement policies..</p> <ul style="list-style-type: none"> • Disputes between staff and the District may be brought directly to the Superintendent’s designee. Staff is entitled to representation by the Denver Association of Education Office Professionals.
Article 6: Reduction in Force	Human Resource Management: Staff Dismissals	<p>The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school’s leadership and be made in accordance with School policies and the Employee Handbook in alignment with this innovation plan and replacement policies..</p> <ul style="list-style-type: none"> • In the event the School is Redesigned, employees may be required to re-interview for their positions.
Article 8: Probationary Period	Human Resource Management: Employee Status	<p>Employees will be at-will and will not have a probationary period or be awarded continuing service status.</p> <ul style="list-style-type: none"> •
Article 9: Appraisal – MOU dated 5/13/03	Human Resource Management: Staff Evaluation	<p>The School has the authority to design and implement its own evaluation system and performance improvement process, which will be outlined in the Employee Handbook. in alignment with this innovation plan and replacement policies.</p> <ul style="list-style-type: none"> •

<p>Article 10: Hours and Selecting Working Conditions</p>	<p>Human Resource Management:</p> <ul style="list-style-type: none"> • Calendar and Schedule • Compensation 	<p>the Employee Handbook. in alignment with this innovation plan and replacement policies. The School has the authority to develop its own annual calendar, weekly schedule and daily schedule that meets or exceeds the minimum requirements of the District and state.</p> <ul style="list-style-type: none"> • The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook. in alignment with this innovation plan and replacement policies. • The School will comply with State and Federal law regarding compensable time and pay employees in accordance with the
<p>Article 14: Salaries/Increments – Appendix D Salary Schedules</p>	<p>Human Resource Management: Compensation</p>	<p>The School has the authority to determine its own compensation for all employees the Employee Handbook. in alignment with the innovation plan and replacement policies.. The School will not exceed the rates of pay set in the Denver Association of Office Personnel Agreement.</p>

Appendix F Committee Descriptions

Instructional Leadership Team ILT

NCAS will be governed by the principal. The principal will be held accountable and supported by the NCAS Board of Advisors and the DPS Office of School Reform and Innovation.

The school Instructional Leadership Team ILT will include: the principal, the assistant principal, and three teacher leaders, selected by the principal. The Instructional Leadership Team ILT will make decisions about hiring and dismissal of staff, including recommending two candidates to the superintendent in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team ILT will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team ILT will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team ILT will be held accountable by the principal.

Board of Advisors

NCAS will not have a CSC. Instead, NCAS will have a Board of Advisors (BOA) consisting of the school Instructional Leadership Team ILT, 1 business community representative, 2 core teachers, 2 arts teachers, 1 paraprofessionals, 1 business services manager, and 5 parent representatives – 2 middle school parents and 3 high school parents. The BOA will support the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals.

The NCAS board of advisors will review academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. Student data analyses will be presented by the Assessment Board, disaggregated by academic subjects, student groups, grade level, and teacher. The Board of Advisors (BOA) will make recommendations for improvement based on trends and concerns that emerge. The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations. The school principal will distribute a summary of data trends, board recommendations and actions to be taken to students, parents, and the community via a quarterly report and the school website.

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