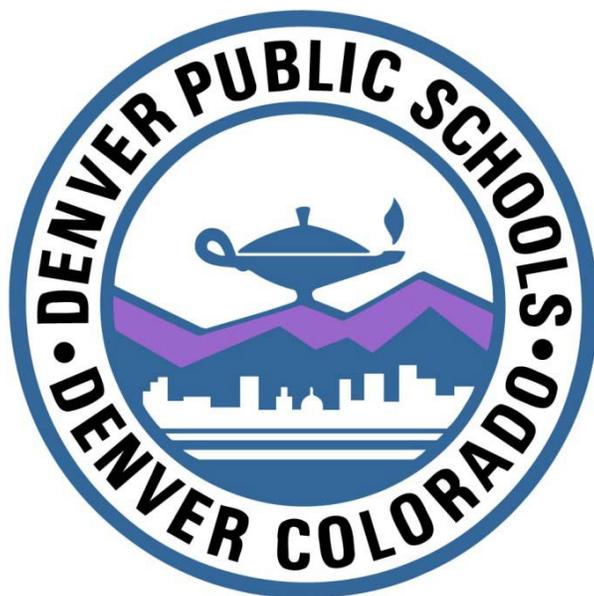


INNOVATION SCHOOL APPLICATION RENEWAL



**Summit Academy
December 2, 2013**



SUMMIT ACADEMY

Triumph.

At Summit our mission is to embrace **ALL** students with diverse academic and social experiences and cultivate them to be 21st century learners and positive community contributors by providing comprehensive support services and individualized pathways to post-secondary readiness in a safe, caring, and family oriented environment. Summit will individualize options through a proficiency based, data-driven, goal-oriented, rigorous, wraparound educational program. We aim to serve **ALL** students within a self-directed, self-paced model that provides an achievable track to graduate with a high school diploma or equivalent by offering *multiple pathways* for enrollment into postsecondary educational options. These include but are not limited to college, training, certification, and internship programs.

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INTRODUCTION

SUMMIT ACADEMY-MULTIPLE PATHWAYS CENTER

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When Summit Academy opened its doors in August of 2010, it was clear to all staff members that 80% of what we currently do doing would be considered “innovative”. Being the only school in the state utilizing the Diploma Plus model, offering GED and Credit Recovery throughout the day and evening and building personal connections to re-engage students, it was obvious to us that what we do is was unique and powerful. We knew we were in the business of changing lives. In September of 2010, the staff determined that Summit would develop a committee to oversee the innovation application with the understanding that this would be a research-based effort. The following staff members volunteered to participate on the committee:

- Margaret Ritchie-Yanez – ELA Interventionist: Structure and format of the application- Reviewing all former applications in the district to determine what needed to be included.
- Scott Huyler – Criminal Justice: Research for all waivers and district policies
- Ana Gonzalez – Parent/Community Liaison: Development of CSC and consistent communication with parents regarding the innovative application
- Jil Washburn - Revisions
- Bernadette Apodaca – Office Manager: Research into current innovative schools and budgeting procedures for all aspects of innovative status
- Annette Zambrano – Principal: Vision and direction/people, time, money and flexibility. Inform staff of process and explain how being innovative will benefit our scholars.
- Jeff Wein – Feedback on revisions
- Allen Balczarek – Feedback on revisions

Currently only three members of the founding committee are still employed at Summit working in different capacities then for the 2013-14 year. Based on the turnover in staffing it is vital that we not only seek renewal of its innovation plan, but make significant changes to the plan that reflect the current mission and vision of Summit Academy.

Summit will pursue renewal of innovation status in order to fully implement its unique educational program, scheduling, staffing, and funding models. Obtaining innovation status will give Summit Academy the flexibility to make programmatic decisions closest to our students. In this way student outcomes are the sole responsibility of the school; restrictions presented by state statutes, district policy or collective bargaining agreement provision cannot be invoked as an excuse. It is the intention of Summit Academy to be completely innovative through its use of time, staffing, and

budget. In this way Summit Academy will be able to completely meet the needs of its high-risk student population.

Summit Academy will provide a multiple pathway school for 6th through 12th grade students, including: 1) students looking for a smaller learning environment; 2) students needing positive adult relationship and social emotional support; 3) students transitioning back from residential treatment or correctional settings; 4) students needing targeted instruction; 5) students needing targeted advancement; 6) students needing a fresh start from traditional neighborhood schools; 7) young and close students (9th graders more than 30 credits behind); 8) young and far students (16 and 17 year olds two or more years off track); 9) old and close students (17+ year olds 30-120 credits behind); and 10) old and far students (18+ year olds two or more years away from graduation).

The district's definitions of MULTIPLE PATHWAY CENTERS are included in the following thirteen points and Summit Academy has met the criteria for all points:

- All MPC's should have a competency based curriculum that allows students to demonstrate mastery and accelerate their learning and earning of credits.
- All MPC's are to require students to participate in learning during extended hours – both after school and Saturday in very structured activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and soft skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- All MPC should require students to earn college credit as a part of their graduation requirements, either through concurrent enrollment or AP courses.
- All MPC's should connect all students to CTE courses
- All MPC's should have strong credit recovery programs and GED Plus programs – the Plus emphasizes college and career planning and entry over just earning a GED score. Students understand that the goal isn't just the score but the connection to postsecondary options.
- All MPC's should provide all students with strong support with college/career planning and have individualized learning plans for all students where students are very clear of their program required for graduation and when they graduate.
- All MPC's should have the highest expectations for student behavior and academic performance, value student voice, require student buy-in through the signing of a contract and not compromise on these expectations.
- All MPC's should have a robust admission process that tries to ensure students are committed to the learning plan developed for them and the extended hours to help ensure they graduate college and career ready.
- All MPC's should work to develop partnerships with community based organizations to help provide wrap-around services for students and families as needed.
- All MPC's should have strong relationships with the other high schools so that we are transitioning students from other schools to MPC's without them first having to dropout or having to be sent away. The lion's share of this work should be done each 2nd semester of each year beginning now so that MPC's are at least 80-85% of capacity by October and at capacity (schools may go slightly over) by December.
- All MPC's should hire teachers who are committed to the mission of the school and doing what's necessary to uphold the mission, high expectations, develop and contribute to a positive school culture, and build relationships with students and communicate with their parents.
- All MPC's must have strong tutoring and mentoring programs available to support students throughout the day and after school on day one – beyond – a classroom teacher, counselor,

administrator who makes connections with the students beyond the school day and helps to ensure they are receiving the intensive supports MPC's are expected to provide.

- Teacher to student ratio does not exceed 20:1 in a school of 450 students and 15:1 is preferable in a school of 250.

Summit will implement a blended learning instructional model including: Apex Learning digital content and assessments for individually adapted instruction, Edgeunity, ALEX, READ 180, Khan Academy, small group direct instruction and intervention, and collaborative group learning opportunities. The Summit assessment system will include: state assessments administered annually, NWEA MAPS benchmark assessments administered twice a year, interim assessments created by the school and aligned to the school curriculum administered every 6-9 weeks, and formative assessments administered at the end of each learning segment to monitor progress, inform instruction, and provide continuous feedback to students.

Individualized Plans will ensure that each Summit student reaches rigorous academic and social/emotional goals through flexible scheduling and extended learning opportunities. Summit offers extended days (8+ hours), an extended year (181 student days), and a fifth session (15 intensive days). Students have multiple academic options including: concurrent enrollment, advanced placement, core content, interventions, credit recovery, CTE, electives, field experiences, and GED test preparation. In addition, Summit students are provided with wrap around services to support social/emotional and physical/mental health. Summit will provide multiple opportunities for professional learning and growth through professional development and evaluation structures.

Summit teachers will be provided with frequent observations and feedback on instruction by school leaders and peers. Based on individual performance goals, teachers will engage in individually focused professional development monthly. In addition, teachers will participate in weekly professional development, monthly data team meetings, and monthly instructional planning meetings with their content teams. The School Leadership Team will lead weekly learning walks and monthly whole school professional development sessions based on school goals and student and teacher learning needs

INNOVATION: VISION & MISSION

Summit Academy's **mission** is to embrace ALL students with diverse academic and social experiences and cultivate them to be 21st century learners and positive community contributors by providing comprehensive support services and *individualized pathways* to post-secondary readiness in a safe, caring, and family oriented environment. Summit will individualize options through a proficiency based, data-driven, goal-oriented, rigorous, wraparound educational program. We aim to serve all students within a self-directed, self-paced model that provides an achievable track to graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options. These include but are not limited to college, training, certification, and internship programs.

Summit's **vision** is that ALL students receive equitable access to become self-directed life-long learners who are critical thinkers. Students will have the skills to become future leaders, risk-takers, and productive, knowledgeable members of society in our ever-changing world. We are committed to empowering students to be competitive in a global community.

The Summit vision and mission directly support the DPS mission of providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. The Summit vision and mission embody the district's core values of *Students First, Integrity, Equity, Collaboration, Accountability, and Fun*.

This culture was intentionally designed to promote self-confidence and generate productive, capable and intelligent young members of the community.

Our goal for Summit Academy scholars is 100 % completion of our programs. The following includes standard design elements of the MPC model that require innovation status:

- o A competency-based instructional model that requires students to demonstrate mastery of the standard, allowing them to accelerate grade-level competency and the earning of graduation credits
- o A “Failure is Not an Option” approach to grading
- o Extended day, week and year (year-round school model) that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- o Redefined graduation protocol, increasing the standards for graduation by requiring students to demonstrate that they have earned college credit through either concurrent enrollment courses or through Advanced Placement courses
- o An “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- o Human resource practices that ensures the very best teacher is in the classroom everyday
- o Elective credits for community service, advisement, enrichment activities and employment
- o Multiple pathways to graduation including GED Plus, where students understand that the goal is not just their score on the test but the connection to postsecondary options
- o Robust admission process that ensures students are committed to changing their behavior and successfully attaining their high school diploma or GED by participating in a rigorous learning plan
- o Partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed

The key to the success for the scholars at Summit Academy is the collaborative effort of all employees with the partnership between Colorado Heights University and Summit Academy. This unique partnership is one like no other the district has experienced. We are currently in discussions with Colorado Heights University regarding the expansion our programs to include:

- o Elective courses for Summit Scholars
- o ELL courses for Summit Scholars
- o Becoming a GED testing site
- o Utilizing CHU courses for intervention and remediation at the college level so that scholars can transfer to the college of their choice with college credit.

In expanding our CTE programs, the university has expressed an interest in allowing Summit Academy to utilize more building space to accommodate the need for more career-based instruction, such as; a culinary arts program. We look forward to evolving and offering more opportunities to our scholars through the partnership with Colorado Heights University.

Targeted Student Population

Summit Academy will provide a multiple pathway school for 6th through 12th grade students, including: 1) students looking for a smaller learning environment; 2) students needing positive adult relationship and social emotional support; 3) students transitioning back from residential treatment or correctional settings; 4) students needed targeted instruction; 5) students needing targeted advancement; 6) students needing a fresh start from traditional neighborhood schools; 7) young and close students (9th graders more than 30 credits behind); 8) young and far students (16 and 17 year olds two or more years off track); 9) old and close students (17+ year olds 30-120 credits behind); and 10) old and far students (18+ year olds two or more years away from graduation). Summit will offer 325 multiple pathway seats to students grades 6th -12th to address the projected need in the 2014-2015 school year and will expand to full student enrollment of 400 in five years based on location. We would offer a GED Plus program which includes GED students enrolled in Dev Ed courses, or participating in work experience pathways

| Summit Academy Projected Enrollment | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| GRADE | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| 6 | 25 | 50 | 50 | 50 | 50 |
| 7 | 25 | 25 | 50 | 50 | 50 |
| 8 | 50 | 50 | 50 | 50 | 50 |
| 9 | 30 | 30 | 30 | 40 | 50 |
| 10 | 50 | 50 | 50 | 50 | 50 |
| 11 | 50 | 50 | 50 | 50 | 50 |
| 12 | 50 | 50 | 50 | 50 | 50 |
| 13 | 20 | 25 | 25 | 35 | 50 |
| | | | | | |
| Total # students | 300 | 330 | 355 | 375 | 400 |

As a multiple pathway 6th-12th school serving non-traditional students, Summit expects to serve disproportionately higher percentages of students eligible for free and reduced price lunch (FRL) and students with disabilities receiving special education (SPED) and proportionately high percentages of English language learners (ELL) representative of the Southwest region.

| Summit Academy Projected Demographics | | | |
|--|--------------|---------------|--------------|
| | FRL % | SPED % | ELL % |
| | 90-100% | 25-35% | 25-50% |

School Culture & Student Engagement

The Summit Academy culture will be collaboratively developed and implemented by Summit staff members, students, and families. The culture will reinforce norms and expectations for academic work, collaborative practices, behavior, and disciplinary actions and will include but not be limited to:

- Shared core values that are posted and evident throughout the school
- A contract outlining norms and expectations, with non-negotiables, for students, staff, and parents/guardians
- Agreements with community partners for enrichment, CTE, and field experiences
- A dress code conducive to academic excellence and professionalism
- Flexible hours for participation and demonstration of mastery
- No homework beyond online or off-site work requirements
- A point system to track attendance, participation, work completion, etc.
- A Student Advisory Board and Student Discipline Court

Systems and Structures

Summit leadership team members will make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings could include informal visits to the student’s home to welcome them to the Summit community.

Summit staff members will participate in a **one week orientation** prior to the start of the school year. The first part of the week will be focused on school culture and social/emotional supports for students. The second part of the week will be focused on instructional strategies and routines. Each year, staff will also participate in a two day team-building encounter focused on solidifying commitment to the school vision and mission and bonding as a team.

Summit staff members will arrive 30 minutes before students and participate in a **Morning Check In**. Staff members will have an opportunity to share what is happening in their personal and professional lives and what supports they need that day. They will also share successes and challenges they are experiencing at school and solicit support from their colleagues.

All staff members will **greet students** at the start of each class, making positive comments and

having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment.

Summit instructional staff will engage in **weekly professional development**. Staff members will take ownership for facilitating professional development and will have multiple opportunities to take on additional leadership roles: mentoring teaching fellows, facilitating groups, serving on the School Leadership Team, and developing and implementing new enrichment and electives for students. Leadership and advancement opportunities will support a pipeline of future leaders committed to the vision and mission of the school. Weekly staff would participate in a 50 minutes of collaborative PD sessions and also have a minimum of 50 minutes for individual PD or PD offered in the district.

All Summit students will participate in a two week **orientation** prior to the start of school or a mid-year enrollment. Orientation will include setting norms and expectations as well as role playing and practicing routines and proactive social skills with a small “family” of students and a learning family teacher. During orientation, students will be assessed and will develop their Individualized Plan in collaboration with parents/guardians, teachers, and counselors.

Engagement Groups will meet for two hours monthly around a variety of topics addressing social and emotional needs of students (e.g. grief counseling, anger management, etc.)

Students will be assigned to a **Learning Family** with a designated learning family teacher. Students will check in with their learning family teacher daily at the beginning or end of the day during the 15 minute *Check In* times. Each learning family teacher will be assigned around 10 students. Students will engage in individualized reflection on what is happening in their life outside of school and what they will do that day to be successful in school. Students will share concerns with the group and solicit feedback and support or a “shout out” about something that they are proud of. Students will also do a verbal check in with the learning family teacher about what support is needed to be successful that day. A stoplight system – red, yellow, green – will be used to prioritize the verbal check in time and ensure that students in need of support receive it. Learning family teachers will also facilitate role play and practice of positive social skills and conflict resolution.

Students will work with their learning family teacher and support staff to develop and commit to an **Individualized Plan** that includes the student’s academic history, interests, and goals and will be used throughout the year to monitor student progress and guide instructional decisions and supports. These plans will be an extension of PEP plans.

Monthly **Town Hall Meetings** of all Summit students and staff members will recognize and acknowledge individual and group accomplishments and progress toward goals. Town Hall Meetings will be collaboratively planned by the Student Advisory Board and the School Leadership Team.

Summit parents/guardians will sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.).

Every parent/guardian will be required to participate in quarterly **Parent Conferences**. If they cannot attend at the scheduled time at the school, an individual appointment will be scheduled.

Parents/guardians will also be expected to access the parent portal either at home or at the school.

Summit will provide **wrap around support for parents and guardians** through community providers, programs, and trainings offered at the school and in community (e.g. ESL, resume writing, computer classes, etc.).

By design, Summit serves students who are at-risk of academic failure as well as higher than average percentages of students with special needs, students receiving special education services, and proportionately high percentages of English language learners. The Summit Academy culture will be focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Summit students will be better prepared to be successful inside of the classroom.

Obtaining innovation status will give Summit Academy the flexibility to make programmatic decisions closest to our students. In this way student outcomes are the sole responsibility of the school; restrictions presented by state statutes, district policy or collective bargaining agreement provision cannot be invoked as an excuse. It is the intention of Summit Academy to be completely innovative through its use of time, staffing, and budget. In this way Summit Academy will be able to completely meet the needs of its high-risk student population.

EDUCATIONAL PROGRAM

Although the school is planning to continue to use District curriculum, we intend to research alternative core and supplemental curriculum, which may be more effective with our student population. If it determined that different curricula would likely improve student achievement, Summit Academy will complete the required DPS approval processes through the CAO.

Summit will implement a blended learning instructional model, using Apex Learning digital content and other forms of assessment for individually adapted instruction monitored and supported by a highly qualified teacher. In addition, teachers will provide small group direct instruction and intervention and will structure collaborative learning opportunities based on individualized academic and social/emotional needs of students in the class. The three areas of instructional practice will include planning, learning, and monitoring. The planning phase will be a backwards design model that focuses on identifying desired results, determining evidence, and creating engaging authentic instructional experiences including Apex Learning digital content and other curricular materials selected or created by the teacher. The learning phase will focus on the gradual release of responsibilities from the teacher to the student. The learning phase will include providing a focused engaging lesson, guided targeted instruction, structured student collaboration, and independent practice. The monitoring phase will include formative and summative assessments. Twice a month data teams will meet to review student progress on individualized assessments of learning and to adjust instructional practices based on data. This will include reteaching of concepts, acceleration of major themes, evaluation of student's Individualized Plans (IPs), and providing supportive wraparound services to students and families that are in need in order to overcome roadblocks that prevent academic success.

Summit's distinctive educational program includes 10 key features that will lead to Student Success...

- 1 *Students are First*
- 2 *Experiential Learning Opportunities*
- 3 *Individualized Instructional Plan for all Students*
- 4 *Proficiency Based Model for Credits/Point System for Grades*
- 5 *Self-Paced Program and Flexible Scheduling which offers Possibilities for Early Graduation*
- 6 *Active Authentic Community Partnerships*
- 7 *Collaborative Decision Making*
- 8 *Equitable Access to Multiple Resources*
- 9 *Supportive/Wraparound Services for Entire Families*
- 10 *Participation in Engagement Groups for all Staff and Students*

These 10 program components will promote active learning and student ownership that establish norms and build a school culture that results in: increased academic rigor; high expectations for student behavior; collaborative thinking structures; and, most importantly, all students, staff, and community members feeling valued and respected.

In addition, Summit's education plan includes DPS' Key Elements for Multiple pathway schools,

several of which will require waivers to implement:

- Extended hours and schedule
- Rigorous, accelerated competency-based curriculum
- Small school, strong culture focused on student needs, aspirations
- Enrichment activities and wraparound service
- Access to Advanced Placement, Concurrent Enrollment and Credit Recovery Academic
- Pathways and CTE (Career and Technical Education) Options
- GED Option
- Interview and acceptance process
- Grades 6-12, diploma granting

Curriculum

Summit will use standards-based Apex Learning digital content and assessments, a program purchased by DPS and successfully implemented in other multiple pathways schools, as the backbone of its curriculum and will supplement with published, online, and teacher-created resources as necessary to meet student academic needs and ensure that every student meets or exceeds the Colorado Academic Standards and Common Core State Standards. Summit will use the DPS adopted 6th-12th grade curriculum as well as supplements.

The new Apex Learning courses in Math and English Language Arts fully align to and incorporate the Common Core State Standards (CCSS). Apex Learning courses include rigorous academic content as well as activities that develop critical thinking skills. Formative and summative assessments are integrated throughout each course to measure student learning and inform instruction. Test items are similar to those found on PARCC assessments. Proficiency is measured through a combination of computer-scored tests and teacher-scored performance tasks.

Summit teachers will supplement the Apex Learning digital instruction with lessons directed at preteaching and reteaching of concepts and collaborative group projects for deeper understanding and application of learning. Teachers will use a variety of curricular materials, including DPS adopted resources, to preteach, reteach, and extend student learning. The school will explore other online learning programs that allow for competency based learning.

Blended Learning

In the blended learning model, students spend: 1) some of their time learning independently with adaptive software, 2) some of their time working in small collaborative groups, and 3) some of their time working directly with a teacher either individually or in small-group direct instruction. The amount of time participating in these groups will vary from student to student and based on individual needs, some students may not participate in each group during a single class period. Students assigned to each class will be working on their own Individualized Plan and will therefore not be engaging in the same digital content at the same time. Smaller class sizes of 7-20 students will support the blended learning model and allow teachers to provide targeted small group instruction. Additionally, Summit will staff core classes with a teacher and a teaching fellow or instructional paraprofessional to support the blended learning structures.

Credit Recovery & Unit Recovery

Credit recovery provides opportunities for students to retake classes and/or demonstrate

competency in specific content standards for a class they previously failed. Credit recovery opportunities will be made available to Summit students using the standards-based APEX Learning digital curriculum and end of course assessments. Credit recovery options will be available during the school day, during extended learning time, and during the Fifth Quarter summer session.

Unit recovery provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. Through unit recovery, students are required to demonstrate competency in the specific content standards for the respective unit(s) in order to earn credit for the original class. Unit recovery options will be supported by Summit's blended learning instructional model.

Advanced Placement Courses

Apex Learning offers College Board-Approved comprehensive online Advanced Placement (AP) courses supported by AP teachers with an average of 14 years of experience. Highly interactive instruction, including simulations and ongoing assessments, help students stay engaged. Currently we offer AP US History but will grow with AP offerings each year to potentially include:

- Apex AP English Language and Composition
- Apex AP Statistics
- Apex AP Calculus AB
- Apex AP Chemistry
- Apex AP Physics B
- Apex AP Psychology
- Apex AP U.S. History
- Apex AP U.S. Government and Politics
- Apex AP Macroeconomics
- Apex AP Microeconomics
- Apex AP Spanish Language

Concurrent Enrollment

Concurrent Enrollment (CE) is a way for high school students to take college classes tuition free while in high school. Summit students who have concurrent enrollment in their IP will take the *Accuplacer* assessment to determine if they are eligible to take college level classes. Students may take up to two college classes per semester in content areas related to college and career goals in their IPs. CE classes count for both high school and college credit. DPS pays for tuition but not books and fees. If a student fails a class, they will be required to pay back the tuition. The goal is that all Summit students will graduate with a college credit option. Summit will partner with Community College of Aurora (CCA), Community College of Denver (CCD), University of Colorado at Denver (UCD), and Emily Griffith Technical College to offer Concurrent Enrollment courses.

GED High School Equivalency

Summit will offer GED test preparation courses during extended learning time (from 3:00pm to 6:00pm) to students and parents or guardians who are over 17 years of age, have not already graduated from high school, and are interested in pursuing a GED Diploma.

Scope and Sequence

Summit teachers will map the Apex Learning course scope and sequence documents to the Colorado Academic Standards including the Common Core State Standards and will supplement with teacher directed lessons when necessary to ensure that all key concepts are mastered and students graduate ready for postsecondary education and career options.

Summit lesson plans will include standards-based content/language objectives. Content/Language Objectives (CLOs) are measurable statements that indicate what content students will learn and how they will demonstrate that learning through language functions and forms. *Language functions* are the purpose(s) of the communication, such as narration or persuasion. *Language forms* are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

The scope and sequence outlines of Apex Learning English I and Algebra I courses, which Apex Learning has already aligned to the CCSS, are included as samples in Appendix J. A syllabus for each Apex Learning course can be found on the website <http://www.apexlearning.com/courses>.

Cultural Relevancy

Professional training, planning, and support will be provided for teachers to build cultural competency. Teachers will develop lesson plans using culturally relevant materials and instructional approaches that specifically address the diverse needs of individual students.

Summit staff members, parents, and community partners, all of the adults in the school community, have an impact on our entire student body. All adults in the school community will understand that they look through their own lenses of bias based on their life experiences. The school culture of respect for individual differences will be developed through relationship-building among students and adults, not based on positional authority.

Every Summit student will be provided with the opportunity, access, and inclusion needed for them to reach their potential and graduate ready for postsecondary success.

Timeline of Curriculum Development

During the spring semester and into the summer, newly hired core teachers will be provided with stipends to develop lesson plans aligned to the Apex Learning scope and sequence and Colorado Academic Standards including Common Core State Standards. Lesson plans will include direct instruction and collaborative group work to preteach, reteach, deepen and extend student learning of critical content and language objectives. In addition, Summit teachers will have one week prior to the start of each school year and two half days (2 ½ hours) each month, and 50 minutes 3 days a week of common planning time together as content teams to analyze student data, develop supplemental lesson plans, identify curricular materials, and refine the instruction and assessment cycle

Student Daily Activities

School Schedule & Calendar

Summit will run on an extended year calendar. Students will be provided 181 days and 1448 hours of instruction per year. Students participating in the (Fifth Quarter) summer school will attend up to 196 days a year. Teachers will work 190.5 days per year and will have 5 days of professional development prior to the start of the school year in addition to 2 hours of weekly professional development embedded into the weekly schedule.

Student Academic Schedule

Summit students attend on an individualized flexible schedule with classes beginning at 7:45am and ending at 5:55pm. Full time students will attend an 8 hour day and receive an average of 420 minutes of academic instruction a day (450 minutes Mon-Thurs & 300 minutes Friday). Language Arts and Math classes will be offered in 45 and 90 minute blocks Monday through Thursday and 30 and 60 minute blocks on Friday for a total of 420 minutes of each per week. Students who participate in ELD, Special Education, or Interventions for up to 90 minutes a day will have a minimum of 45 minutes each of core English or Math instruction. Science and Social Studies classes will be offered in 45 minute blocks Monday through Thursday and 30 minute blocks on Fridays for a total of 210 minutes of each per week.

Extended Learning Time - E Block

E Block will consist of four periods from 3:00pm to 6:00pm Tuesday through Thursday. Each administrator would each have one day a week. Each teacher in the core areas will also have from 1-2 days assigned a week. This could also be cover by the flex staff members that come in later.

Period 10 – 3:00pm-3:15pm – Afternoon Check-in / Advisory

Period 11 – 3:15pm-4:00pm – Tutoring, Reteaching, Assignment Completion, Counseling

Period 12 – 4:05pm-4:50pm – Intensive Interventions, Credit Recovery, GED Test Prep

Period 13 – 4:55pm-5:55pm – Intensive Interventions, Credit Recovery, GED Test Prep

All Summit students will have the opportunity to participate in extended learning time tutoring and interventions in core content areas from 3:15pm-4:00pm (Period 11) Tuesday through Thursday with a licensed teacher. Students may self-select or may be assigned participation by teachers or advisors.

Engagement and Enrichment

On Fridays, students will participate in Engagement Groups, Field Experiences, or Credit Recovery/Learning Labs from 12:30pm to 4:30pm in accordance with their IPs.

Teacher Schedules

Summit core teachers will work from 7:00am to 3:00pm (8 hours) Monday through Thursday and 8:00am to 4:00pm (8 hours) on Fridays. Each core teacher will work an additional hour from 3:00pm to 4:00pm one day a week, offering extended learning opportunities during E Block.

All Summit teachers will have 90 minutes a day Monday through Thursday of Common Planning Time with the other teachers in their content area. English and Social Studies teachers' and Math and Science teachers' planning time will overlap for 45 minutes to facilitate cross- departmental planning. Special Education and ELA teachers' will have common planning time with each other and will overlap with 45 minutes of planning time for each of the core content teachers to facilitate opportunities for collaborative planning. In addition, Summit teachers will have 30 minutes a day for lunch.

Summit teachers will have 2.5 hours of professional development time on Friday afternoons from 1:30pm-4:00pm. One PD session per month will be allocated to each of the following: data team analysis, RTI/student scheduling, whole school focused PD, and individual professional development.

Special Services providers (student advisors, counselors, social workers, psychologists, interventionists, and protechs) will work on a staggered schedule, starting later and ending later, and will offer counseling and academic and behavioral interventions during E Block and Engagement Groups on Friday afternoons. The Protech Teacher will teach GED Test Prep courses and Intervention Teachers will teach intensive intervention courses during E Block extended learning time.

Leadership team members will rotate administrator responsibilities for E Block, each taking on one day per week.

Assessments

Progress Monitoring and Assessment State Assessments

- Summit will administer the following state required assessments:
- WIDA Language Placement Test (W-APT) for new ELLs
- WIDA Language Proficiency Assessment (WIDA-ACCESS) for identified ELLs
- SRI READ assessments for students on a READ plan
- State Academic Content Assessments (TCAP / PARCC)
- Colorado ACT (11th Grade Only)

School Assessments

Benchmark Assessments

The NWEA MAPS assessments will be administered at the beginning, middle, and end of the year to benchmark Summit students' progress against the standards and to triangulate data from interim and formative assessments. MAPS assessments will be given in reading, language, math, and science.

Interim Assessments

Summit teachers will create Interim Assessments to be administered approximately every 6-9 weeks to monitor student progress within the curriculum. Interim Assessments will include the Apex Learning competency based assessments as well as supplemental items to ensure that all key content and language objectives are measured. Summit students will participate in the district interim assessments which are aligned to the district curriculum materials and scope and sequence.

Formative Assessments

Scored and un-scored formative assessments will be used to give students continuous feedback. Within the Apex Learning online curriculum, students have frequent opportunities to test their own understanding and monitor their progress through private, no-stakes self-checks. Low stakes assessments give students a chance to engage with content at a personal level while still demonstrating knowledge and skills to their teachers. Higher stakes practices create both formal, structured opportunities for students to show what they know and can do, as well as important opportunities for teachers to provide immediate feedback.

Unit-level diagnostic assessments within Apex Learning also provide formative information. These diagnostics are computer-scored, results are immediately available to students and teachers, and the Apex Learning system will direct students to appropriate instructional content based on that student's strengths and weaknesses. The Apex Learning approach to assessment is based on Bloom's classical six-level taxonomy. An additional level has been added to emphasize the importance of demonstrating creative skills. The following seven-level hierarchy guides the development of assessment items:

Sample Assessment Calendar

| | |
|-------------------|--|
| 8/18/14-5/29/15 | W-APT for new ELLs |
| 8/18/14-8/22/14 | Interim Pretests / Course Placement |
| 8/25/14-9/12/14 | NWEA MAPS - Beginning of Year Benchmark |
| 9/15/14-10/17/14 | Interim 1st Cycle Assessments |
| 10/20/14-11/14/14 | Interim 2nd Cycle Assessments |
| 11/17/14-12/19/14 | Interim 3rd Cycle Assessments |
| 1/6/15-2/4/15 | ACCESS for ELLs |
| 2/2/14-2/13/15 | NWEA MAPS - Mid Year Benchmark |
| 1/5/15-2/13/15 | Interim 4th Cycle Assessments |
| 2/17/15-3/13/15 | Interim 5th Cycle Assessments |
| 3/9/15-3/27/15 | Colorado State Assessments (TCAP / PARCC) |
| 4/22/15 & 5/6/15 | CO ACT |
| 4/6/15-5/15/15 | Interim 6th Cycle Assessments & SRI for READ plans |
| 5/18/15-5/29/15 | NWEA MAPS - End of Year Benchmark |
| 5/18/15-5/29/15 | Final Course Assessments |

Partnerships are a critical component of the educational process. Our partnerships will provide coordinated, quality learning opportunities for our scholars that enable them to function more effectively in their future careers.

Establishing partnerships requires identifying a common purpose. This is our goal. Starting with this goal in mind is as important as how we achieve the goal. Partnerships can range from informal cooperation to highly integrated systems. The different levels in the chart below describe the degree of involvement each party has in the partnership. Ideally, Summit will want to move our existing partnerships to the right on the chart.

Summit Academy offers the opportunity for partnership organizations to enhance their image and their visibility in the community, an opportunity to observe how education is spending tax dollars to prepare future professionals, and the personal satisfaction of current employees who can assist in preparing productive citizens for college and career readiness.

GRADUATION READINESS

Graduation Requirements

Summit graduation requirements will meet the district and state requirements and prepare graduating students for college and other postsecondary opportunities. In addition, in order to meet the Higher Education Admission Requirements (HEAR), Summit students will complete at least one unit of foreign language whenever possible.

| | DPS Graduation Requirement | Higher Ed Admission |
|--------------------|-----------------------------------|----------------------------|
| English | 4 Units | 4 Units |
| Mathematics | 4 Units | 4 Units |
| Science | 3 Units | 3 Units |
| Social Studies | 3 Units | 3 Units |
| Academic Electives | 4 Units | 2 Units |
| Foreign Language | | 1 Unit |
| Physical Education | 1 Unit | |
| Electives | 5 Units | |
| TOTAL | 24 Units | 17 Units |

Denver Public Schools

HIGH SCHOOL GRADUATION REQUIREMENTS

| General Course of Study Diploma Requirements | Semester | Carnegie Units |
|--|-----------|----------------|
| Language Arts | | |
| Introduction to Literature and Composition 1 & 2 Apex English I: Introduction to Literature and Composition 1 & 2 | 10 | 1.0 |
| American Literature 1 & 2 Apex English III: American Literature | 10 | 1.0 |
| World Literature Apex English IV: British and World Literature | 10 | 1.0 |
| Other Language Arts Apex English II: Critical Reading and Effective Writing | 10 | 1.0 |
| Total Language Arts (4.0 Units Required for Higher Education Admission) | 40 | 4.0 |
| Mathematics | | |
| Algebra or Integrated Equivalent Apex Algebra IA & IB | 10 | 1.0 |
| Geometry or Integrated Equivalent Apex | 10 | 1.0 |
| Algebra 2 or Integrated Equivalent Apex | 10 | 1.0 |
| Other Math (higher than Algebra) Apex 4 th -year Math Apex AP Statistics | 10 | 1.0 |
| Total Mathematics (4.0 Units Required for Higher Education Admission) | 40 | 4.0 |

| | | |
|--|-----------|------------|
| Science | | |
| Choose from Earth Science, Biology, Chemistry, <ul style="list-style-type: none"> • Physics Apex Earth Science (teacher facilitated lab option) • Apex Physical Science (teacher facilitated lab option) • Apex Biology (teacher facilitated lab option) | 20 | 2.0 |
| Other Science <ul style="list-style-type: none"> • Apex Psychology • Apex Science Foundations | 10 | 1.0 |
| Total Science (3.0 Units Required for Higher Education Admission – 2.0 Units Must Include Lab Experiences) | 30 | 3.0 |
| Social Studies | | |
| U.S. History <ul style="list-style-type: none"> • Apex U.S. History • Apex U.S. History to the Civil War (one semester) • Apex U.S. History since the Civil War | 10 | 1.0 |
| Civics <ul style="list-style-type: none"> • Apex U.S. Government and Politics (one semester) • Apex U.S. Government and Politics (one semester) | 5 | 0.5 |
| Other Social Studies <ul style="list-style-type: none"> • Apex AP Macroeconomics • Apex AP Microeconomics • Apex Geography and World Cultures (one semester) | 15 | 1.5 |
| Total Social Studies (3.0 Units Required for Higher Education Admission) | 30 | 3.0 |
| Physical Education | | |
| Choose From: Phys Ed, Dance, Marching Band, ROTC, or Athletics <ul style="list-style-type: none"> • Apex Physical Education * • Apex Skills for Health • Apex Health Opportunities through Physical Education | 10 | 1.0 |
| Total Physical Education | 10 | 1.0 |
| Academic Electives | | |
| Fine Arts including: Art, Dance, Music, or Career & Technical Education <ul style="list-style-type: none"> • Apex Art • Apex Music Appreciation | 10 | 1.0 |

| | | |
|---|-----------|------------|
| Choose From: English Elective <ul style="list-style-type: none"> • Apex Creative Writing Apex Media Literacy Apex Reading Skills and Strategies Apex Writing Skills and Strategies Social Studies Elective <ul style="list-style-type: none"> • Apex Multicultural Studies Apex Sociology World Language (1.0 Unit Required for Higher Education Admission) Apex Spanish I, Spanish II, Spanish III & AP Spanish <ul style="list-style-type: none"> • Apex Mandarin Chinese I & II Apex French I & II Apex German I & II Apex Latin I & II AVID <ul style="list-style-type: none"> • TBD Gear-Up <ul style="list-style-type: none"> • TBD AP Courses | 10 | 1.0 |
| Other Academic Electives Apex Liberal Arts Math Apex Financial Literacy Apex Math | 20 | 2.0 |
| Total Academic Electives (2.0 Required for Higher Ed | 40 | 4.0 |
| Other Electives | | |
| Other Electives Academic Electives Any of the Above Academic Courses Concurrent Enrollment in College Courses Business / marketing <ul style="list-style-type: none"> • TBD Consumer and family studies • TBD Technology <ul style="list-style-type: none"> • Information Technology Special Offerings - Engagement Groups (0.25 units) Gang Prevention Grief & Loss Substance Abuse Anger | 30 | 3.0 |

| | | |
|---|-------------|--------------|
| Community-based • Experience • Service • Work Experience Field | Up to 20 | Up to 2.0 |
| Total Other Electives | 50 | 5.0 |
| | | |
| TOTAL | 240 | 24.0 |

Consistent with DPS Graduation Requirements (Policy IKF), Summit students who will not meet the General Program of Study requirements may have the option to graduate through one of the following alternative courses of study. The student's IP will indicate his or her course of study and associated requirements.

Combined General Course of Study

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education modified courses in the core subject areas and world language classes.

Work Experience and Study Program

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team. Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

| | |
|-----------------|--|
| Language Arts | 3.0 Units |
| Mathematics | 2.0 Units |
| Social Studies | 2.0 Units |
| Science | 1.0 Unit |
| Physical Educ | 1.0 Unit |
| Electives | 9.0 Units <i>*1.0 Unit in Vocations and/or Transition Classes is Required.</i> |
| Work Experience | 6.0 Units |

*Work experience coordinated through special education. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work study.

Designated Course of Study

The designated course of study will substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments will be selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

Students with severe and profound disabling conditions that interfere with their ability to meet the

requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.

English Language Learner Students

Summit will provide an English Language Acquisition (ELA) program that serves English Language Learners (ELLs) through English as a Second Language (ESL/ELA-E) services, Supported English Content Instruction, and English Language Development (ELD) and ensures that ELLs receive content instruction that enables them to graduate from high school with the 21st century skills for success in postsecondary education and the workforce.

Identification Process

Summit will have an Instructional Services Advisory (ISA) team that is responsible for placing English learners in ELA program services, classifying them as ELLs, reviewing their progress while receiving program services, recommending them for redesignation, and monitoring students for two years after redesignation and one year after they exit from ELA program services.

The ISA team will consist of the school principal or designee, two ELA designated teachers, one core content teacher and one special services / counselor. The team contact who communicates with the ELA Department will be the school principal or designee.

The Office Manager will be responsible for administering the DPS Home Language Questionnaire (HLQ) and the Parent Permission Form (PPF) as part of the registration process for all students. The HLQ is used to identify students who are new to DPS and whose primary or home language is other than English. The PPF is completed by parents or by the student if he/she is 18 years old to obtain permission to place ELLs provisionally in an ELA program, pending assessment and placement.

Assessment and Placement

Summit will administer the W-APT screening placement test to students whose home language is other than English during the one week orientation time (within the first 10 days of school).

No later than 30 days after students have completed orientation, parents/guardians will be notified if a student is recommended for placement in the ELA program. Communication with parents/guardians will be in their native language to ensure that they understand and can make informed decisions about participation in the school programs and services.

After the placement test is administered and parents are notified of the scores by mail and through a personal communication, parents/guardians may decline recommended ELA Program Services by completing a Parent Permission Form 3 (PPF3).

The ISA Team will meet quarterly and will be responsible to:

- Review services provided to newly identified ELLs;
- Monitor identification of ELLs to identify potentially inappropriate identification and placement;
- Review English Language Proficiency (ELP) and Academic Progress of all ELLs (including

those who have declined services);

- Identify of ELLs in need of intervention, as indicated by objective data and collaboration with appropriate staff, to address the student’s instructional needs;
- Review ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the redesignation of ELLs;
- Review ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the reentry of ELLs into the program;
- Recommendations to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent.

The ISA will use a body of evidence to making meaningful decisions for ELLs. The ELA teacher will consider the student’s abilities to: (1) understand academic English vocabulary; (2) engage in classroom conversation in English; and (3) understand classroom materials in English.

Evidence regarding these factors may come from the following data sources:

- State English Language Proficiency assessment (W-APT & WIDA-ACCESS);
- Classroom performance (reading and writing work samples, ELD assessments);
- Interim Assessments (SRI and short cycle assessments);
- State Assessments (TCAP or PARCC);
- Attendance;
- Classroom behavior; and
- Other Data Sources as Appropriate.

ELA Program Design and Curriculum

| DPS English Language Acquisition (ELA) Program Models and Services for English Language Learners | | | | | | | |
|--|--------------------------|---------------------------|-------------------------|---------------------------|----------------------|------------------------|--------------------|
| GRADE SERVED | THRESHOLD | PROGRAM MODEL | Native Language Support | SERVICES BY PROGRAM MODEL | | | Native Instruction |
| | | | | Teacher | Language Development | Content Instruction in | |
| | <15 ELLs | No ELA Program- Strategic | Yes | | | | |
| | ≥15 ELLs (all languages) | Support ESL/ELA-E | Yes | | Yes | Yes | |
| | 50-99 Spanish- | ESL/ELA-E | Yes | Yes (ELA- | Yes | Yes | |

| | | | | | | | |
|----------------------|---|--------------------|---------|--|---------|---------|--------------------------------------|
| Seco dary | | | | | | | |
| | ≥100 Spanish-speaking ELLs (intermediate | TNLI | Ye s | | Ye s | Ye s | Ye s |
| | ≥100 Spanish-speaking ELLs (intermediate proficiency or | TNLI and ESL/ELA-E | Ye s | | Ye s | Ye s | Ye s (for Spanis speakin |

Summit expects to serve 75-150 Spanish-speaking ELLs at full-build (25-50% of the total population) and will implement an ESL/ELA-E program model. If the Spanish-speaking ELL population reaches 175 students, Summit will transition to a TNLI program model. The ELA-S teacher would be qualified to offer the Native Language Instruction in the TNLI model.

Summit ELL students will receive supported English Content Instruction. Core teachers will be trained to use sheltered English strategies to make content accessible to ELLs using the SIOP model.

Native language support will be provided including curricular resources in the student’s native language when possible and review of core content in the student’s native language with a paraprofessional or ELA teacher when necessary to support comprehension.

A qualified ELA-E resource teacher will provide English Language Development (ELD) classes for ELLs who qualify for ELA program services. The ELD class will be 45-90 minutes a day and will

include direct instruction in English language usage and including content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading, and writing skills in English using the district approved ELD curriculum, Hampton-Brown *Edge*.

A body of evidence, including at least three of the following data points, will be used to determine where to place students in the *Edge* curriculum.

| <i>Edge</i> Level | CELA (overall) | CELA (reading) | LEXILE (SRI) | TCAP (reading) | Benchmarks & Interims (reading) |
|-------------------|----------------|----------------|--------------|----------------|---------------------------------|
| Fundamentals | 1/ 2 low | 1/ 2 low | 500 or less | Unsat. (U) | Unsat. (U) |
| A | 2 high/ 3 low | 2 high/ 3 low | 500-800 | U High/ PP Low | U High/ PP Low |
| B | 3 / 4 | 3 high/ 4 low | 750-1000 | PP mid-high | PP high/ P low |
| C* | 5 | 4-5 | 900+ | P low | PP high/ P low |

The ISA team will monitor student progress quarterly using language development data from the eAssessments in the *Edge* curriculum (e.g. Key Vocabulary, Literary Analysis – Plot and Nonfiction

Text Features, and Comprehension) as well as data from the Apex Learning assessments, SRI assessments, and six-week cycle assessments measuring student progress on content standards.

In addition to measuring quarterly progress of ELL students in English language proficiency and core content areas, the ISA team will annually review performance of ELL students in the Fall when data from state content assessments become available.

Summit will set individual performance targets for each student on academic and language objectives. Performance goals for the school include 80% of students reaching individual performance targets.

Verbal and written communication with parents/guardians of ELLs will be in their native language. Parents/guardians will be engaged in: the development of the student's IP which includes academic, language, and behavioral goals and quarterly conferences to discuss progress toward goals.

ELA Teaching

The school principal or administrator designee will oversee the ELA program, lead the ISA team, and supervise and evaluate ELA teachers.

The Summit ELA resource teacher, responsible for teaching the ELD class, will be ELA-E qualified, with a masters degree and a state endorsement in teaching culturally and linguistically diverse students, will complete the district-approved training program or equivalent, and will have passed the district Spanish proficiency assessment if possible. A minimum of one core teacher per content area will be ELA-E designated and appropriately trained. In addition, all Summit teachers will be ELA-T, or ELA-E designated and trained and Spanish-speaking paraprofessionals will provide native language support as needed.

All Summit teachers will engage in professional development focused on setting rigorous content and language objectives and using effective teaching strategies to support ELLs. ELA teachers will be supported by the district ELA department and will have opportunities to participate in district ELA training.

Exiting/Redesignation

When the body of evidence indicates that an ELL has reached sufficient grade-level proficiency in each of the four language domains (overall WIDA-ACCESS score of 5 and scores of 4 or 5 in each domain) to permit students to participate effectively in grade-level academic content instruction and assessments in English without ELA program services (Partially Proficient or Above on TCAP Reading, Writing, Math, and Science), the ISA, in collaboration with the student's parent/guardian, will recommend redesignation and begin progress monitoring.

When considering an English language learner with an IEP for redesignation, the ISA Team will consult with the Special Education/IEP team and include the special education teacher's signature on the redesignation form.

Redesignated students will be monitored for two years after redesignation to determine if additional ELA program services are needed. Monitoring will take place twice each year, after the first and third nine weeks of school. The ISA team will document redesignated students' academic performance using the ELA Monitoring Form and supporting documentation (report cards, reading assessments, writing samples, attendance data).

If, during the two-year monitoring period, the ISA team determines that a student would benefit from further ELA services, they may readmit him/her to the ELA program.

If after the two-year monitoring period the ISA team determines that a redesignated Fluent English Proficient (FEP) student can meaningfully participate in academic instruction without ELA program services, the student will be exited from the ELA program and monitored for one additional year.

Special Education Students

Summit will provide special education services in accordance with the federal Individual with Disabilities Improvement Act and the state Exceptional Children's Education Act.

Identification

Summit student records will be reviewed for inclusion of an IEP. In addition, students may be referred for a special education evaluation by a parent or via the Student Intervention Team (SIT) process (described below under RTI). A teacher may refer a student to the SIT team and the SIT team will determine if the student should be referred for a special education evaluation. Students who are evaluated by the special education team and are determined eligible for an Individualized Education Program (IEP) will receive specialized instruction and accommodations in accordance with their IEP.

Special Education Services

Summit will offer a continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education. Special education services provided to students with disabilities will range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, specially designed instruction by a special education teacher and/or service provider, individual and group counseling, etc.).

The Summit IEP teams may consult with district Student Services Support Teams, as necessary, to develop an IEP that meets the unique needs of the student with disabilities.

Student Services Support Teams

- Regional Support Specialists (RSS)
- Child Find Team
- Deaf / Hard of Hearing Team (DHH)
- Special Education Assessment Services (SEAS)
- Speech and Language
- Transition Team
- Vision Team

Progress Monitoring of Students on IEPs

Student progress will be monitored regularly (weekly or bi-weekly) by special education teachers, classroom teachers and specialists providing instruction or interventions to students with disabilities. Regular progress monitoring data will be used to adjust instruction to meet individual student learning needs.

Student progress toward IEP goals will be monitored by the special education teacher each time all students in the school receive Progress Reports and progress will be reported to the student and parent/guardian.

Eligibility Reviews

A re-evaluation will be conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the RTI process and may be reevaluated and placed on an IEP as necessary.

Teacher Qualifications, Hiring, Professional Development and Evaluation

Summit special education teachers will be licensed and endorsed to teach special education. Special education teachers will participate in all aspects of the professional development system which includes professional development specific to special education, their individual learning needs, and the whole school focus. Teachers may attend special education training provided by the district or other providers. Special education teachers will participate in the school coaching and evaluation cycle and will be evaluated by a school leader.

Program Evaluation

Periodic IEP reviews, instructional observations, progress monitoring of IEP goal attainment, formative and summative assessments of academic achievement, and state assessments (TCAP) will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger district evaluation process.

GOALS

| Data Table 1: TCAP Status | | | | | |
|----------------------------------|---|---------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Academic Achievement (Status) | TCAP Description: % Proficient/Advanced | Reading | 18% | 17% | 17% |
| | | Math | 2% | 2% | 1% |
| | | Writing | 7% | 5% | 7% |
| | | Science | 3% | 7% | 2% |

| Data Table 2: TCAP Growth | | | | | |
|----------------------------------|-------------------------------|---------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Academic Growth | TCAP Median Growth Percentile | Reading | 21 | 35 | 32 |
| | | Math | 48 | 21 | 45.5 |
| | | Writing | 36 | 32 | 38 |

| Data Table 3: Disaggregated TCAP Status | | | | | | |
|--|---|---------|----------------------------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | | 2013-14 | 2014-15 | 2015-16 |
| Academic Achievement By Demographics (Status) | TCAP Description: % Proficient/Advanced | Reading | Minority Students | 19% | 14% | 19% |
| | | | ELL Students | 14% | 4% | 25% |
| | | | FRL Students | 16% | 24% | 14% |
| | | | Special Education Students | 0% | 0% | 0% |
| | | Math | Minority Students | 1% | 2% | 1% |
| | | | ELL Students | 0% | 0% | 3% |
| | | | FRL Students | 3% | 4% | 1% |
| | | | Special Education Students | 0% | 0% | 0% |

| Data Table 4: ELL Status | | | | | |
|---------------------------------|-------------------------------|---------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Language Development | WIDA Access/CELA Description: | Level 1 | 3.13% | -- | 9.30% |
| | | Level 2 | -- | -- | 6.98% |

| | | | | | |
|----------|---|---------|--------|--------|--------|
| (Status) | Percent of Total School Population at Each WIDA Access/CELA Level | Level 3 | 31.25% | 48.00% | 18.60% |
| | | Level 4 | 28.13% | 44.00% | 20.93% |
| | | Level 5 | 9.38% | 8.00% | 27.91% |
| | | Level 6 | N/A | N/A | 6.98% |

| Data Table 5: ELL Growth | | | | | |
|---------------------------------|--|---------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Language Development (Growth) | CELA Description: Percent of Students Moving Up One or More Bands by Level/MGP | Level 1 | -- | 100% | N/A |
| | | Level 2 | -- | -- | N/A |
| | | Level 3 | 17% | 25% | N/A |
| | | Level 4 | 0% | 0% | N/A |
| | | Level 5 | 0% | 0% | N/A |
| | | MGP | 47 | 52.5 | 46 |

| Data Table 7: Post-Secondary Readiness | | | | | |
|---|---|--|-------------|-------------|-------------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Post-Secondary Readiness | Graduation Rate (4 Year/5 Year) | | 6%/18% | 6%/20% | N/A |
| | Dropout Rate | | 19% | 21% | N/A |
| | Average ACT Score (Rdg/Math/English/Science) | | 14/15/11/15 | 15/16/14/15 | 15/16/13/14 |
| | % On Track to Graduation | | -- | -- | N/A |
| | College Remediation Rate (Reading/Math/Writing) | | 50%/50%/50% | N/A | N/A |

| Data Table 8: Parental Involvement | | | | | |
|---|--------------------------------|--|---------|---------|---------|
| Performance Indicators | Measures/Metrics | | 2013-14 | 2014-15 | 2015-16 |
| Parent Satisfaction and Involvement | Parent Survey Response Rate | | 5% | 24% | 8% |
| | Parent Satisfaction Rate | | 80% | 84% | 71% |
| | PTA Meetings Held | | | | |
| | Average PTA Meeting Attendance | | | | |

| Data Table 9: Student Engagement | | | | |
|---|-----------------------------------|---------|---------|---------|
| Performance Indicators | Measures/Metrics | 2013-14 | 2014-15 | 2015-16 |
| Student Engagement | Attendance-All Students | 58.2% | 64.8% | 62.5% |
| | Student Satisfaction-All Students | 93% | 94% | 93% |

| Data Table 10: Student Behavior | | | | |
|--|--|---------|---------|---------|
| Performance Indicators | Measures/Metrics | 2013-14 | 2014-15 | 2015-16 |
| Student Behavior | Suspensions-All Students (In school/Out of School) | 0/14 | 1/20 | 0/6 |
| | Suspensions-Male/Female | 3/11 | 5/16 | 1/5 |
| | Suspensions-Special Education | 3 | 4 | 1 |
| | Suspensions-Minority | 13 | 20 | 6 |
| | Expulsions-All Students | 0 | 0 | 0 |
| | Expulsions-Male/Female | -- | -- | -- |
| | Expulsions-Special Education | -- | -- | -- |
| | Expulsions-Minority | -- | -- | -- |

Summit Academy is a multiple pathways school, located in southwest Denver. Summit is not a neighborhood school and does not have a feeder school network. The typical student that enrolls in Summit is behind in credits in their neighborhood school and transfers to Summit in hopes to regain lost credits and benefit from a smaller more individualized learning environment. Summit Academy serves a large Hispanic population within the southwest Denver area of which most qualify for Free and Reduced Lunch. Enrollment from 2010-2013 school years continues to be on a steady incline. The number of English Language Learners is on the rise as well as our Special Education population. Our ACT data tells us that our students are not meeting the district expectations of a composite score of 18 for all students. Our average composite score is a 15, which means that most our students ACT composite score is not high enough to meet most Colleges and Universities requirements for acceptance. Math is the subject where our student’s score the highest (16) , English and Science are where are students score the lowest (13,14). If we are going to see gains in our ACT data we will have to implement intentional interventions and strategies targeting our areas of weakness. Our attendance data at Summit Academy also creates a sense of urgency to address our attendance numbers in a very aggressive way. Our average attendance was 62% last year which is a direct reflection of the above data. If students are not consistently in classrooms, no matter how strong our instructional strategies may be, we will still struggle to see true growth. To close the gaps that are very apparent in our data we must raise the expectation when it comes to student attendance and offer various services to help struggling students. The enrollment process consist of a new student orientation that parents are required to attend, MAPS testing, interviewing with our Student advisors and completing a two day trail schedule. Many families share that they are looking for a fresh start, chance to get back on track, a smaller learning environment, and the need for the wrap around services offered by our school as why they desire to attend/enroll their student at Summit Academy.

Academic Achievement –

Summit Academy did not meet High School expectations of 35.4% for reading, we scored 16.2% and missed the target by 19.2%. We scored 1.5% for math and missed the target of 4.4% by 2.9%. We scored 5.1% on writing and missed the target of 14.6% by 9.5%. We scored 5.1% in science and missed the target by 11.3%.

Academic Growth-

Median Growth Percentile TCAP: The expectation for growth was set at or above 50% for reading, math, and writing. Summit scores were 31%,37%, and 38% respectively, which indicates we did not meet the district expectation for MGP.

MAPS: The expectation for growth was set at or above 60% for reading, math, and language usage. Summit scores were 49.84%, 38.97% and 53.58% respectively, which indicates we did not meet the district expectation for MGP.

Student Engagement-

Average daily attendance: District target 86.2%. The actual rate was 78.15%. We missed the target by 8.05%. Attendance Improvement: District target 75%. The actual rate was 41.44%. We missed the target by 33.56%. Truancy Rate: District target equal to or less than 7.7%. The actual rate was 18.63%. We missed the target by 10.93%. Student Satisfaction Survey: District target 85%. The actual rate was 93.58%. We exceeded the target by 8.58%. Parent Satisfaction Survey: District target 85%-. The actual rate was 73.80%. We missed the target by 11.2%. Completion Rate: District target 55.4%. The actual rate was 34.15%. We missed the target by 21.25%. Completion Rate Change: District target decrease by 4%. The actual rate was 1.22%. We exceeded the target by 2.78%. Dropout Rate: District target less than 11.4%- The actual rate was 20.50%. We missed the target by 9.1%.

ACT Average Score: District target 18-. The actual score was 15. We missed the target by 3 points. Summit's ACT scores, both composite and by subject are below the district average of 19 points. ACT Composite Score-15 ACT (Reading 15, Math 16, English 13, Science 15).

A continuous trend is the lack of students testing proficient/advanced on the TCAP. The number of students testing proficient and advance on the TCAP were less than 50% of the students tested. Reading-16.2%, Math 1.5%, Writing- 5.1%, **and Science** 5.1% another continuous trend is that Summit Academy's median growth percentile has fallen from 50% to 22% over three years. Missing the district expectation of 50% MPG on TCAP and 60% MPG on MAPS. TCAP MGP: Reading-31%, Math-37%, and Writing-38%. MAPS MGP Reading-49.84%, Math-38.97%, Language Usage-53.50%

Another notable trend is that Summit consistently receives 25% of the possible student engagement points on the SPF. Summit had an attendance rate of 78.15%, a 30.17% attendance improvement rate, 18.63% truancy rate and less than a 30% response rate for the Parent Satisfaction Survey. The above results are below the districts expectation of 86.7%, 44%, 7%, and 75% respectively.

A continuous trend from 2011-2013 indicates that Summit's post-secondary readiness points on the SPF have declined 10%, remaining stagnant at 22.2%. Over the past three years Summit has only earned 6 of the possible 18/27 possible points on the SPF for post-secondary readiness. Based on Summit's data, it became important that improvement strategies be implemented. We have decided to focus on implementing systems and structures that foster a post-secondary readiness culture that produces productive members of society. Low success rates of 11th and 12th graders in all areas of post-secondary readiness measurements, such as: ACT 15, 3 points below the district target, average yearly credit 29.06%, 26.08% below the district target, increased dropout rate 9.1% higher than the district target, lack of post secondary planning, and remediation needs. Low attendance rates, 78.15% means that many of our students were not receiving the academic support and instruction that is essential to their success on the ACT.

Implementing intentional shifts to improve instructional strategies and practices offered to teachers to increase academic achievement and student engagement. Relying solely on the Diploma Plus model to address gaps. DP was not connected to success indicators on TCAP and MAPS. DP also failed to provide detailed and in-depth data that would identify needed interventions and present gaps needing to be addressed. Low attendance rates, 78.15% means that many of our students were not receiving the academic support and instruction that is essential to academic success. Lack of instructional strategies addressing gaps. No systems in place to access the data collected of student's academic levels from the start of the student's enrollment. All students both current and newly enrolled take all three MAPS testing windows, however, not all stakeholders had access or given the information gathered by the assessment.

Implementing intentional wrap around supports to improve attendance and increase student achievement. Many of our students having outside commitments ie: work, family obligations, teen parents etc. Not enough wrap around services provided to support families and students with outside commitments that would keep them from attending regularly. No attendance action plan to help support and re-engage poor or non- attenders. Lack of communication with students home when absenteeism became chronic.

Implementing intentional supports, structures and systems to reach out to our parents, in efforts of keeping them informed, empowered, heard, and involved.
Low attendance, Culture of low expectations, Lack of communication.

There were not major highlights in academic performance during the 2012-13 school year, however, one highlight that was noticeable is that the 2012-13 school year had more students graduated than previous years. Having the ability to use our innovation status and provide flexible scheduling and curriculum adaptations helped students graduate.

Improving attendance and establishing a culture of high expectations are critical leverage points for improvement at Summit.

Goal Setting

Success at Summit Academy over the next three years will see improvements with attendance, ACT scores, graduation rates, and overall culture of high expectations. Innovation is a vital part of helping

achieve these goals because it allows for us to meeting the unique needs of our students that often times would not be if innovation status was not a part of the school.

| <i>Category</i> | <i>Metrics (i.e., % proficient)</i> | <i>Current Performance</i> | <i>2013-14 Goal</i> | <i>2014-15 Goal</i> | <i>2015-16 Goal</i> |
|-------------------------|---|--|---------------------|---------------------|---------------------|
| Attendance | 10% of students with 90% attendance rate | 65% of our students attendance rate | 80% | 85% | 90% |
| ACT | 13-16 sub scores on ACT | 14 composite score | 18 | 19 | 20 |
| Completion rates | 4 years-6 year cohorts | 22% | 70% | 75% | 80% |

STUDENT ENROLLMENT

Student Recruitment & Enrollment

As an multiple pathway school, Summit will recruit and enroll a significant majority of its students through referrals from agencies and schools. Therefore, the primary recruitment strategy will be to engage with the southwest area elementary, middle and high schools and agencies that serve non-traditional students and share information about the Summit Academy. Summit will work with DPS departments that support multiple pathways, community engagement, drop-out prevention and recovery, truancy, adjudicated youth, and poverty and homelessness, to identify and reach out to disconnected youth. Summit will work with community groups (e.g. faith-based organizations, Boys and Girls Club, Goodwill, United Way, WIC, etc.) to ensure that students and their families are aware of Summit Academy and the new multiple pathways we provide. Additionally, Summit will recruit students through a variety of direct and indirect marketing strategies (e.g. door to door, open houses, flyers, website and social networking, DPS SchoolChoice Enrollment brochure, DPS secondary school events, etc.).

Enrollment

Summit will enroll students at the start of each quarter through agency and high school referrals and individual appointments of each year. The enrollment process will include an application and a personal interview with the student and parent/guardian. The Summit enrollment process will ensure that the enrollment criteria are applied consistently to all applicants. Students who apply for enrollment will be required to participate in a two week orientation and sign a school/student/guardian compact prior to beginning classes. Once full, Summit will maintain a waiting list and will enroll students as space becomes available.

Summit will not enroll students it cannot adequately serve including students with significant cognitive or emotional disabilities who require a district center based program or English language learners who are classified as new-comers and require additional supportive programming. Summit will work closely with the district and transitions team to ensure that every student has access to educational opportunities to support their growth and development and prepare them for postsecondary success.

Student Investment & Satisfaction

Student Investment

Each Summit student will have an **Individualized Plan (IP)** created collaboratively by the student, parents/guardians, and teachers. The IP will include:

- Academic Plan
- Academic Assessment Results
- Portfolio of Academic Work
- Career Plan
- Community Service and Field Experiences

- Professionalism / Behavior Plan
- Student – Parent – Teacher Compact

Students will work collaboratively with teachers, student advisors, and their parents/guardians to monitor and adjust their IPs to ensure that they reach their academic, social/emotional, and career goals.

Summit students will have representation on a **Student Advisory Board** that will have input into school decisions and goals and will take on a leadership role in planning student events and developing the student handbook. In addition, the Student Advisory Board will oversee the administration of a quarterly student satisfaction survey and will make recommendations to the School Leadership Team on how to increase satisfaction levels.

All Summit students will participate in a minimum of 50 hours of volunteer service learning. Students will also have opportunities to participate in peer to peer tutoring, mentoring, mediation, and the Student Discipline Court.

Student Attendance

Summit’s average attendance (enrolled minutes – absent minutes / enrolled minutes) will meet or exceed the SPF expectations for alternative schools with an 87% or higher.

A Summit office staff member will be responsible for collecting and monitoring the daily student attendance data in Infinite Campus (IC) and providing daily reports to the School Leadership Team. The office staff will make calls to parents or guardians. After a second consecutive absence the student advisors will contact the parents or guardians and make a plan, if necessary, to improve attendance. Every week on Friday an attendance report will be run on all students from IC. Using the data from IC, the office support staff will produce a weekly RTI report that categorizes each student’s attendance as red/yellow/green. Student advisors, social worker, and learning family teachers will use this report to follow up with individual students and develop attendance plans that include rewards and consequences associated with attendance.

Student Satisfaction

Summit student satisfaction will reach 85% positive responses in year one and 90% positive responses by year two and beyond to meet the SPF expectations.

The Summit Community Liaison will be responsible for distributing and collecting the annual DPS student satisfaction surveys. In addition, the school will develop and administer a student and parent satisfaction survey at the end of each 9 week quarter. The Student Advisory Board will conduct a root cause analysis each quarter and will recommend action steps to increase student satisfaction.

Ongoing Parent/Guardian Involvement & Satisfaction

Summit will partner with community organizations to provide parents/guardians with access to training and support at the school on a variety of topics such as: filing FASFA or taxes, resume writing, job/career opportunities, learning English, grief counseling, etc. In addition, Summit will partner with the community partners to assist students and families with accessing transportation to community events.

Summit parents/guardians will participate in the development of Individualized Plans and will communicate about successes, concerns, and next steps via the weekly communication system. Parents/guardians will be expected to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.) and will be encouraged to become involved in the school community. Every parent/guardian will be required to participate in quarterly conferences focused on student learning and development. Summit faculty will teach parents/guardians how to access the parent portal at the school and will encourage them to use it between conferences to stay informed and involved.

Summit parent satisfaction will reach at least 85% positive responses on the DPS parent/guardian satisfaction survey each year. Summit will exceed SPF expectations for parent response rates with more than 50% of parents/guardians responding to the survey.

The Summit community liaison will be responsible for distributing and collecting the DPS parent satisfaction surveys. Learning family teachers and student advisors will follow up with parents/guardians via parent teacher conferences, phone calls, and home visits to encourage parents to complete and return the surveys.

In addition to the DPS survey, the school will develop and administer a student and parent satisfaction survey at the end of each 9 week quarter to gather feedback and monitor progress. The School Leadership Team will conduct a root cause analysis, in collaboration with the School Leadership Team, and recommend action steps each quarter to increase parent satisfaction.

HUMAN RESOURCE MANAGEMENT

Leadership Team Personnel

The Summit Academy leader will be able to articulate a vision for the school that includes all students attaining the 21st century skills needed to compete in a global market place, to advocate for themselves, and to contribute as competent educated members of society and will be a fierce advocate for students and their families.

Additionally, the school leader will be the instructional leader of the school and will provide frequent feedback, coaching, and support to teachers and support staff and will be a licensed school administrator.

The school leader will demonstrate leadership competencies including: culture and equity, instructional, human resource, strategic, organizational, and community leadership skills. The school leader will be committed to and passionate about supporting at-risk students and ensuring that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options.

| LEADERSHIP TEAM RESPONSIBILITIES <i>Subject to change based on student and staff support needed.</i> | | | | | |
|--|--|--|---|---|---|
| Principal | Assistant | Administrative Assistant(s) | Administrative Assistant(s) | Post Secondary | Middle School |
| Vision, Mission & Strategic Goals | Assists with Vision, Mission & Strategic Goals | | | | |
| Culture of Achievement and Equity | Assists with Culture of Achievement and Equity | Lead School Culture & Equity Initiatives | Lead School Culture & Equity Initiatives | | |
| Supervise & Evaluate Leadership | | | | | |
| Supervise & Evaluate Teachers | Supervise & Evaluate Teachers | Supervise & Evaluate Student Advisors, Counselors, Psychologist, Social Worker, and CSOs | Supervise & Evaluate Special Ed, ELA Teachers, Electives, and Instructional Para Pros | Oversee and hold accountable community partners and providers | Supervise & Evaluate Office Support and General Paraprofessionals |

| | | | | | |
|---|--|--|---|---|---|
| Manage systems for HR, scheduling, finances, facilities, & policies / procedures (including the School Safety Plan) | Manage Professional Development System & Student Assessment System (SAL) | Oversee PBIS, Discipline System, & School Safety Plan | Oversee SpEd & ELA requirements | Oversee Communications with Community | Oversee administrative and managerial tasks related to HR, scheduling, and finances |
| Represents the school in community relations, advocacy, & fundraising | Oversee student enrollment & information systems | Manage IP system, college & career plans, credit articulation agreements | Manage IP system and college & career plans, credit articulation agreements | Lead community relations, advocacy, & fundraising | Manages school enrollment, records, and student information systems |

Cross training for leadership team members and distributed leadership responsibilities will provide opportunities for Summit to grow its own leadership and ensure smooth leadership succession.

Leadership Team Coaching & Evaluation

The principal will be evaluated based on the DPS school leadership framework with modifications, if necessary, to reflect the unique features of the school.

The Summit Principal will use the DPS resources for coaching and professional development of school leaders (e.g. OSRI, ISs, CAO, etc.) as well as seeking other professional growth and development opportunities to support the successful implementation of a multiple pathway school.

The Summit principal will supervise, coach, and evaluate members of the leadership team including the assistant principal, administrative assistants, community liaison, and office manager. Leadership team members will facilitate and participate in weekly *Learning Walks* with teachers to observe and engage in collaborative discussions about instructional practices.

The principal and assistant principal will supervise and evaluate the teaching staff. Administrative assistants will supervise and evaluate the student services personnel including student advisors, counselors, social worker, psychologist, CSOs and instructional paraprofessionals. The office manager will supervise and evaluate office support staff and general paraprofessionals. Community liaison will oversee and evaluate the impact of community partnership arrangements.

School Personnel Structure

In addition to the leadership team discussed above, the Summit staff will include an instructional team and a support services team. The instructional team will be comprised of core teachers, electives teachers, ELA, special education, and intervention teachers, and pro tech teachers. The support services team will include student advisors, counselors, social worker, psychologist, CSOs, school nurse, office support staff, and paraprofessionals.

The office manager will manage the budget, accounting, and business functions of the school under the supervision of the school principal. If at some point in the future the school increases its involvement in financial management (e.g. opens its own bank account to manage private grants and donations, etc.), the school may hire a business manager. The school will remain accountable to the district accounting office and will implement sound financial management and accounting practices.

The community liaison will manage community partnerships and services provided to the school and may be supported by dedicated personnel donated by a community partner organization.

Salaries and Benefits

Summit teachers' salaries will be based on the DPS salary scale. Summit teachers will have the option to participate in ProComp and could potentially receive additional compensation for additional duties or meeting growth goals.

Leadership team, instructional staff, and support staff members will all be eligible for school determined performance incentives.

The Summit leadership team members' salaries will be based on the DPS salary scale with

additional stipends for extended time.

Teachers and leaders who work in the Summit *Fifth Quarter* summer session will be compensated for the additional time.

Employment Policies

Summit will utilize waivers to hire all personnel under at-will employment terms. Multiple Pathway schools have a tradition of struggling to recruit and retain experienced and effective teachers. Working with non-traditional students can be challenging and lead to higher rates of burn-out than other teaching positions. Summit will therefore look to recruit experienced and effective teachers, including DPS teachers who are ready to make a change in their professional lives.

Summit teachers will be mission-driven and committed to going beyond the parameters of the school day and the school walls to do whatever it takes to support Summit students in reaching their academic and social/emotional goals. In turn, Summit teachers will be compensated for the additional time and responsibilities that are required of them and will receive significant coaching and support to help them to be successful and supportive of all students.

Summit students could already be behind academically when they arrive at the school and therefore need teachers who are highly effective at teaching non-traditional students to ensure that they are able to catch up academically and graduate prepared for college and career ready. Teachers who are not effective with Summit's at-risk student population may or may not be effective with other student populations. Based on the circumstances of the dismissal, Summit leadership will work with DPS HR to ensure that qualified teachers remain eligible for employment in another setting.

Student support personnel including school counselors, social worker, psychologist, and paraprofessionals will be hired directly by the school, in collaboration with the district special education team. Summit will not employ district assigned student support personnel. In an multiple pathway school serving some of the most at-risk students it is important to control who comes into the building and to adequately train all staff on the school culture and unique needs of the student population. In addition, more time will be allocated to student support services at Summit than is typically provided in other schools.

Summit will hire non-licensed teachers with field experience and expertise, when appropriate, to teach elective, enrichment, CTE, concurrent enrollment and intervention courses.

Summit school leader's will supervise, coach, and evaluate staff, under the supervision of the principal, without a principal license. The school principal and assistant principal will be licensed administrators.

Operations - Transportation

Summit students will have the opportunity to access public transportation at a free or reduced rate, depending on available funding. Summit will work together with community partners to arrange transportation to field experiences such as internships, mentoring, and community service. Summit will look to buy transportation vehicles (i.e. vans, bus) in order to provide students with options not only to get to school daily, but also in order to participate in school-wide activities/sports.

Operations - Safety and Security

The Summit principal will be the primary person responsible for developing, maintaining, and overseeing the implementation of the Emergency Management Plan (EMP). Two Campus Security Officers (CSOs) will support the implementation of the EMP. CSOs will be hired by the school principal and report to the Administrative Assistant responsible for student support services.

Summit will install security cameras, staff identification cards, and a card reader system to further ensure that the building is safe and secure. All Summit staff members will be trained in the security procedures and the EMP.

Summit Academy requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school. Summit Academy 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

Teacher Recruitment, Hiring, & Retention

Summit will recruit and hire teachers who demonstrate the following characteristics: adept at building relationships with students and adults, culturally responsive, thick-skinned, can relate to what students are going through, high expectations for rigor and accountability, and a track record of success with similar populations of students.

In addition to broad-based recruiting efforts, Summit will recruit teachers from the FNE region who are familiar with the community and have demonstrated a commitment to serving its at-risk students. Additionally, Summit will recruit teachers from residential, treatment, and youth correctional facilities who are working toward completion of their teaching licenses and through partnerships with local college's and university's teacher preparation programs.

Summit will post positions and advertise through DPS as well as other resources. Teachers who apply will be invited to participate in an open house event. Candidates will be divided into groups to engage in: 1) a discussion of student related topics, 2) speed interviews, 3) to prepare a lesson on the spot, and 4) to prepare a writing sample. Candidates will be observed and evaluated based on the cultural competency rubric by the Summit leadership team and district and community partners. Top candidates will be invited to an individual interview.

Candidates who are invited to an interview will be interviewed by the appropriate selection team using interview protocols aligned to the school's vision, mission, and goals, the specific job description, and culturally responsive questions.

Core teachers (English Language Arts, Math, Science, and Social Studies) will meet the federal definition of "highly qualified" and be licensed and endorsed to teach in their content area. Summit will seek a waiver to allow the hiring of non-licensed teachers, including community providers and other specialized experts, to facilitate electives and enrichment classes.

Summit will hire paraprofessionals interested in pursuing a teaching license or endorsement to support instruction and act as "teaching fellows" in core content classes, increasing the intensity of instructional support for students. Summit will also partner with teacher education programs that

prepare secondary teachers in special education, reading interventions, or English language acquisition to identify and place teachers in training in these positions. Summit instructional paraprofessionals will also be qualified to substitute teach to reduce the need for external substitutes and to ensure continuity in school culture and expectations in every classroom, every day. Paraprofessionals will receive additional compensation for substitute teaching days.

Probationary Teachers Currently Employed by Summit Academy:

Current teachers employed at Summit Academy who have probationary status at the time innovation status is approved will continue to advance towards non-probationary status using current district criteria, if in good standing.

Non-Probationary Teachers Currently Employed by Summit Academy:

Current teachers employed at Summit Academy who are of non-probationary status at the time innovation status is approved will remain as non-probationary teachers within the district provided they are in good standing.

New Teachers:

All new teachers employed by Summit Academy following the approval of innovation status will be employed on an at-will basis with Summit Academy and the Denver Public Schools, and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* The new teacher will have a right to end his/her work relationship with Summit Academy and the Denver Public Schools for any reason at any time. Summit Academy 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.

- 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.
- Be exempt from receiving direct placements 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; the school will hire teachers who meet the highly qualified requirements for all core content classes
- Create a professional development program that supports the Innovation Plan. 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, Colorado 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 Summit to reach its goals of high academic growth and achievement for all students.

Teachers selected to teach at Summit Academy will participate in a robust selection process. Elements of the interview process may include: Teaching a lesson, responding to a set of data, 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 Summit Academy program and participation in the collaborative learning

community.

Staff at Summit Academy's compensation package will have as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. All full time employees at Summit Academy will participate in PERA. Should any staff or faculty member transfer from Summit Academy to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit.

School Performance Goals

Each student will set individual achievement and behavior targets in their IPs. In addition to school wide goals for achievement, participation, and satisfaction, Summit will track how many students reach their individual goals with a goal of 80%.

The school dashboard provided to the School Leadership Team quarterly, will include interim achievement targets for the whole school and disaggregated student populations (e.g. achievement, goal attainment, attendance, truancy, tardiness, dropout recovery, credit recovery, student satisfaction, parent satisfaction).

If achievement goals are not met, corrective actions will include: whole school professional development; targeted observations, feedback, coaching and support; and personnel actions.

If corrective actions are not sufficient to reach achievement goals, the School Leadership Team may make recommendations for changes in educational programming, scheduling, or use of resources.

Progress Monitoring

Summit content teams will meet twice a month for 2 ½ hours each time to analyze student achievement data from benchmark, interim, and formative assessments and to make adjustments to instruction and interventions based on data. In addition to ongoing communication with parents and students provided through IPs and daily logs, at the end of each quarter individual student data will be reported to students and parents/guardians via in-person conferences, online parent portal, and printed report cards.

The leadership team will conduct a Dashboard Review at the start of the school year and after the completion of each quarter. The Dashboard Reviews will include analyzing student progress toward school goals by school, course, and student groups (e.g. ELL, SPED, FRL, age, credits, etc.). The school leader will report the dashboard data to the School Leadership Team and the school community quarterly.

SAMPLE DATA ANALYSIS AND USE CALENDAR

Data Teams and Instructional Planning (2½ Hours / Planning Meeting)

| | |
|------------|---|
| 8/22/2014 | Dashboard Review - Baseline & Goals |
| 8/29/2014 | Adjust instruction and interventions based on data team findings |
| 9/19/2014 | Review NWEA Data |
| 9/26/2014 | Adjust instruction and interventions based on data team findings |
| 10/17/2014 | End of 1st Quarter - Review Interim Data (1st Cycle) |
| 10/24/2014 | Adjust instruction and interventions based on data team findings |
| 11/14/2014 | Review Interim Data (2nd Cycle) – Dashboard Review |
| 11/21/2014 | Adjust instruction and interventions based on data team findings |
| 12/19/2014 | End of 2nd Quarter - 1st Semester - Review Interim Data (3rd Cycle) |
| 1/16/2015 | Dashboard Review - Progress Toward Goals |
| 1/23/2015 | Adjust instruction and interventions based on data team findings |
| 2/13/2015 | Review Interim Data (4th Cycle) |
| 2/20/2015 | Adjust instruction and interventions based on data team findings |
| 3/13/2015 | End of 3rd Quarter - Review Interim Data (5th Cycle) |
| 3/20/2015 | Adjust instruction and interventions based on data team findings |
| 4/17/2015 | Dashboard Review - Progress Toward Goals |
| 4/24/2015 | Adjust instruction and interventions based on data team findings |
| 5/15/2015 | Review Interim Data (6th Cycle) |
| 5/22/2015 | Adjust instruction and interventions based on data team findings |
| 5/29/2015 | End of 4th Quarter - 2nd Semester - Dashboard Review |

Cultural Competency

To ensure that Summit staff members have the necessary cultural competencies to support Summit’s at-risk and diverse student population, the school will implement the following strategies:

- Cultural competency questions will be included in the interview and hiring process
- School leaders will work with the Office of Student Engagement to develop questions and rubrics
- Professional development will be provided on culturally responsive instruction and cultural competency
- Instruction will be differentiated based on needs (equity = opportunity, access, and inclusion)
- Create multiple formats for dialogue and collaboration across cultures Retention

The Summit staff culture will support team-building and developing a healthy and fun work environment. Summit will provide effective teachers with multiple leadership development opportunities including facilitating professional development, participating on the School Leadership Team, and taking on a position on the School Leadership Team. Additionally, effective teachers will be eligible for ProComp and school based incentive pay. Summit has targeted a 90% retention rate of based on teachers who have been invited to stay, an exceptionally high retention rate for an multiple pathways school. With an extensive hiring process, intensive professional development and supports, and a positive school culture and work environment, Summit will attract and retain the effective teachers that are necessary to reach its goals and will develop the school's future leaders.

Teacher Coaching

Every teacher will receive weekly observations and feedback on their instruction, instructional planning, and use of student data. The principal and assistant principal will supervise and evaluate the 21 teachers on the instructional team. Each teacher will be observed and receive feedback and coaching at least twice a month from their supervisor. Administrative Assistants will provide additional informal feedback and instructional coaching to teachers based on individual professional growth plans. The leadership team will conduct weekly Learning Walks at various times of the day. Teachers will participate in learning walks individually or as a team during their planning time.

Teacher Evaluation

Summit teachers will be evaluated using the DPS LEAP framework for effective teaching with modifications to ensure that the observation and evaluation rubrics align to the blended learning and multiple pathways models and that peer observers have corresponding expertise.

The school principal and assistant principal will have the primary responsibilities for evaluating teachers. School leaders will conduct a minimum of one full observation as well as frequent partial observations and walkthroughs each year, providing teachers with ongoing feedback on performance throughout the year. Additionally, internal or external peer observers will conduct two full observations for each teacher each year.

As part of the LEAP evaluation system, teachers will set performance goals in collaboration with their supervisor at the start of the year. Individual teacher professional development will be aligned with individual goals and observations and coaching will be used to monitor progress and make recommendations for improvement throughout the year.

The LEAP evaluation system is aligned with Colorado SB-191. DPS is currently piloting multiple measures of student performance to include in the student outcomes portion of the teacher evaluation system. When fully developed, student outcomes will comprise 50% of a teacher's evaluation.

An overview of the DPS framework for effective teaching, observation form and lesson plan template samples, and an observation tracking form are included in Appendix L.

Professional Development

Summit will provide multiple opportunities for staff members to engage in meaningful professional development through a variety of vehicles. Professional learning opportunities will be based on: 1) identified behavioral and academic needs of students; 2) the school's core values and goals; and 3)

individual professional growth plans.

Professional Development opportunities will include:

- Individual Weekly Coaching
- Individual Monthly Professional Development Time
- Content Team Weekly Planning Meetings
- Content Team Monthly Data Team Meetings
- Content Team Monthly Instructional Team Meetings
- Whole School Monthly Professional Development
- Participation in Learning Walks with Leadership Team

Professional Development will be evaluated quarterly by the leadership team. Evaluations will consider: 1) student progress toward individual goals related to PD; 2) observations of changes in teacher behaviors related to PD; and 3) teacher feedback on PD. Results of evaluations will be used to improve future PD offerings.

Pedagogy

Blended Learning

Summit will implement a blended learning instructional model, with students splitting their time between: 1) individually adapted online instruction monitored and supported by a highly qualified teacher; 2) teacher directed small group instruction; and collaborative group work with other students. The amount of time participating in these groups will vary from student to student and based on individual needs, some students may not participate in each group during a single class period. Students assigned to each class will be working on their own Individualized Plan and will therefore not be engaging in the same digital content at the same time. Smaller class sizes of 12-21 students will support the blended learning model and allow teachers to monitor progress and provide feedback to students assigned to the class and provide targeted small group instruction based on students' learning needs. A teaching fellow or instructional paraprofessional will support teachers in core classes to implement the blended learning structures.

Data Driven Grouping

As previously described, students will be grouped for small group instruction and collaborative group work based on analysis of student academic learning needs. Content teams will meet weekly to plan instruction for the students assigned to their classes. Teachers will use data from the Apex Learning system and other formative assessments to determine concepts that need additional instructional time. At the end of each quarter, student schedules will be adjusted to ensure that all students are provided with the instructional support needed to succeed.

Gradual Release of Responsibility Model for Strategy Instruction

Through the gradual release of responsibility model, teachers support students in learning to use and apply effective strategies.

I DO The teacher **names** and **describes** the strategy, then **models** the strategy through demonstration and think alouds (teacher is most active)

WE DO The teacher provides many opportunities for students to **practice** the strategy with his/her support and **guidance** (teacher and students work together)

YOU DO The teacher provides opportunities for students to try out the strategy **independently** and reflect on their application (students are most active, receiving monitoring support from the teacher)

YOU DO ALONE Students are then expected to **apply** the strategy across all literacy encounters (students have become independent)

Content / Language Objectives

Summit teachers will be trained on how to develop content and language objectives as part of their lesson plans. The following five areas will be included in planning content and language objectives:

1. Content (What standards-based content and skills will students learn?)
2. Targeted Domain (What domains - speaking, listening, reading, writing – will be targeted?)
3. Language Function (How will students use language in the lesson?)
4. Language Form (What grammatical structures, syntax, and academic vocabulary will be used?)
5. Differentiated Supports (What supports will different groups of students need?)

Summit Academy will have the flexibility to administer a teacher evaluation system that is in alignment with its mission, vision, values and educational program.

Summit Academy intends to use LEAP, the district’s teacher evaluation process, as a foundation and may adapt LEAP or adopt an alternative evaluation system in the future. If Summit Academy wishes to modify LEAP or adopt an alternative evaluation system, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District. Teachers will be evaluated using the DPS LEAP evaluation frameworks in 2011-2012, which include student growth data as measured on standardized assessments, principal observations and student feedback.

Teachers will be provided with differentiated professional development and support as determined by their supervisor. Remediation and dismissal procedures will be consistent with Summit Academy’s innovation plan and as outlined in the Employee Handbook. The school leader will have final decision-making authority on all remediation and dismissal procedures.

PRINCIPAL HIRING

In the event that the current school principal vacates the position, the School Leadership Team (SLT) will be responsible for implementing the principal selection process. The school leadership team will select their two top candidates and make recommendations to the

Superintendent. 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 leadership team selects final candidates; submits recommendation of two finalists to Superintendent for final selection; announce position acceptance to staff, students, parents, and community. Furthermore, Summit Academy will collaborate with DPS Human Resources Department to implement the selection process.

SCHOOL LEADERSHIP TEAM

Summit will assemble an 12 member School Leadership Team (SLT) consisting of: 3 school leader, 3 teacher leaders, 2 support services team member, 2 parents/guardians, and 2 key community partners from private and non-profit sectors with expertise in data systems, organizational development, finance, and fundraising. The SLT will take the place of the Collaborative School Committee (CSC).

The SLT will meet monthly, following the start of school and the end of each quarterly assessment and reporting cycle. The SLT responsibilities will include:

- advising the school leader on school business and operations
- holding the school accountable for effectively carrying out its plan and reaching its goals
- making recommendations on the school's educational program, budget, and systems
- overseeing fund raising and finances to support innovative school programs
- communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

The SLT will have three standing committees: Accountability, Development, Instruction and Finance. Task Forces may be assigned by the SLT to carry out specific tasks according, appointing members based on individual expertise.

Leadership Succession Plan

The Summit SLT will oversee the leadership succession management plan to assure continuity in the implementation of the academic and operational aspects of the school plan in the event that the school leader leaves. The leadership succession plan will begin with designing a hiring process aligned to the school's mission, vision, values, culture, and systems.

The SLT will convene a School Leadership Selection Task Force to develop the selection criteria and manage the interview process. Internal and external candidates will be recruited and interviewed. Summit leadership team members will have been cross-trained and will have had multiple opportunities to share responsibilities with the school leader. This shared leadership model is intended to develop a pipeline of internal candidates who are knowledgeable about school operations and are committed to the school's mission and vision.

The interview and hiring process will include: leadership demonstrations, such as leading a professional meeting and conducting classroom observations; interviews by students, parents/guardians, teachers, leaders, and board members; and review of professional references. Feedback from the interview process will be used by the SLT to make a recommendation of at least two qualified candidates to the Instructional Superintendent and/or Superintendent.

BY-LAWS FOR SCHOOL LEADERSHIP TEAM (SLT)

A. Operation As a Public School – Summit Academy shall operate in all respects as a non-religious, non-sectarian, public school. Summit Academy shall not be affiliated with any non-public sectarian school or religious organization.

B. Open Meetings Law – Summit Academy acknowledges that it is subject to the provisions of the Colorado Open Meetings and Open Records Laws, and that it will comply with the provisions of such law in connection with all of its activities.

C. Nondiscrimination – Summit Academy will not discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation, or disability.

D. Operational Powers – Summit Academy will be fiscally responsible for its own operations, and will have authority independently to exercise the following powers:

- o Contracting for goods and services
- o Preparation of budgets
- o Selection (will exclude parents and students)
- o Supervision (will exclude parents and students)
- o Evaluation (will exclude parents and students)
 - o Determination of compensation for personnel; promotion and termination of personnel (will exclude parents and students)
 - o Leasing facilities for school purposes (subject to District and University approval, which approval shall not be unreasonably withheld)
 - o Accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law

E. Authority of Governing Body – Summit Academy's governing body shall have such authority as is described in the Innovation Application and as is necessary to exercise the powers granted by this application or by law. The School's governing body shall serve as fiscal agent for Summit Academy and shall ensure the School's compliance with applicable laws, rules, regulations, policies, procedures, and the terms and conditions of the by-laws.

F. District's Right to Review – Summit Academy will be subject to review of its operations and finances by the District when the District, in its sole discretion, deems such review necessary.

G. Administrative Records – Summit Academy will maintain all administrative records, including student academic records, required by law and District policies and procedures, to the extent no waivers apply. In particular, Summit Academy shall maintain such student records as the District maintains through its student information applications, and shall use the District's student information data processing system to maintain such records. Summit Academy agrees to make all administrative and student records promptly available to the District upon request.

- o The principal will continue to lead an instructional leadership team which will include the principal, assistant principal, the counselor, the social worker, the office manager, one interventionist from each team (math, mild moderate, ELL), a representative from both science and social studies departments, the GED/APEX teacher and the parent engagement liaison.
- o The SLT will be responsible for establishing the conditions for student learning at the school, including the following:
 - o Identifying student academic needs, based on all available student performance data;
 - o Setting academic goals and priorities, based on student academic needs;
- o Providing and monitoring consistently high quality curriculum and instruction for all students;
- o Providing instructional support to all teachers;
- o Building the master calendar and the student schedule;
- o Establishing assignments, job responsibilities and workloads for all staff and faculty.
- o Identifying creative solutions to problems faced in the operation of the school;
- o Establishing community and parent involving activities.

Family and Community Engagement

Only 50% of our current student population is living with parents or family. The rest are living independently, or have the support of an academic partner. Families/academic partners and community engagement is one of our highest priorities as reflected in our belief statements. We intend to empower families/academic partners and community members to become active stakeholders and supporters of our school vision. We view the support of all partnerships as essential for the success of our students. Our partnerships within the community are highly valued through intense work with the appointments to the School Leadership Team.

Summit's multiple pathway model requires significantly more resources allocated to: 1) social/emotional, behavioral, and mental health services, and 2) academic interventions and support to support students in graduating with the knowledge and skills to succeed in postsecondary options. Therefore, Summit's budget includes more student services, intervention, and support personnel than traditional school's educational staffing of programs.

Summit plans to budget based on actual salaries and use the difference between Summit's actual salaries and DPS average salaries to fund the implementation of its innovative school programming including but not limited to extended time stipends and performance-based financial incentives. Neither the average to actual cost savings or the extended time stipends and performance incentives are included in the budget worksheet but the two are expected to off-set each other.

In order to make sure Summit's unique model is sustainable, additional revenue will be generated from public and private sources. A conservative estimate of \$50,000 per year in fundraising is included in the budget. In addition to including fundraising in the Community Liaison and School Leadership Team responsibilities, Summit will look to contract with or hire a grant writer or individual that is responsible for soliciting corporate donations. The cost of grant writing and fundraising will be covered by the funds raised, providing incentives for the fundraiser and

reducing risk for the school. The actual fundraising goal will be significantly higher than \$50,000 and will allow Summit to expand its programming options for CTE and field experiences for students.

Summit would also ask for wavier on how PPOR is allocated. As one of the major purposes for the school is to offer struggling students an alternative pathway to graduation, Summit leadership is fully aware that the partnership between local area schools will be extremely important. Summit will accept student referrals and enroll students throughout the year, based on available space, but will look to collect a portion of the PPOR from the referring school. For example, if a referred student enrolled after October 15th but before January 7th, Summit would receive 75% of the PPOR. If the student enrolled after January 7th, Summit would receive 50% of the PPOR. This structure would not only benefit the student by allowing for Summit to provide the necessary services they needed to be successful, it would also help ensure that the referral process from local high schools and agencies would be thoughtful and purposeful.

Summit will not be a dumping ground for local schools to get rid of struggling students. If a local school wants to refer a student to Summit for enrollment, then both the student and Summit would need to benefit from this agreement.

As with any new school, the initial year's non-salary budget is tight because of the lower beginning enrollment numbers and the high numbers of personnel to implement the model. The total staff to student ratio would be approximately 12:1.

In the event that funding requirements are not met due to lower enrollment or budget reductions, Summit would reduce the number of student advisors from 2 to 1 and would reduce the pro tech position and community liaison position to half time. This contingency plan reduces personnel costs by \$115,300 while maintaining the intensive academic and social/emotional supports that make the program unique. DPS budget personnel recommended that the budget included in this application be a balanced budget. Therefore, no contingency set aside is included.

Summit's office manager will manage the school budget, purchasing, and accounting under the direct supervision of the school principal. The office manager will receive training in DPS policies and procedures. Summit's school leader will ensure that its budgeting, purchasing, and accounting practices are aligned with DPS policies and industry standards for sound financial management practices.

At Summit Academy we offer intensive intervention for all scholars. Although our curriculum is aligned with state standards, all classrooms operate from the intensive tier of the RTI matrix. This occurs by offering each scholar:

- o Differentiated instruction
- o One-on-one support
- o Interactive classrooms
- o Personal connections with each scholar
- o Wrap around services
- o AP support with teacher-mentors and APEX curriculum

We nurture the Rtl philosophy that if a student is not performing as expected, we will change what WE ARE doing, and continue problem solving until we find what works. The staff at Summit works tirelessly to review data so that we can determine what it is telling us so that we can implement a

School-wide system of academic support for each scholar.

It begins with:

- o **Assessment** – All scholars take the MAP’s exam before enrollment to determine the level of support needed. We offer intervention in ELA, Math and Reading.
- o **Foundational curriculum** – We offer all district approved intervention programs: Compass, Navigator, Shining Star, Wilson Reading, and Language. We also offer Compass on our APEX software.
- o **Variety of Interventions** – For many scholars this requires double-dosing an intervention class and the grade level class so the scholar can apply what they are learning to higher level math concepts.
- o **Systematic Assessment Plan** – Scholars are assessed in MAP’s every quarter, AccuPlacer, CELA, CSAP the practice ACT and the ACT. Each scholar also must pass their assessments in the intervention classes whether the intervention is offered on line or through prep classes, such as the ACT Prep.
- o **Data-based decision making process** – Every Wednesday the principal meets with either Language Arts and Social Studies or Science and Math to review data and make decisions regarding classroom instruction or individualized attention. Every first Monday of the month is our Care and Concern meeting in which teachers come to the SIT team during their planning period to discuss new student issues and strategies to address classroom concerns. The goal of course is to move scholars through the competencies in a reasonable amount of time.

The foundation of Summit Academy is the focus on **Tier Three** of the Rtl matrix. **ALL** scholars are given the same academic support and intervention as scholars on IEP’s. We provide the same support for our AP/Honors scholars as well. It is through the PBIS matrix that scholars are allowed the time they need to adjust to “Excellence”. Contracts are signed at the time of enrollment and each scholar is given a six week probationary period and wrap around support to assist in eradicating habits which have kept them from succeeding in the past.

Student can earn a variety of different rewards for:

- o Improving attendance
- o Consistently adhering to the school dress code
- o Going to class on time
- o Encouraging others
- o Maintaining high grades
- o Improvement in GPA
- o on time for other assessments
- o Being an example of excellence

**Anytime and any way scholars demonstrate ability to move forward, break old habits, problem solve together, walk away from conflict or beat their last assessment score, they are rewarded. They can earn “E-Bucks” to purchase a variety of uniform shirts, snacks from the school store or, lunch with the principal.*

Behavior

A clearly defined chain of responsibility will encompass the following:

- o Compliance with the Summit Civility Agreement
- o 3 minor offenses and date and time of 3 interventions tried
- o Major offense or single incident of major defiance and noncompliance
- o Administration responsible for informing classroom teacher of administrative decision in a timely manner

As a result of the culture we have developed, we have had very few discipline issues.

Restorative Justice

The goal for restorative justice will be for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the restorative justice system, students will be held accountable to one another and Summit Academy community. They will begin to take ownership for their problems. All staff will receive basic training on Restorative Justice. The use of common language will be used throughout Summit Academy and issues will be addressed in floor community meetings as a model to students so they begin to internalize the process (“Own it-Fix it”). In the classroom, restorative justice issues will be addressed within advisement classes. Students who are responsible for having caused harm will repair the harm and take responsibility for their actions.

BUDGET

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