

Performance School Application



Excel Academy – Denver

April 9, 2012

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EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this application.

Essential Information Form

Name of Proposed School	Excel Academy - Denver
School Type (Select One)	<input type="checkbox"/> Charter School <input checked="" type="checkbox"/> Performance School
Grade Configuration	9-12
Model or Focus (e.g., Arts, College Prep, etc)	Intensive Pathway – Postsecondary Preparatory
Proposed Region for School	Southwest
Primary Contact Person	Liz Walbrun – lwalbrun@camelotforkids.org (303) 638 0101 47 Elk Lane, Littleton, CO 80127

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

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
9					
10					
11					
12					
Total # students	375	500	750	750	750

	FRL %	SPED %	ELL %
Proposed Demographics	90-100%	20-30%	20-30%

Executive Summary

I. Culture

The mission of Excel Academy-Denver is to serve high school students in the Southwest region that have dropped out of school, or that are at-risk of dropping out of school, with a proven, data-driven, accountable and high standards education program that (1) produces high numbers and percentages of high school graduates; and (2) prepares graduates for postsecondary success.

Camelot did not become aware of DPS' Call for Quality New Schools until very recently. Therefore, parent and community involvement has been limited in preparing this application. A full explanation of Camelot's current and ongoing community and parent engagement strategy is contained in Section 1 of this application.

II. Leadership

Camelot's campus leadership model differs from that found in traditional public schools by placing an "executive director", instead of a principal, in charge of all facets of the campus. Camelot does so because we want the principal to focus exclusively on teaching and learning, and to have no responsibilities that extend beyond this focus. As the final authority for the program, Camelot's executive director will possess a Master's degree (strong preference) have at least five (5) years of relevant experience, with three (3) years of proven, progressive supervisory experience working directly with at-risk student populations. Beyond the minimum qualifications, Camelot chooses campus leaders based on a number of important qualities that we believe are necessary to grow and strengthen the organization's core culture. Qualities that Camelot particularly looks for when selecting its leaders include the following:

1. Technical Competence -- Leaders who are knowledgeable of the task at hand
2. Stamina and Vitality -- Leaders who exhibit high levels of energy and effort daily
3. Judgment, Intelligence and Conceptual Skills -- Leaders that can effectively problem solve, set priorities, and can think strategically under stressful and imperfect conditions
4. People Skills -- Leaders who can effectively communicate, motivate, and delegate
5. Character -- Leaders with strong personal values and attributes such as honesty, commitment, fairness, and integrity
6. Accountable -- Leaders who seek and accept responsibility
7. Emotional Intelligence -- Leaders who can effectively work with diverse people in diverse situations to meet common goals
8. Self-Motivated -- Leaders who have a strong desire to succeed
9. Motivational -- Leaders that can inspire individuals and groups of people to action
10. Courage -- Leaders that are not afraid to speak up when things are not working well, or as well as they could, and take responsibility for finding better ways of doing things
11. Vision -- Leaders that envision higher levels of performance and service that is demonstrated by continuous program improvement
12. Passion -- Leaders that love what they do and who are motivated through their passion to serve our students

Camelot has not identified a leader for this program, but will select a leader that best matches the 12 leadership attributes listed above.

III. Education Plan

At Excel Academy-Denver, our curriculum plan will be an integration of the JFF “Back on Track to College” model with Camelot’s “Remediation to Acceleration” approach. The educational plan will focus on helping off-track students graduate with college-ready skills by moving them rapidly along the continuum from “remediation” (guided by a minimal standard for a high school diploma) to “acceleration” (rooted in a higher standard of learning for all), and leading as rapidly as possible to credentials of value in today’s economy. To that end, Excel Academy- Denver will implement JFF’s Common Instructional Framework (CIF) and utilize Six Strategies to Build College Readiness.

The program’s curriculum, graduation requirements, and academic calendar are designed to match the District’s. Classes and class days are longer than traditional public schools, which reflect a block scheduling model that provides students 80 minutes of instruction in each class. This model allows students with no high school credit to earn a high school degree in 2.5 years, instead of the traditional four years.

Each student will have an individualized graduation plan and postsecondary plan. The individualized graduation plan will be developed at the student’s orientation, and will be created in consultation with the student’s parent(s)/guardian(s). Student progress will be tracked each week, and data will be analyzed and trended monthly. The two overriding outcomes for this program are (1) graduating students; and (2) making sure they are prepared, accepted, and successful in a suitable postsecondary program.

The program has been validated through two recent, independent studies conducted by the Mathematica Policy Research, Inc. “Mathematica”¹ and Jobs for the Future (JFF)², both of which are cited by hyperlink below. These two studies, conducted without Camelot’s knowledge throughout their entirety, provide empirical evidence that supports the effectiveness of this program model we are proposing to DPS for high school students at risk of dropping out of school. Since the publication of JFF’s report, JFF and Camelot have agreed to develop one of Camelot’s Philadelphia schools as a clinical site for educators nationally to train on JFF’s CIF strategies and “Back on Track” model.³ JFF will be Camelot’s collaborative partner in providing this program in Denver, with a primary focus on coaching, professional development, and postsecondary transition.

IV. Teaching

Excel Academy-Denver will use the “rounds model,” a powerful embedded approach based on medical school rounds at teaching hospitals, where interns accompany a physician to visit patients and together they review, discuss and research each case. Clark University in Massachusetts adapted the process for educational use so that teacher hosts, or “rounds

¹ http://www.mathematica-mpr.com/publications/PDFs/education/alternative_schools_Phila.pdf

² http://www.jff.org/sites/default/files/FromRemediationToAcceleration_forPrint.pdf

³ <http://abclocal.go.com/wpvi/story?section=news/local&id=8552467>

leaders,” have a structure for incorporating visitors in their classrooms and engaging them in dialogue on students’ learning and teaching practice. The “rounds” model for professional feedback will guide modifications to the professional development offered at Excel Academy-Denver

The campus principal conducts formal teacher observations four times a year, and instructional walkthroughs are conducted daily by academic coaches and team leaders. The overall framework that guides the program’s strategic mission is its campus improvement plan, containing the program’s measurable objectives for the school year. CIP data is reviewed weekly and trended monthly, and is used as a basis to determine teaching and instructional effectiveness and to determine professional development needs. In particular, professional development facilitated by Jobs for the Future and Camelot will focus on equipping administrators, teachers, and counselors with the special knowledge, skills, and techniques they need to serve overage and under-credited youth. For staff development activities to advance our school’s mission and goals, all components will be integrated through a continuous improvement process that engages administrators, teachers, support staff, and parents. .

V. Finance

This section, along with the budget template of this application are estimates only. We hope to provide actual costs once Camelot has an opportunity to confer with relevant DPS personnel so that we can clarify key assumptions related to the budget model.

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students	375	500	750	750	750
Per Pupil Revenue					
Grant Funds					
Private Funds					
Other Sources					
Total Revenue					
Employee Salaries (including benefits)	2,265,600	3,004,800	4,504,800	4,504,800	4,504,800
Building Expenses	929,377	1,239,169	1,858,754	1,858,754	1,858,754
Services/Supplies	503,460	653,280	781,920	781,920	781,920
Other Expenditures	669,239	888,239	1,308,311	1,308,311	1,308,311
Total Expenses	4,367,676	5,785,488	8,453,784	8,453,784	8,453,784
NET INCOME					

Section 1: Culture

Rationale

Camelot is applying as a performance school because, as an organization, we are a private school management company. As a company, Camelot has never provided services under a charter school arrangement. Camelot's history over the last eight years is to serve school district through performance-based contracts with specialized programs that target at-risk populations, which is precisely the scope and intent of this proposal.

Camelot did not become aware of DPS' Call for Quality New Schools until very recently. As a practical matter, it would be impossible for Camelot to offer a proposal to DPS as anything but a Performance School. Given DPS' stated need for intensive pathway models and Camelot's history of providing similar programs through direct contractual arrangements with school districts, the only way such a proposal is feasible is to offer the program as a Performance School.

Mission Statement

Camelot's accelerated school **mission** is to serve high school students in every DPS region that have dropped out of school, or that are at-risk of dropping out of school. We do this with a data-driven, accountable and high standards education program that (1) produces high numbers and percentages of high school graduates; and (2) prepares graduates for postsecondary success.

Targeted Student Population

Camelot proposes a program that will be located in the District's Southwest Region based on DPS' stated "need for additional intensive pathways seats to serve students who are older than 17 and between 31-120 credits from graduation (segment 4b) or more than 2 years from graduation (segment 5)." In addition, Camelot can serve students reflected in sections 2b and 3, below. The proposed program contained in this application is structured to serve some or all the following student populations:

- 2b. – **9th graders who are failing that** have risk factors and are more than 30 credits behind
- 3 – **Young and far**, which include students who are 16-17 and 2 or more years off track
- 4b – **Older and close enough to graduation, but maybe not with their class** (17+ and 30-120 credits off track)
- 5 – **Older and far**, consisting of students that are 18+ that are two or more years off track.

Camelot currently manages programs that serve these student populations, so we are very familiar and experienced in understanding their needs and matching them with an educational program to meet the objectives articulated in our mission statement; that is, ensuring high levels of graduates that are prepared to be successful in a postsecondary environment. In our current programs, these student groups taken together approach 100 percent Free and Reduced Lunch, and are comprised of approximately 20 percent Special Education and 5 percent ELL students. Camelot's research of DPS indicates programs comprised of high levels of Free and Reduced lunch students (90-100 percent); and

potentially higher levels of Special Education and ELL students (approximately 30 percent, each). This program is not well suited for students with cognitive disabilities. Camelot has extensive experience with supporting ELL students in this program environment where students are mainstreamed and are provided with ESL support in the general education classroom.

Camelot's expertise and history consists of 20 Accelerated, Intensive Pathways and Therapeutic Day Schools in four states. Of those 20, Camelot currently manages six (6) intensive pathway programs. It is important to note that four (4) programs began this school year, based largely on the success of our first two intensive pathway models in Philadelphia.

Summary of Camelot's Current Intensive Pathway Programs

Local Education Agency	Program Inception	Student Population ⁴
School District of Philadelphia	2004	Grades 9-12 (n=310)
School District of Philadelphia	2009	Grades 9-12 (n=355)
School District of Lancaster	2011	Grades 7-12 (n=350)
Camden City Public Schools	2011	Grades 9-12 (n=200)
Aspira Charter School	2011	Grades 9-12 (n=150)
Mastery Charter School	2011	Grades 9-12 (n=66)

School Culture

Camelot's school culture is grounded in ten **core values and beliefs**, stated below, which form the foundational framework that informs and guides our programs' goals.

1. We focus daily on student success
2. We believe in the power of teamwork
3. We honor and embrace diversity
4. We ensure that all students are safe
5. We model high standards of professional behavior
6. We teach that education is the key to self-sufficiency
7. We recognize the unique value and talent of each individual
8. We practice respect for all individuals
9. We deliver meaningful and appropriate instruction
10. We are accountable for everything we do

The key **goals** for this program are as follows:

1. To increase student academic achievement
2. To raise student attendance
3. To create and maintain a safe and orderly learning environment
4. To prepare students to meet state and District graduation requirements
5. To provide students with the necessary skills and support to enroll in a postsecondary institution, certification program, or trade school and to obtain gainful, self-sufficient employment

⁴ All students are overage and under credited at enrollment e.g. 9th grade students age 16 or older

Camelot employs a single school academic culture within all of its programs, which is facilitated by using six research-based best practices for instructional delivery that were developed by Jobs for the Future (JFF), Camelot's collaborative partner for this application (the Curriculum Instructional Framework or "CIF"). These six strategies include (1) collaborative group work, (2) writing to learn, (3) literacy groups, (4) questioning, (5) scaffolding, and (6) classroom talk. Using the district's core curriculum as its base, these strategies complement and facilitate differentiated instruction for classes containing students with varying ability levels. Moreover, providing students with a variety of instructional strategies engages and provides them methods of instruction in ways that complement their learning styles.

Camelot employs a behavior management model, which is a foundational component of Camelot's single school culture approach. The model is based on creating, maintaining, and growing an active and intentional positive peer culture that celebrates success daily and emphasizes personal accountability for behavior. Camelot specifically trains students on the principles of pro-social behavior and provides them with the skills necessary to engage their peers through positive peer counseling and conflict mediation. Camelot's model is designed to increase each student's level of self-discipline, self-direction, self-respect, and self-esteem. The model is implemented through a continuum of increased positive recognition and enhanced levels of student status consisting of six progressive, interrelated levels. The model effectively promotes and celebrates pro-social behaviors with privileges, status and recognition, and provides immediate intervention and accountability for students that exhibit behaviors that detract from an effective campus learning environment.

Parent and Community Involvement

With our many years of experience opening new schools, Camelot recognizes the great role parental and community involvement plays in the success of our programs. However, with the student population we serve, it is premature to involve them to any major extent until an award of a new school for the 2013 school year has been made by Denver Public Schools. What follows is a discussion of Camelot's program model relative to parent and community involvement; what Camelot has done in the few weeks that have transpired since we began preparing this proposal; and what Camelot intends to do prospectively should our application be accepted by DPS. Camelot requests DPS' forbearance with the lack of detail regarding parent and community involvement in the application phase, and acceptance of Camelot's good faith representations, which follow.

Historical Connections to Parents

Camelot aggressively seeks the involvement of parents and guardians and views them as full partners with us in support of their child's educational program. We underscore our commitment to parents in our Campus Improvement Planning (CIP) process, requiring each campus to include goals and strategies to gauge levels of parental involvement. In working with DPS, Camelot will use results from parent surveys as feedback for data analysis, which will serve as a basis to measure and improve program quality. Traditional strategies used by Camelot to support parental engagement include the following:

- Conducting periodic parent outreach nights
- Requiring input from parents when developing their child's academic, behavior, and transition plans

- Issuing monthly progress reports for parents to review and sign
- Providing multiple avenues for parents to meet with staff to discuss student progress
- Facilitating parental conferences in lieu of suspensions⁵ to create a team approach when addressing inappropriate student behavior.
- Inviting parents/guardians to participate in a variety of school-sponsored events throughout the school year, including college and career awareness week, student talent shows, and student award banquets
- Contacting parents of absent students every day to make sure they know when their child is absent
- Involving parents of special education and ELL students in every step of the IEP and ESOL process
- Linking parents to Camelot's consortium of care-giving organizations to assist in solving significant problems or crises faced in their daily lives

Historical Connections to the Community

Camelot strongly believes in the importance of linking our programs to community-based, public and private organizations (e.g. local businesses) that are strategically positioned and motivated to serve our students and, by doing so, add value to our overall program. Community partnerships are critical in their importance to Camelot's model because they support our students in multiple ways to address their personal barriers to success. Historically Camelot has focused on partnerships that support students and their families in the following ways.

- Partnerships that provide services for pregnant students and students who are or will be parents
- Partnerships for students in need of social-emotional counseling and behavioral health services
- Partnerships for students needing mentorships and financial support
- Partnerships for students needing career counseling and postsecondary linkages
- Partnerships for students needing emergency and crisis intervention and placement services
- Partnerships for students needing drug and alcohol intervention programs
- Partnerships for students needing health services and support
- Partnerships for students needing part time employment and summer job placement

Community and Parent Engagement Strategy Current and Ongoing

Camelot takes great pride in our long-standing success with parent and community involvement, support, and connections to our programs. In the short period of time in which we prepared this application, we have been encouraged with the level of support received for our Intensive Pathways program. Upon notification of an award, Camelot will immediately initiate intensive efforts, including those outlined in the table below, as we initiate the program for the 2013-2014 school year.

⁵ Camelot has a zero suspension policy.

Planned Parent and Community Engagement Activities

ACTIVITY	AUDIENCE	PURPOSE
Connect with DPS high schools and keep them updated on Excel Academy – Denver progress	High School Principals and Counselors	Communicate future options for at-risk students, gain support for referrals, outreach to students and parents
Hold information sessions at local community resource centers. Initiate and sustain direct contact with families in community	Parents, Students	Communicate future option for students; gain commitment for enrollment
Conduct meetings with local colleges, technical schools	Higher Education Partners	Promote recruitment of teachers and explore post secondary credit opportunities for students
Conduct meetings and presentations	DPS Intensive Pathways Office	Communicate how best we can serve the targeted student population
Conduct meetings and presentations to political leaders	Political Leaders (ie: Mayor's Office, City Council, Governor's Office)	Gain support for Camelot Academy- Denver and the outreach to the community's most at risk students
Conduct meetings with agencies who serve our target student population	Employees of community and government agencies and organizations (i.e. CYC, Goodwill, United Way, WIC)	Student support services and referrals
Conduct meetings with local businesses	Business Community	Internships for students, outreach to parents; mentorships
Conduct meetings with local religious leaders	Faith-Based Organizations	Outreach to parents and guardians

Campus-based accountability relative to contractual accountability metrics is the central focus of Camelot's continuous program improvement process, and is incorporated in the program's strategic campus improvement plan (CIP). Camelot implements continuous improvement using a (CIP) developed each year by the entire campus staff prior to the beginning of a new school year, and is framed around the following process:

1. Setting measurable objectives for the upcoming school year based on a review of the previous year's data (or for the first year, baseline data based on student history)
2. Articulating the strategies that will be used to meet those objectives
3. Assigning timelines and accountability for who is responsible for each strategy/task
4. Monitoring and trending the data, and adjusting strategies throughout the year to ensure that objectives are met or exceeded at the end of the school year

Camelot’s campus leadership team – including the executive director, principal, special population’s director, student services director, and operations director – meet weekly to review data and to determine whether modifications/interventions are required based on data trends. Additionally, Camelot uses a quality management (QM) process, composed of senior level (corporate) staff members, which conducts performance audits of each Camelot program each year.

Parent Satisfaction

Camelot’s expectation regarding the outcomes of DPS’ parent satisfaction surveys is summarized in the table below.

2013-2014	2014-2015	2015-2016
75% of responses are “strongly agree” or “agree”	80% of responses are “strongly agree or agree”	85% of responses are “strongly agree” or “agree”

Camelot will provide surveys to parents at parent/student assemblies, events, graduations, conferences, when dropping off or picking up students, direct mail, and through students to take home and return. The program’s student services director will be responsible for assuring surveys are returned using methods including but not limited to phone calls and texts, email, direct contact at school, newsletters, and home visits. Additionally, at student orientation and enrollment, parents will be encouraged to contact members of the campus leadership team and encouraged to meet with teachers during six-week conference periods where they will be asked for feedback on their overall perception of the program and ways they believe it can be improved.

Data from surveys will be analyzed and used as a basis for evaluating the campus’s leadership team at the end of the school year. Aggregate responses that do not meet the standard of the SPF rubric will require the development of a correction action, which will be incorporated into the program’s CIP. If there is no significant improvement in responses after the second school year, members of the campus leadership team will be replaced.

Student Engagement

Camelot’s goal for average daily attendance is 85 percent. Each student’s staff resource team meets and ranks students on Camelot’s progressive level system, which evaluates students’ weekly academic progress, citizenship, and attendance. Weekly student rankings are conspicuously posted throughout the school building, which is another means by which students receive feedback on their overall performance. Students at the higher end of the continuum receive increasing levels of privileges, recognition, and status, which promotes higher levels of attendance.

The program’s attendance coordinator oversees Camelot’s attendance plan, which is a key accountability metric in determining the effectiveness of our program. Camelot’s truancy plan, which is overseen by the program’s attendance coordinator, employs a ten (10)-step process to locate absent/truant students with documentation provided at each step. These steps include:

- (1) Phone calls
- (2) Home visits
- (3) Inquiries with neighbors and other students
- (4) Call Office of Emergency Services
- (5) Check computer to see if student assigned to another school
- (6) Check for active cases with Department of Human Services
- (7) Check Department of Public Assistance for recent address
- (8) Contact parent's employer
- (9) Contact Juvenile Probation/Family Court personnel

Similar to parent satisfaction surveys, Camelot's expectation regarding outcomes of student satisfaction surveys is summarized in the table below.

2013-2014	2014-2015	2015-2016
75% of responses are "strongly agree" or "agree"	80% of responses are "strongly agree or agree"	85% of responses are "strongly agree" or "agree"

Data from the surveys will be analyzed and used as a basis for evaluating the campus leadership team at the end of the school year. Aggregate responses that do not meet the standard of the SPF rubric will require the development of a correction action, which will be incorporated into the program's CIP. If there is no significant improvement in responses after the second school year, members of the campus leadership team will be replaced.

Section II: Leadership

Leadership Team Personnel

In Camelot's model, the overall leader of the program is the executive director. This is deliberately done so that the principal can focus exclusively on instruction and learning. At this time, neither the executive director nor principal has been selected. Camelot will use the following management model for this program:

Management Model of Project Team (375 student program)

Position Title	Minimum Qualifications
Executive Director (<u>final authority</u> for program; accountable for all facets of the program)	Masters Degree in Education preferred (Bachelor's degree may be substituted with relevant experience); five years relevant experience; three years of progressive supervisory and/or administrative experience; and experience working with at-risk student populations.
Principal (<u>focus</u> : academic improvement and implementing best instructional practices; curriculum alignment)	Masters Degree in Education; principal certification; three (3) years teaching experience; two (2) years of progressive supervisory and/or administrative experience; and experience working with at-risk student populations.
Operations Director (<u>focus</u> : non-academic aspects of program – e.g. school climate, building, transportation, food services, etc.)	Masters Degree in Education or related field preferred (Bachelors degree may be substituted with relevant experience); three (3) years teaching experience or experience working in a school setting; two (2) years of progressive supervisory and/or administrative experience; and experience working with at-risk student populations.
Special Populations Director (<u>focus</u> : special student populations, including Special Education and ESL)	Masters Degree in Education; special education certification (ESL certification preferred); with three (3) years teaching experience or experience working in a school setting with special needs student populations; two (2) years of progressive supervisory and/or administrative experience; and experience working with at-risk student populations.
Student Services Director (<u>focus</u> : postsecondary transition; liaison to community and public support agencies; student counseling)	Masters Degree in Education, Social Work, or related field preferred (Bachelors degree may be substituted with relevant experience); three (3) years experience in providing student support services; and experience working with at-risk student populations.
Academic Coordinator (<u>focus</u> : implementation of JFF strategies; teacher coaching and observations; assessment; data analysis; professional development;	Masters Degree in Education preferred (Bachelor's degree may be substituted with relevant experience); current instructional certification with three (3) years of teaching (classroom) experience; and experience working with at-risk student populations.

Beyond specific qualifications and job responsibilities, Camelot's culture supports, encourages, and values the following attributes in its leaders:

1. **Technical Competence** Leaders who are knowledgeable of the task at hand and, more generally, exemplify a commitment to Camelot's broader mission, goals, and culture
- **Stamina and Vitality** Leaders who exhibit high levels of energy and effort daily
2. **Judgment, Intelligence and Conceptual Skills** Leaders that can effectively problem solve, set priorities, and design strategies under stressful and imperfect conditions that tend to consistently produce the most desirable results
3. **Track Record** Leaders who have a documented history of achieving results.
4. **People Skills** Leaders who can effectively communicate, motivate, and delegate.
5. **Character** Leaders whose personal values (e.g. honesty, fairness, integrity, respect) creates and binds the loyalty and trust of others.
6. **Accountability** Leaders who practice rational risk-taking, creativity, and initiative, and who seek and accept responsibility.
7. **High Emotional Intelligence** Leaders who can effectively work with diverse people in diverse situations to meet common goals.
8. **Self-Motivated** Leaders who have a strong desire to succeed.
9. **Motivational** Leaders that can move individuals and groups of people to action.
10. **Courageous** Leaders who resist groupthink by speaking up when things are not working well and by taking responsibility for suggesting and creating better ways of doing things.
11. **Visionary** Leaders that can envision higher levels of performance and service that is accompanied by strategic planning that facilitates continuous program improvement.
12. **Passionate** Leaders who love what they do and are motivated through their passion to serve Camelot students.

Timeline and Plans for Recruiting and Hiring the Principal and other Key Campus Leaders

Campus Leader	Anticipated Selection Dater
Executive Director	January, 2013
Principal	February, 2013
Director of Operations	May, 2013
Director of Special Education	May, 2013
Director of Student Services	May, 2013

Start Up Team -- Oversight of the Leadership Team

Below is a summary of Camelot's start up team for this project. Please note that three (3) members of the team are former high-ranking administrators with large, urban school districts and, in that capacity, held positions with direct oversight over District Title 1 funds, student placement, school accountability, and special student populations (IDEA and Section 504). This team of seasoned administrators reflects and symbolizes Camelot's absolute commitment to excellence and to ensuring outstanding results with respect to implementing and administering this important project. This team will ultimately select the campus-based management team that will operate the program on a daily basis.

Joe Carter -- Joe joined Camelot in 2004 and currently is the company's **Chief Operations Officer** overseeing the daily operations of Camelot's educational programs. Joe holds dual Masters Degrees in Education Administration and Criminal Justice Administration; is a certified principal; and holds certifications in Special Education and English as a Second Language in multiple states. While serving as principal of Excel Academy (Camelot's first intensive pathway program), Joe developed and implemented Camelot's accelerated high school model. Joe will have primary authority for overseeing the planning and implementation of all intensive pathways programs.

Nilsa Gonzalez -- Nilsa joined Camelot full time last year after several years of serving the company as a private consultant. Nilsa currently serves as Camelot's **Chief Academic Officer**. Nilsa brings the experience and credibility that comes with a 36-year career in public education, most of which is with the School District of Philadelphia, beginning as a classroom teacher and ascending to principal, cluster leader and Associate Superintendent for the District. Nilsa holds a Masters Degree in Education as well as an ESL Certification. Nilsa's primary responsibility for this project will be to oversee the implementation of curricula, assessments, professional development and classroom instruction.

LaVonne Sheffield (representing Jobs for the Future) – LaVonne began her career in education as a classroom teacher in 1973, and over the ensuing 38 years has held positions in public education including chief of staff (Detroit Public Schools), Chief Academic Officer (Detroit Public Schools), Chief Accountability Officer (School District of Philadelphia), and Superintendent (2) – Recover School District, Louisiana; Rockford Public Schools, Illinois). Currently LaVonne holds the position of Superintendent in Residency with Jobs for the Future. LaVonne holds a PhD in Education from the University of Michigan-Ann Arbor, and

has a Superintendent Certification in the State of Illinois. LaVonne's primary responsibility for this project will be to (1) oversee implementation of the instructional framework; (2) develop the rounds model protocol; (3) assist in creating professional development curriculum; (4) secure partnerships with postsecondary institutions; and (5) design the college preparatory and advanced placement courses.

Brenda Taylor (consultant) – **Brenda** is the former Deputy Chief of Specialized Instructional Services for the School District of Philadelphia and possesses a distinguished career of more than 36 years as a professional educator with experience in the areas of health, behavioral health, special education, homeless student support, and alternative education and interventions (RTI). Brenda will serve as a **consultant** to Camelot on this project in the areas of special student populations; behavioral health support; compliance monitoring (e.g. IDEIA); and overall program development. Brenda is a member of Camelot's Quality Management Team and conducts periodic performance audits for Camelot's alternative programs. Brenda holds teaching certifications in elementary and special education as well as elementary and secondary principal certifications and letter of eligibility for superintendent.

Milt Alexander – **Milt** joined Camelot in 2005 and currently serves as the **Vice President of Alternative Education Programs** where he oversees the daily operations of Camelot's Alternative Education Division. Milt holds a Masters of Education and has worked with at-risk youth for the last 17 years of his career. During that period, Milt has served as a teacher, instructional leader, assistant principal, principal, and program executive director. Milt's primary responsibility as a member of the planning team will be overseeing and supporting matters of program operations.

David Wingard – **David** joined Camelot in 2003 and currently serves as **Vice President for Quality Management and Compliance** where he oversees all contract compliance, quality assurance, and risk management issues for every Camelot program. David holds a Doctorate in Educational Administration from the University of Texas at Austin and has worked in the educational policy and alternative education fields for the last 20 years, including leadership positions with public, not-for-profit, and for-profit organizations. David's primary responsibility as a member of the planning team is contract compliance and quality management; program accountability, data analysis and reporting; and all risk management matters.

Methods to Ensure Redundancies within Leadership Team

Camelot is an equal opportunity employer with a philosophy of promoting from within based on demonstrated performance. Members sought for the campus leadership team should have a Masters Degrees in Education; have significant experience working with at-risk youth and possess a demonstrated record of success. As discussed previously, the Executive Director is accountable for all aspects of the program.

Within Camelot's system, executive directors are selected from the ranks of Camelot's principals or operations directors who have demonstrated an exemplary ability to successfully lead. Principals are typically chosen from Camelot's pool of academic coaches; operation's directors are typically chosen from Camelot's pool of team leaders; special population directors are typically chosen from Camelot's pool of special education and ESL

teachers; and student services directors are typically chosen from Camelot's pool of social workers. Based on Camelot's system of internal promotion, staff is expected to "double train" not only for the position they currently hold, but for the position that is their next level of promotion. By doing so, this creates a system of redundancy where staff is cross trained across key leadership positions.

Leadership Team Coaching and Evaluation

Every program's executive director, as part of Camelot's quality management process, is required to establish professional goals, objectives, and strategies each year. Progress toward meeting their goals is monitored twice a year during on-site quality management reviews. Coaching determinations result from these bi-annual evaluations.

Secondly, each campus constructs a strategic Campus Improvement Plan each year, with measureable objectives that index to contract performance standards. These data are trended monthly and reviewed by corporate staff to assure that trends are sufficient to meet annual goals. These data indicate where and when the executive director may need additional coaching and intervention to assure annual program goal attainment.

Additionally, Camelot's Chief Academy Officer conducts on-site mid-year reviews of every program using a comprehensive evaluation rubric comprised of more than 60 specific areas of analysis falling within three (3) principal programmatic domains: (1) School Academic Performance; (2) School Learning Environment; and (3) Contract Compliance. The purpose of this review is to provide the program's executive director with an overall assessment of program quality at the halfway point of the school year. These data illuminate areas where the executive director needs additional support (coaching) and where significant programmatic weaknesses are determined to exist.

Finally, Camelot's QM team grades each program at the end of the school year, with final grades tied to economic and professional incentives for the leadership team. These grades, which are letter grades similar to those that students receive, reflect an overall assessment of the program relative to the following program components:

1. CIP
2. Classroom Observations
3. Data Collection and Use
4. Contract Compliance
5. School Climate and Norms
6. Emergency Preparedness and Safety
7. School Cleanliness
8. Instructional Environment, Support and Leadership
9. Contract End of Year Outcomes

Combined, these measures serve as strong indicators and help target areas for school leader coaching.

School Personnel Structure

Beyond the campus leadership team, the table below outlines key positions that the school will fill to ensure successful ongoing operations. Camelot does not anticipate outsourcing any of these positions.

Additional School Positions

Position	Description
Attendance Coordinator	Oversees all aspects of student attendance and truancy plan
Team Leader	Responsible for overall school climate; student counseling; safety; parent and agency interface, support teachers in the classroom
Regular Education Teachers (including electives)	Classroom instruction and student academic growth
Special Education Teachers	Oversee all students with IEPs; ensure IEPs are current, compliant, and that students are making progress toward goals; child find; oversee implementation of classroom accommodations and modifications
ESL Teachers	Oversee compliance and progress of all ELL students; ensure LIEPs are current and that students are making progress toward goals; administer and analyze student ESL assessments.
Special Education Aides	Assist special education teachers in support of SPED population; support students in pullout instruction and one-on-one support
Behavioral Specialists	Support team leader to ensure with overall school climate; safety; discipline; documentation; classroom support

Student Enrollment

As mentioned in Section I of this application, Camelot proposes a program that will serve students in the Southwest Region. Because this program is an intensive pathway program, it is suitable for a DPS high school for students generally meeting the definitions provided in the Call (2b, 3, 4b and 5 on page 11), with two exceptions: (1) special education students with cognitive disabilities; and (2) ESL students that cannot be supported in the regular classroom. Beyond these two exceptions, Camelot will work closely with DPS high school principals and their designees, as well as students and families within DPS' jurisdiction, to ensure that every student needing an intensive pathway program is provided with the opportunity to attend the program, irrespective of family income, achievement levels, disabilities, or academic at-risk factors.

Section III: Education Program

Curriculum

At the core of the 2013-2014 Call for New Schools is the need for a strong and effective academic instructional program. DPS has admirably reduced the drop-out rate by one third since 2005, but still only one half of students are currently graduating from high school. Higher percentage gains in reading and mathematics are needed to achieve a higher number of schools meeting or exceeding SPF expectations (DPS 2010 Plan). The achievement gap between African-American and Latino students and their Anglo and Asian American counterparts will need to be closed. To advance the current rate of progress and empower Denver students not only to graduate but to succeed in college and careers, Camelot proposes a non-traditional performance high school with an innovative educational plan. Our plan is the result of a strong and vibrant partnership between Jobs for the Future (JFF) and Camelot, who both have a proven history of success with students who have fallen off-track or who have fallen out of the system altogether.

Curricular Model and Focus

It is imperative that disadvantaged students having a difficult time maneuvering a traditional public school are provided an opportunity to be successful in a high- performing alternative learning high school. In Excel Academy-Denver, our curriculum plan is an integration of the JFF “Back on Track to College” model with Camelot’s “Remediation to Acceleration” approach. The educational plan is focused on helping off-track students graduate with college-ready skills by moving them rapidly along the continuum from “remediation” (guided by a minimal standard for a high school diploma) to “acceleration” (rooted in a higher standard of learning for all) and leading as rapidly as possible to credentials of value in today’s economy. To that end, Excel Academy- Denver will implement JFF’s Common Instructional Framework (CIF) and utilize Six Strategies to Build College Readiness. These are presented in the table below:

<i>The Common Instructional Framework: Six Strategies to Build College Readiness</i>
<ol style="list-style-type: none"><i>1. Collaborative Group Work brings students together in small groups to engage in learning, with each student accountable for her or his contribution. Activities are designed so that students with diverse skill levels are both supported and challenged by their peers.</i><i>2. Writing to Learn helps students, including English language learners, develop their ideas, critical thinking, and fluency of expression in all subjects. Students experiment with written language in every class every day.</i><i>3. Literacy Groups, a form of Collaborative Group Work, provides students a supportive structure for accessing challenging texts, broadly defined, and engaging in high-level discourse. Using roles that have an explicit purpose, students deconstruct text and scaffold one another’s learning.</i><i>4. Questioning challenges students and teachers to use deep, probing questions</i>

to foster purposeful conversations and stimulate intellectual inquiry.

5. **Classroom Talk** encourages all students to develop their thinking, listening, and speaking skills, and promotes active learning. Classroom Talk takes place in pairs, in groups, and with whole classes.
6. **Scaffolding** encompasses a broad range of techniques, such as pre-reading activities and graphic organizers that help students connect prior knowledge, different content areas, or personal experience - with challenging new concepts.

Learning Environment

The initial implementation of these strategies includes challenges for both students and teachers. As teachers transition away from traditional methods in which they have long been comfortable, a new learning environment is created. Students gain confidence and thrive in this academic environment. Camelot includes academics, community involvement, mentoring, internships, extra-curricular programs, and a positive school climate that supports a single behavior and academic school culture. Jobs for the Future works with over 200 Back on Track and Early High Schools using CIF and supports the program with intensive, ongoing coaching for teachers and school leaders. In nearly a decade of work with these schools, JFF has seen their programs change the educational trajectories of low-income and minority students. Early college students can earn up to two years of college credit while in high school, saving money and earning valuable exposure to the rigor and expectations of college. A quarter of early college students earn a full associate's degree along with their high school diploma, and 86 percent enroll in college immediately after high school. Camelot has been managing successful alternate high school campuses since 2003 and is committed to and experienced with this higher standard for alternative high schools.

In this learning environment, students become:

- Complex Thinkers
- Flexible Adapters
- Problem Solvers
- Effective Communicators
- Cooperative and Collaborative Workers
- Self-Directed Achievers
- Responsible and Involved Citizens
- Skilled and Active Learners
- Caring Individuals
- Innovative, Quality Producers

Philosophy and Instructional Methodology

At Excel Academy-Denver, academics and socio-emotional skills will be built on a practical, research-based foundation. In each classroom, students learn by doing and do so in a classroom with a student to teacher ratio of 25:1. We will focus on building relationships, respect, responsibility and leadership. Using this philosophy, we help students discover their true potential, rekindle their love for learning and prepare them for postsecondary and career

success. Another key aspect of our philosophy and instructional methodology is our strong belief that all children can learn and achieve at high levels. Research by David C. Conley at the University of Oregon has stated that youth must be actively supported in their postsecondary planning in order to succeed. At Excel Academy of Denver we will provide a postsecondary bridging program that will help students meet our goals of 100 percent of all graduating students receiving acceptance letters from colleges or universities or other suitable programs that will provide each graduating student a pathway to full-time self-sufficient employment. Currently over 90 percent of graduating students from Excel Academy North and Excel Academy South-Philadelphia meet this important performance indicator.

Excel Academy-Denver, managed by Camelot and in partnership with Jobs for the Future, will expand on the Philadelphia model and implement a three-phase approach utilized by other successful early college high schools. It is our expectation that all students will, at a minimum, complete two capstone college courses, beginning in the final 12 months of their enrollment. These 3 phases are:

- **Enriched Preparation** integrating high-quality, college-ready instruction with strong academic and social supports
- **Postsecondary Bridging** building college-ready skills and provides informed transition counseling
- **First-Year Support** offering appropriate supports in students' first year to ensure postsecondary persistence and success.

The accompanying features we use in each phase are provided in greater detail:

PHASE ONE: ENRICHED PREPARATION

Explicit College-Going Culture

- Staff will deliver consistent messages, from intake through graduation, that students are college material and college success is the goal.
- Staff will continually assesses progress through strategic use of data, using college access and completion as the key measures of program success.
- Staff will create a climate focused on acculturation to academic norms and practices as well as personal responsibility for one's own learning and life goals.
- The physical setup and artifacts in the building as well as opportunities to experience college classes and college life will enable students to perceive themselves as college students.

College Ready Curriculum & Instruction

- Curriculum emphasizes deep learning over test preparation, focusing on a solid understanding of key concepts and exploration of major themes within the core disciplines.

- Curriculum is aligned and sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework.
- Substantial reading and writing takes place daily across the curriculum; and scaffolding occurs through collaborative group work, literacy circles and other strategies that enable learners with diverse skill levels to support and challenge their peers.
- All students develop thinking, listening, speaking and inquiry skills through purposeful questioning and opportunities to talk about their learning.
- Students experience ongoing opportunities to practice college-ready skills and behaviors such as time management and test-taking strategies as this learning is embedded into the standards-based curriculum.

Intentional Use of Time to Maximize Instruction & Accelerate Learning

- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program is of sufficient length and intensity to enable youth to both gain a secondary credential and get adequately prepared for college.
- Staff uses regular assessments, including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Technological tools provide the skill building support and facilitate "anytime, anywhere" learning to supplement classroom instruction.
- Students are coached and supported to use time outside the program to accomplish their learning goals and develop independent work habits.

Personalized Guidance and Support

- Students develop a clear, realistic and detailed postsecondary and career plan.
- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to graduate college ready.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic behaviors, such as persistence and time management.
- Program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff develops students' abilities to have greater responsibility and voice in their own learning and life choices.

PHASE TWO: POSTSECONDARY BRIDGING

Supported Dual Enrollment

- Students enroll in credit-bearing courses to gain exposure to college experiences and expectations. First courses can be those that teach essential skills within a career context

(e.g., medical terminology taught in an English course) or, where possible, enriched math and English gatekeeper courses.

- Where appropriate, program takes advantage of available developmental education courses to build student skills and reduce time to completion.
- First college courses explicitly model college instruction through the use of syllabi, online message boards and college-style pedagogy and assessments (e.g. sophisticated papers, research projects and presentations).
- Program provides opportunities to take college courses accompanied by formal, intense academic support and scaffolding to ensure early college success.

A Focus on College Knowledge

- Program helps students develop college-ready academic behaviors including study skills, time and stress management, persistence, self-advocacy and awareness of performance.
- Students gain college navigation skills, learning about admissions requirements, financial aid, college culture, campus resources and connecting with professors.
- Program continues to use college-ready instruction and curriculum to develop key cognitive strategies and content knowledge required for college success.
- Students receive college IDs providing access to college facilities (e.g., skills centers, library, gym and cafeteria).

Personalized Guidance and Connection to Best Bets

- Counselors use data such as attendance and assessment to monitor student progress toward the goal of entry into credit-bearing courses.
- Program utilizes cohort-based approach to leverage peer connections, expand students' social network and build additional postsecondary support.
- Program integrates intentional career exploration and planning that takes into account students' career aspirations and labor market demand to help drive toward "best bet" postsecondary programs.
- Program graduates who are currently enrolled in college mentor students in the bridge phase to guide key decision-making during the transition to postsecondary opportunities.

PHASE THREE: FIRST-YEAR SUPPORT

(Note: This phase will be delivered through a partnership between the school/program and the community college.)

Support for Students to Earn Credits Predictive of Completion

- Staff uses data to monitor student progress, with particular attention to performance in the first few months of college classes.

- Students experience consistent check-ins (monthly minimum) by designated person and are encouraged to connect with networks and support providers on campus, expanding their social capital and awareness of formal and informal supports and resources.
- Students, particularly those who are struggling, receive intensive academic supports to help them succeed in credit-bearing college courses.
- Students are offered performance-based incentives, such as scholarships, to motivate them to accomplish personal and academic benchmarks.
- Staff creates individualized plans that include additional customized academic supports for students who are not on track to earn a credential after the first year of college enrollment.
- Staff provides early and ongoing supports, anticipating and preventing obstacles and providing additional referrals and follow-up as needed.

Just-in-time Support to Ensure Persistence

- Emergency funds are set aside for students to cover critical start-up expenses (e.g., books, housing, child care)
- Staff provides early and ongoing supports, anticipating and preventing obstacles and providing additional referrals and follow-up as needed.

Building Attachment to Postsecondary Education

- Students are connected to campus resources, especially those targeted for first-generation college-goers.
- Student mentors provide key information on college courses and faculty to first-year students so they make more informed choices.
- Staff develops or facilitates on-campus alumni groups that include student mentors and advisors.
- Students engage in small cohort-based learning and leadership communities

Similar to Camelot's current accelerated graduation programs, we will aggressively recruit Denver-area community and junior colleges for partnerships that will provide opportunities for students to engage in dual enrollment and advanced placement (AP) opportunities while enrolled in Excel Academy-Denver. In Philadelphia, Camelot has established a partnership with a local college that allows our teachers to teach college courses to our recent graduates at our campus. Having a college program on our campus motivates students, who know that transition into college will be seamless since college courses are available at the campus from which they graduated from high school. We will work toward an agreement with a Denver-based college this year to establish dual enrollment programs for the opening of Excel Academy-Denver.

Camelot will assign staff to the program whose primary responsibility will be to develop and nurture postsecondary relationships. A central component of Camelot's culture places heavy emphasis on all students transitioning into postsecondary programs. With that as a central tenet in Camelot's mission, all staff has a role in facilitating and nurturing postsecondary

acceptance and placement of our students.

Methods to Differentiate Instruction to Meet the Needs of the Targeted Population

Excel Academy-Denver has identified the targeted student population from the categories described in the Call for New Quality Schools 2012. In consideration of DPS' needs and Camelot's expertise, this high school will target segments 2b, 3, 4b and 5.

Segment Description	Annual Dropout Rate
2b. 9th graders who are falling. They have risk factors and are more than 30 credits behind.	20%
3. Young and far: 16-17/2 or more years off track	34%
4b. Older and close enough to graduate, but maybe not with their calls: (17+, 30-120 credits off track	33%
5. Older and far: 18+/ \geq 2 years off track	40%

Differentiated instruction is critical to the success of students attending this innovative performance campus. This will be implemented in many different ways. In the foundational core courses a Response to Intervention (Rtl) approach will be used. Teachers receive professional development that will strengthen their ability to monitor student progress constantly and vary instructional activities to address the pace and learning styles of all students. We will be following a 3-tier model of intervention that will include Tier 2 and Tier 3 intervention delivery in reading and math strategic classes of 90 -120 minutes per day. This will rapidly move struggling students from remediation to acceleration so that they will be back on track and ready for postsecondary bridging and college classes before or by graduation. To provide further differentiation, students take advantage of open computer labs before school, at lunch and after school. In this setting we use technology as a personalized learning pathway that enables the student to learn at his or her own pace, receive virtual tutoring, with built in scaffolding, and to accelerate and accrue college level skills and knowledge. Whether they take self-paced credit recovery courses, elective courses that may range above and beyond what we offer (such as Chinese or Chemistry II), or enrichment courses online, the student is receiving individualized, differentiated instruction.

Supplementing DPS Curriculum

This Intensive Pathway High School intends to use the DPS high school curriculum for core content and **enhance** it with the JFF Common Instructional Framework's Six Strategies to Build College Readiness. Other supplementation will occur with our unique Guided Group Interaction (GGI), which is a daily feature of every student's schedule and is used to reinforce positive school culture and to discuss personal obstacles faced by students. GGI's small group dynamic, consisting of approximately 20 students, provides students with the opportunity to raise issues that they face daily which hinder their ability to take full advantage of their academic program, and to receive counseling from a staff facilitator and their peers. In our experience, GGI has enabled students to refocus on their academic goals and to make better choices in their personal life. Along with the discussion aspect, Camelot uses a life

skills curriculum. The following shows some of the topics covered in GGI at Camelot's Excel Academies:

- School to Work Transitions
- Conflict Resolutions
- Drug Abuse
- Grief and Loss
- Suicide Prevention
- Bullying
- Anger Management

Scope/Sequence

Please see Appendix K for the Course Scope and Sequence that Excel Academy-Denver will use.

Standards- Transformation in Teaching and Learning



From CDE 2011

Colorado Department of Education (CDE) and DPS are moving to the national forefront in developing and implementing new updated Colorado Academic Standards (CAS). As the graphic shows above, Excel Academy-Denver will open the 2013-14 school year simultaneously with CAS's first year of new standard implementation. Camelot welcomes the opportunity to become a part of this standards movement toward 21st Century learning and to integration of the Common Core. Although our leadership and staff will want to learn more about the standards in depth, we think that the Six Instructional Strategies (from JFF) take our students into a 21st Century classroom that centers on Level 3 Strategic Thinking and Level 4 Extended Thinking (Depth of Knowledge – Webb Model). After application for Innovative Status is filed, we want to discuss whether any waivers are needed. We want to work closely with DPS as we transform teaching and learning on our campuses.

Cultural Relevancy

An overarching goal of this innovative performance high school is to prepare students for college and career success in a variety of cultural contexts. We honor and respect the culture and background of each student. This makes itself apparent in our emphasis on parent engagement and community building, diversity training for staff, and curricular choices in the classroom. This includes a selection of culturally relevant texts, projects, and curriculum.

Class Size

The general academic classrooms will have a 25:1 pupil to teacher ratio. In other areas such as the daily Guided Group Interaction classes there is an 8:1 pupil to counselors/staff ratio.

Timeline of Curriculum Development

The *Back on Track* and *Early College High School* curriculum is fully developed and has been used successfully by over 200 high schools in the past decade with the collaboration of Jobs for the Future.

School Schedule and Calendar

Please see **Appendix L** for the School Day Schedule. The school calendar will mirror that of the DPS 2013-2014 calendar except professional development for teachers and staff begins two weeks prior to DPS. (DPS 2013-14 Calendar is not yet available so it will be omitted from Appendix L.). State law establishes the school year as 1080 hours of planned teacher-student instruction for high schools. Excel Academy-Denver will exceed that amount with a longer instructional day.

Progress Monitoring and Assessment

Camelot has reviewed DPS' 2011 School Performance Framework for Alternative Educational Campuses (SPF-Alternative Campuses), and will structure its program to meet the measurable annual achievement goals and objectives contained therein. Specifically, Camelot will align its achievement goals and objectives for the proposed program to meet indicators as detailed in the SPF-Alternative Campuses, encompassing the following:

Indicators	Measures	Goals – Year 1	Goals – Year 2
1. Student Progress over time – Growth	Growth Percentile	Approaching Standard	Meets Standard
	MAP Growth	Approaching Standard	Meets Standard
2. Student Achievement Level – Status	% CSAP proficient or above	Approaching Standard	Approaching Standard
3. Post-Secondary Readiness	Colorado ACT	Approaching Standard	Approaching Standard
	Transition Success	Meets Standard	Meets Standard
	Transition success rate change	Approaching Standard	Meets Standard
4. Student Engagement & Satisfaction	Attendance Improvement	Meets Standard	Exceeds Standard
	Average Daily Attendance	Approaching Standard	Approaching Standard
	Student Satisfaction	Meets Standard	Exceeds Standard
5. Parent Engagement	Parent Satisfaction	Meets Standard	Exceeds Standard

The goals established in the table above are speculative, conservative, and are subject to change. They are largely based on Camelot's student populations in its current intensive pathway programs, which are made up of large numbers of students that lag significantly behind their age and grade-appropriate cohorts in reading, language, and mathematic skills.

For example, it is common for students in these current programs to be four or more years behind in all core academic skills (e.g. 17 years old and reading at a 4th grade level). While students meeting this profile are likely to grow significantly while enrolled in the program, it is doubtful they will be proficient, as measured on standardized assessments, by the time these assessments are scheduled.

Camelot is confident of the following, which is reflected in the goals established in the table above and which is drawn from the data and our experience managing similar programs in Philadelphia.

1. We can accelerate student growth significantly toward proficiency standards and, thus close the achievement gap.
2. We can significantly improve student attendance rates when compared to their prior attendance history prior to enrolling in the program.
3. We can retain students at a high rate and, consequently, produce low student attrition rates.
4. We can support students with a seamless pathway into a postsecondary program of study with support from Camelot staff and additional support from our collaborative partner for this project, JFF.
5. We can produce high levels of student and parent satisfaction

However, until we are able to analyze specific student data for actual students that will attend an intensive pathway program in Denver under Camelot's management, projected goals are speculative.

Continuous Improvement and Quality Management

Each year, prior to the start of a school year in August, Camelot devotes a significant amount of professional development time toward reviewing program outcomes from the previous year and clarifying baseline measures for each program. From this analysis of the data, campus leadership teams, working with campus staff, set performance benchmarks for the upcoming school year. Strategies, responsibilities, and timelines for each objective complete the CIP, which is each campus's strategic operational plan for the school year. To drive continuous improvement, Camelot's CIPs are structured to capture at a minimum data from ten (10) essential program outcomes that includes the following:.

1. Graduation rates
2. Promotion and credit accumulation rates
3. Post-secondary placement rates
4. Standardized test participation rates
5. Academic growth (literacy and math)
6. Special education and ESOL compliance
7. Safety and climate
8. Student attendance
9. Family and student support
10. Community outreach

Camelot's QM process consists of twice-annual comprehensive reviews and program audits of each Camelot program. The process involves the following components, using specific protocols and instruments to validate findings.

- A review of the overall fidelity of instruction using an Instructional Checklist containing 25 specific criteria for review
- A review of program data, including the program's Campus Improvement Plan; Personal Learning Plans; Postsecondary Transition Plans; trends related to student promotion and retention, and student attendance
- A facilities walkthrough checklist containing 50 specific criteria for inspection, falling within the domains of (1) Building exterior; (2) Building interior; (3) Mechanicals; and (4) School Climate and Safety
- Special Education Review, including a review of a random sample of files to ensure compliance with IDEA; interviews with Special Education Director to ensure policies and processes are aligned with federal, state, and district requirements; and recommendations for overall improvement
- Teacher (Classroom) observations, using a specific evaluation instrument designed to capture data relative to (1) Planning and Preparation; (2) Classroom Environment; and (3) Overall Instruction, and which also includes specific recommendation for teachers to aid in improving the overall instructional delivery to students
- Teacher surveys, which inform management of specific needs and suggestions from classroom teachers that focus on improving teaching and learning at the program
- Intensive interviews with program leadership staff, including Directors, Principals, Student Support Personnel, and Team Leaders, to better inform management of overall strengths and weaknesses of the program, and to determine additional ways in which program can be supported through additional/reallocation of resources
- Student Interviews, which allows the QM team to hear directly from students with regard to their perceptions of the program – i.e., are they learning; are they engaged; are they happy; what ways can the program be improved; how do they perceive their staff and teachers?
- A review of all campus leadership goals

Camelot's QM team audits programs twice annually, with formal reports consisting of findings and recommendations that go directly to Camelot's CEO, COO, and senior leadership staff. Each report contains recommendations for program improvement with specific attention given to improving student achievement and classroom instruction. At the end of the year, each program is graded on a numerical scale consisting of over 70 different criteria, with staff eligible for bonuses and other professional considerations for high scores. Camelot's Quality Management process supports an ongoing process to promote continuous program improvement

Camelot's promotion policies are included in the Student and Parent Handbook and is discussed with students and parents at orientation prior enrollment in the school. Students receive weekly feedback on their progress, and parents have multiple opportunities to engage staff so they can monitor the progress of their child.

Students must receive a 65 percent yearly average in each course in order to receive credit. If a student earns a grade of lower than 65 percent at any six-week progress report, he or she may participate in tutoring during the afternoon enrichment period for the subsequent six weeks. If a student fails four or more of his or her six classes, or three or more among reading, writing, or two math classes during the school year, he or she will be required to

repeat these courses and will not be promoted. If a student fails one, two, or three total classes, he or she will be offered the opportunity to attend summer school for three weeks, and must pass each class in order to be promoted to the next grade.

Every student will have an individual graduation plan developed in consultation with each student and their parents/guardians, and is part of each student's enrollment and orientation into the program. Graduation plans are built from a review and analysis of student transcripts and other relevant data that is available in the student's cumulative folder. A schedule (roster) is developed for each student, consisting of the courses, listed in sequence, needed for graduation and establishes a target graduation date. The student along with the student's parent(s)/guardian(s) and the school's principal sign the plan. Graduation plans are reviewed at least once every two weeks by the student's support team, consisting of his or her lead teacher (academic advisor) and the student's team of teachers, counselors, and instructional support personnel. This staff team ensures that the student is making predicted progress toward their graduation goals. Each student is counseled and advised afterward regarding the outcome of the review. Parents are informed of student progress at the midpoint of each grading period, and report card conferences are scheduled for parents at least twice each school year. Parents are also encouraged to call or visit the school and discuss their child's progress at any time during the school year.

Camelot will implement a customized student information system (SIS) that meets all district, state, and federal reporting requirements for the District and which will also provide Camelot with the ability to analyze data to inform the program on key accountability metrics. Among other things, the system will have the ability to:

- Automatically create class and teacher schedules
- Handle records of examinations, assessments, marks, grades and academic progression
- Maintain records of absences and attendance
- Record communications with students
- Provide statistical reports
- Communicate student details to parents through a parent portal
- Track Special Education/ IEP services and progress

Camelot will also provide information regarding enrolled students using the DPS' current systems, including SchoolNet and Infinite Campus.

Graduation Requirements

Similar to DPS' policies our students graduate with 24 credits (240 semester hours) and must complete a senior project. In keeping with our mission/goal **to ensure that students are prepared for postsecondary success and workforce readiness**, we will work closely with DPS to incorporate any state High School Guidelines that may be currently pending before the State Board of Education. We will also welcome discussion of the High School Endorsement that will include criteria for indicators to determine the postsecondary and workforce readiness of students enrolled and graduating. Additionally Camelot places a high priority on providing each student with individualized guidance counseling on prerequisites required for graduation and postsecondary options after graduation. From orientation to graduation, each student and their parents work with our principals, academic coordinators, student service coordinators and other teachers and key staff to develop an individual career

and academic plan. Such a plan is adopted for each student within the first 10 days of enrollment. Graduation rates and postsecondary transition are key performance indicators for Camelot, and are incorporated into our annual campus improvement planning improvement planning process. At Camelot's accelerated high school programs, modified block scheduling (80 minutes per class) is used to accelerate credit acquisition in high school.

English Language Learner Students

Camelot's English Language Learners Program (ELL) is designed to improve Limited English Proficient (LEP) students' proficiency in listening, speaking, reading, and writing in English. Camelot's objective is for ELL students to use the English language by demonstrating their understanding of the core academic subjects; to communicate and converse in social situations; and to understand the culture in which they live. Camelot will ensure each student's ability to learn by using a Secondary ELA-E model at Excel Academy-Denver. Our ELL students receive supported English content instruction and English language development. As students learn more English, they transition to the mainstream English program.

A key member of the School Leadership Team is the Director of Special Populations who has responsibility for collecting the DPS Home Language Questionnaire. Families who are limited English Language Learners or non-English speakers will be asked to complete the Home Language Survey as part of the registration process. Information gleaned from the survey will be used as a first level screening to determine whether a student needs additional assessment for eligibility for ELL services. After that is determined the information will then be used in developing the Language Instruction Educational Plan (LIEP). The Director of Special Populations will administer assessments and guide placements for the student. In addition, Camelot will use certified, highly qualified ELA teachers in the appropriate ESL classrooms for the requisite instructional time. To provide consistency for both entry into and exit from the program, Camelot will use the District's ELA curriculum, which is based on the English Language Learner Standards from the updated Colorado Academic Standards.

All teachers at Excel Academy-Denver will employ research-based methods of instruction that benefit all ELL students with classroom accommodations that meet the needs of every English language learner, including those in ESL-specific classrooms and those mainstreamed into general education classrooms. Camelot will also use a peer support model, where our bilingual students will serve as translators when necessary. Students will be assessed annually, in partnership with the District, using the CELA test. The results from the CELA test and the student's demonstration of English proficiency in the general education classroom will guide their exit or future placement in the ELL program. Students that exit from the ELL program will be monitored for a minimum of two years in an effort to ensure that English proficiency is not a factor hindering their future academic success.

Special Education Students

Camelot believes that every student can and must have an opportunity to reach their full academic potential. Camelot has served thousands of students in our alternative programs identified under either the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504) as in need of special education services. A review of recent data shows that approximately 15-30 percent of students in Camelot's alternative

programs are identified as eligible for special education services. Camelot's philosophy is that all students with disabilities should participate to the greatest extent possible in a rigorous educational program that will enhance their academic skills and prepare them for postsecondary educational and employment opportunities. Camelot is experienced in serving special education students that span the spectrum of program types, ranging from students requiring full-time special education support to students mainstreamed full time into a general education classroom. In every instance, Camelot's guiding principle is that instruction for special needs students should always occur in the least restrictive environment possible.

Each Excel Academy campus will have a qualified Special Populations Director with responsibilities for assuring that each student's special education records and Individual Education Plan (IEP) are current and compliant. IEP meetings are conducted at least annually or more frequently, and Evaluation Assessments (EAs) occur every three years or less, where required. Parents are notified of their student's progress relative to their IEP goals at each grading period. Special education teachers record student progress toward their IEP goals, which is mailed to parents or guardians along with the student's report card. Additionally, special education teachers maintain "service logs" that document the special education services provided daily to each student in accordance with their IEP. General classroom teachers maintain "modification/accommodation" logs, which document daily modifications and accommodations to support all special education students mainstreamed into regular education classrooms. Student logs are reviewed and monitored consistently by the special populations director to ensure compliance with the student's IEP.

The staff listed below will be assigned to work with special populations

- Special Populations Director – Oversee overall special education program of services; provides guidance for teachers; develops and provides professional development
- Special Education Teachers,-- Provide student instruction and development and implementation of IEPs and accommodations. Excel Academy will have a team of highly qualified, certified Special Education teachers.
- Special Education Case Managers (Aides – Monitor compliance of IEPs, schedule IEP meetings, identifying students that may be in need of special education services ("Child find")
- Behavior Coaches – Support students social and emotional needs inside and outside of the classroom

As part of each program's Campus Improvement Plan, Camelot IEP data is reviewed monthly to determine compliance and to ensure that each student's IEP is current. Student academic and behavior performance is also reviewed weekly during team meetings and any specific concerns regarding the student's program are highlighted for the special education director during these meetings. Finally, as part of Camelot's twice-annual Quality Management program review, special education files and processes are reviewed, and a report that details overall compliance by program is prepared for the CEO, COO, and senior staff. .

Camelot's core curriculum contains best practice strategies for designing instruction specifically for students with disabilities. As part of on-going professional development Camelot's certified special education staff provides training on strategies for identifying and

applying appropriate classroom accommodations and modifications that facilitate learning and promote the inclusion of special education students within the general curriculum.

In summary, Camelot compliance with the Individuals with Disability Education Improvement Act (IDEIA) will provide a free and appropriate public education to children with disabilities who need all levels of special education and related services. Camelot has the experience and ability to support the needs of all students with disabilities.

Academic Intervention and Acceleration

Camelot will establish a school-wide support approach to target instructional interventions in response to student's specific areas of needs as soon as those needs become apparent. The school-wide support approach would follow Response to Intervention (RtI) principles and would include

- High quality, research-based instruction/intervention matched to student needs
- Frequent use of data to determine learning rate and student performance level
- Educational decisions based upon the student's response to instruction/intervention

Camelot will establish a three-tiered approach for academics, emotional issues, and behavioral issues in order to implement RtI, explained below.

- At **tier 1** all students receive
 - District curriculum that is scientifically, research-based and aligned to the Common Core
 - Curriculum-based measures and assessments for screening, diagnostic and continuous progress monitoring
 - Differentiated instruction designed to meet a broad range of needs
- At **tier 2** some students receive
 - Supplemental interventions in small groups inside the general education classroom or outside of the general education classroom
 - Interventions targeted to remediate a specific skill
 - Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to student needs
- At **tier 3** very few students receive
 - Integrated instruction from all three tiers to strengthen the accumulated impact of the interventions and instruction
 - Interventions delivered to very small groups of 2-3 students or individual students
 - Interventions focused on narrowly defined skill areas identified from the results of frequent progress monitoring
 - Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to student needs

Camelot's high school accelerated programs will be structured to engage students in learning for a longer school day than is common for students attending DPS high schools. At Camelot's accelerated high school programs, modified block scheduling (80 minutes each) is used to accelerate credit acquisition in high school. Similar to the District, Camelot students

are required to accumulate 24 credits and must complete a senior project to meet graduation requirements.

As in our other *Back on Track* campuses, Excel Academy will create and maintain a whole school culture that prevents overage and under-credited students from dropping out of high school or not meeting their Individual Education Plan. Some of the features that support this target population on our campuses are listed below:

➤ ***Campus of Caring Adults***

Camelot offers multiple avenues for our students to have daily access to one or more trained and caring adults who are motivated and trained to support student success. The pupil to staff ratio is 8:1. Team leaders, teachers, student service personnel, behavior support staff, principals, special education staff, counselors, and support staff are trained to support our continuous improvement culture where student improvement and success comes first. Camelot's history as an alternative program provider is marked by vigorous outreach and collaboration with community-based and postsecondary organizations that are uniquely situated to assist in helping our students in overcoming the multiple barriers many of them face in achieving academic and life success.

➤ ***Safety and Structure***

The rigor and consistency of Camelot's behavioral model directly supports the rigor of Camelot's and JFF's academic model, which, in turn, promotes student performance. Simply, Camelot's behavioral model creates a campus culture where every student can learn and every teacher can teach. Our ability to ensure student safety means limiting student chaos and danger and placing the focus where it rightly should be – on student learning and academic performance and success. Knowing that they are safe allows students to relax and focus on their education.

➤ ***Individualized Plans and Postsecondary Planning and Support***

Camelot's program focuses on supporting each student individually. When students enroll in a Camelot program, their school records are carefully reviewed; students are administered diagnostic tests to determine their functional grade levels in reading and math, and each student is provided with an individualized graduation plan to gauge and guide their progress. From each student's first day of enrollment through their graduation date, staff is focused on preparing them for postsecondary transition by developing an individualized postsecondary plan; preparing them to take college entrance exams; and supporting each student with assistance in preparing applications for college or trade school, financial aid packets, and scholarship forms.

➤ ***Student and Family Support***

Camelot aggressively seeks ways in which to reduce or eliminate daily barriers to academic success faced by our students. Camelot knows that our student population faces barriers inside and outside of the classroom that impede their academic performance. Excel Academy-Denver will employ a student services director that will focus on partnering with strategically-positioned community-based and public organizations. Through working collaboratively, these partnerships will add great value to the quality of our program by assisting students in addressing and overcoming their personal barriers to success.

Emphasis on implementing comprehensive wrap-around services and “whole child” approaches are fundamental components of every Camelot program.

➤ ***Celebrating Success Daily***

Camelot celebrates and rewards student success daily. Students are organized into teams and meet in twice-daily assemblies at the beginning and the end of each day, known as “Townhouse.” During townhouse, student government leaders direct townhouse assemblies, provide feedback to the student body, and receive feedback from staff and students on those things that are positive about the day. Individual students are recognized and celebrated daily for specific accomplishments. Each week, a staff resource team meets and ranks students on our progressive level system, recognizing academic progress good citizenship, and attendance. Weekly student rankings are conspicuously posted throughout the school building. Camelot’s positive peer culture is strengthened by our daily recognition and celebration of student successes, and is a prevalent feature at all Camelot programs.

➤ ***Experiential and Project-Based Learning***

Camelot believes that we owe our students a deeper educational context, where learning themes taught in the classroom are connected to real world experiences. Providing our students with field-based experiences adds depth and context to learning. Field-based learning experiences that emphasize experiential and project-based themes are methods Camelot uses to build on the student’s academic experience. Our programs in Philadelphia have provided opportunities for students to learn about American government at the Constitution Center, Liberty Bell and Independence Hall; opportunities to learn about aquatic and animal life at the Baltimore Aquarium zoo; and opportunities to learn about African-American history at the Underground Railroad Museum and the African-American Museum, to list but a few examples. We plan to take advantage of the many sites and programs Denver has to offer.

➤ ***Leadership Training***

Camelot’s behavior model uses a positive normative culture framework that focuses on turning negative leadership qualities into positive leadership qualities. For students to ascend to the highest levels of leadership in our model requires that they become members of their campus’s student government. These students are expected to influence the positive behavior of their peers and to support of the positive normative culture while attending Camelot’s program. We train our students to be positive leaders by taking an active role in influencing, mediating, and redirecting the behavior of their peers in support of the positive normative culture endemic to all Camelot programs.

➤ ***Parent and Family Outreach***

Excel Academy-Denver believes strongly that parents should be full partners with us to support their child’s educational program. Our program is structured to provide parents with multiple avenues to engage with Camelot’s campus staff in support their child’s progress and success. Camelot uses several strategies to encourage high levels of parental involvement, which we reference throughout this proposal. Parents tell us constantly that they appreciate the respect and courtesy that they are afforded by Camelot’s staff, and especially are pleased with the degree to which they remain informed by and have access to school personnel. Camelot’s history has been marked by the unqualified support of our student’s parents.

Academic interventions are also used to prevent students who have fallen behind academically from dropping out. Some of these interventions have been discussed in previous sections on Curricular Focus. They include credit recovery courses, computer software that designs individualized learning pathway for each students, and strategic reading and mathematics classes in which students receive direct instruction for 120 minutes and 90 minutes, respectively, throughout the school week.

Track Record of Proposed Curriculum

A partnership between Camelot and JFF with regard to Camelot's two (2) Philadelphia-based accelerated programs has yielded significant results with the student population. After one year of the CIF implementation, two-thirds of students at both Excel schools in Philadelphia grew two or more grade levels in reading and mathematics. Combining JFF's innovative instructional approach with Camelot's student support systems has produced powerful evidence that suggests that college-ready instructional strategies can be successful with students who have been underrepresented in higher education. Moreover, JFF ,through a decade of collaboration with a network of over 200 early college high schools and more recent work with "Back on Track to College" schools for off-track and out-of-school youth, has documented the success of programs that offer the right combination of acceleration and support to change the educational trajectories of low-income and minority students. The partnership between Camelot and JFF sets a higher standard for alternative schools and is truly aspirational.

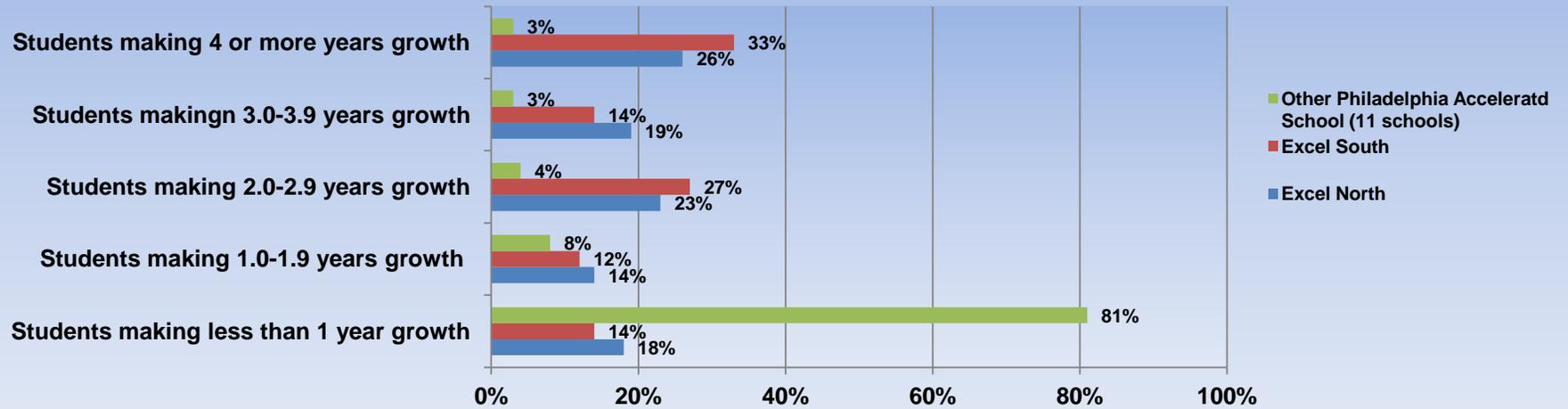
During the 2009-2010 school year, the School District of Philadelphia and the Philadelphia Youth Network partnered with JFF to implement JFF's instructional strategies within 13 accelerated graduation programs (also known as "Back on Track" schools). Two (2) of the 13 programs were managed by Camelot – Excel North and Excel South. Student gains were measured using the Test of Adult Basic Education (TABE) using a pre-test, post-test methodology.

Camelot's commitment to implementing JFF's instructional strategies was absolute, and continues to be so. This strong commitment probably best explains the variance in outcomes experienced by Camelot's Philadelphia-based Excel programs when compared to the outcomes of the other 11 other accelerated graduation programs. In summary, in the course of one year, more than two-thirds of students at each of Camelot's two accelerated graduation schools made two or more years of progress in reading skill, and the same was true for math. Over a quarter of the students had made four grade levels of progress, compared to an average of 3 percent at Philadelphia's other Accelerated Schools.

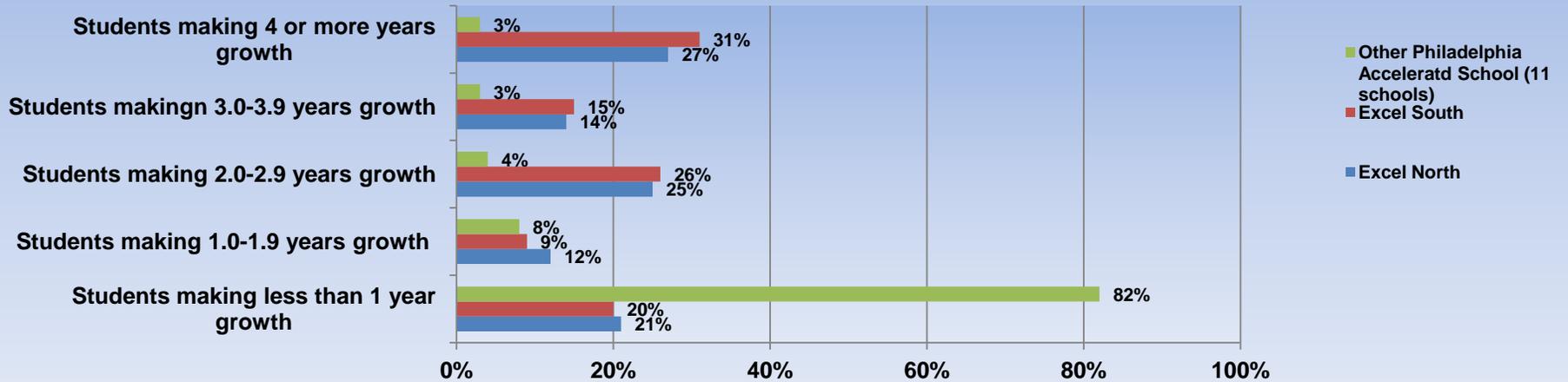
These two programs – Excel North and Excel South – are the program models that are proposed in this application to DPS, and which serves the same student population that Camelot and JFF anticipate serving in Denver. A summary of the findings are illustrated in the two graphs found on the following page. To review the student in full, please use the accompanying hyperlink that is footnoted at the bottom of this page.⁶

⁶ <http://www.jff.org/publications/education/remediation-acceleration-early-lessons-t/1319>

**2009-2010 Math Growth -- Camelot's Excel North and Excel South Program compared to 11 other Accelerated Graduation Programs in Philadelphia
As measured by TABE**



**2009-2010 Reading Growth -- Camelot ExcelNorth and Excel South Program compared to 11 other Accelerated Graduation Programs in Philadelphia
As measured by TABE**



Gifted and Talented Students

Camelot recognizes that students who are identified as gifted and talented are in need of specially designed instruction. Camelot's dedicated multidisciplinary team ("GMTD") will create a gifted individualized education program ("GIEP") that will be reviewed and revised once a year according to the student's individual needs. Gifted students have unusual learning qualities and needs, and the GIEP will provide individual programs, which will enable them to learn at different rates, to learn different material earlier, and to think at a level different than their classmates. A GMTD creates a GIEP according to needs, age, and developmental level of each individual student. Each GIEP is unique and crafted to continuously promote acceleration, enrichment, or both.

Supplemental Programming

Intramural Sports

Camelot will provide intramural sports opportunities for students who wish to compete in sports-related activities. Intramural sports activities will be based on results from student surveys and will be held after school once a week.

Music

Camelot will provide students with opportunities to participate in music programs and will seek community-based approved support organizations as partners in support of this goal. Camelot will provide students opportunities to participate in band and choir, which will be overseen and administered by the school's Arts and Humanities Department.

Extracurricular Activities

Extracurricular activities will be provided after school three days each week. These activities will include various clubs (e.g. chess club, book club, science club) that match student interests. Surveys will be conducted to determine student interests and clubs will be organized that match student interests.

After-School Enrichment Programs

Camelot will offer students opportunities to participate in after-school enrichment programs, which will include the following:

- School newspaper and Yearbook
- Computer lab for academic enrichment and educational support, homework assistance, and tutoring
- Job readiness and career preparation (resume writing, job interview skills, application)
- College application essay writing
- Theatre
- Dance
- Skills training and part-time job opportunities

Section IV: Teaching

Teacher Coaching

Excel Academy-Denver will use the “rounds model,” a powerful embedded approach based on medical school rounds at teaching hospitals, where interns accompany a physician to visit patients and together they review, discuss and research each case. Clark University in Massachusetts adapted the process for educational use so that teacher hosts, or “rounds leaders,” have a structure for incorporating visitors in their classrooms and engaging them in dialogue on students’ learning and teaching practice.

A host teacher prepares a “pre-rounds sheet” that explains the learning objective and lesson plan for the class and cites specific areas where he or she desires feedback. The purpose of “pre-rounds” is to focus the classroom observation and subsequent discussion and review the learning that took place and how the teaching practice supported learning. Done correctly, rounds support the teacher in the improvement of his or her craft in a non-evaluative fashion. What distinguishes “rounds” from other professional development is that it occurs in the actual context of teaching and learning, making the model more collaborative and reflective than other forms of professional development.

Teacher Evaluation

Excel Academy will establish a system for reporting and posting professional development programs and activities. Use of web-based technologies is essential to integrating these processes to enable all teachers and counselors to take full advantage of professional development in both a job-embedded model and with 24/7 access. The “rounds” model for professional feedback will guide modifications to the professional development offered at Excel Academy-Denver. Campus Improvement Planning (CIP) is the focal point for all campus-based decisions and is a standard part of the agenda for all daily management resource meetings. Each programs’ CIP is divided into the major areas of focus. These are school climate and safety, academic achievement, and special populations. Within each area are the program elements that are directly tied to program accountability. These program elements include variables such as student attendance, suspensions and expulsions, individual and aggregate student growth gains in reading and math; test participation rates; and graduation, promotion, attrition, and post secondary transition. Also important are indicators that drive improvements in teacher effectiveness. While we celebrate success, unsatisfactory leadership and teacher performance will not be tolerated. Each program manager (including directors of student support services; directors of special student populations; principals; directors of operations; team leaders) is responsible for assuring that each program element for which they are assigned meet the standards (performance benchmarks) established in the CIP.

The campus principal conducts formal teacher observations four times a year, and instructional walkthroughs are conducted daily by academic coaches and team leaders daily.

Working as a collaborative management team, all CIP elements are reviewed daily as a matter of due diligence and quality assurance. All members of the resource team are expected to contribute ideas and suggestions for improvement and to take personal responsibility for supporting the goals and objectives of the CIP. Moreover, daily resource meetings serve the purpose of integrating all parts of the program into a central, systemic whole, creating common meaning to the interdependent components of Camelot's programs. Campus managers convey information discussed at daily resource meetings to their subordinates and encourage their feedback and responses, which is brought back to the resource team for additional consideration.

Professional Development

The goal for Professional Development at Excel Academy-Denver will reflect the goal of the DPS Call for New Quality Schools 2013-2014; that is, "All students will graduate from DPS schools prepared for postsecondary success." In particular, professional development facilitated by Jobs for the Future and Camelot will focus on equipping administrators, teachers, and counselors with the special knowledge, skills, and techniques they need to serve overage and under-credited youth. For staff development activities to advance our school's mission and goals, all components will be integrated through a continuous improvement process that engages administrators, teachers, support staff, and parents. Everyone associated with Excel Academy-Denver will view student development and professional development as two intertwined functions with the single aim of creating an environment where learning is the focus -- for students, staff and the larger school community.

Effective professional development is essential to increasing student achievement. Research indicates that when the performance of teachers and school leaders improves, student achievement improves. The strategy for providing professional development at Excel Academy-Chicago is to weave high quality, relevant training into the very fabric of the alternative school. Concepts that will inform this strategy include the following:

- Sharp focus on embedded teacher development based on student data;
- Learning communities organized within the school where teachers and administrators are trained in research strategies and pedagogical practices designed to improve student achievement and personal professional development;
- Staff at every level modeling the behaviors of stewardship, operational effectiveness and leadership;
- Training programs for support staff to continuously develop and improve job-related process and procedures, which will enable schools to operate more efficiently;
- Parents and community partners who participate in an array of programs and activities where they learn strategies and acquire tools to assist in the academic development of their children;
- Partnerships with local and state colleges and universities;
- Technology designed to enable staff to share knowledge and research with other educators locally and nationally;

- A system of professional development standards that will guide the design, delivery, and evaluation of training and development programs;
- Programs designed to enhance leadership skills of administrators; and
- Programs designed to enhance knowledge and competencies of teachers.

The model for professional development at Excel Academy-Denver will have student achievement as the core that connects its various functions and school constituencies. A student-centered model aligns services with planning and coordinating activities, defines standards for professional development, utilizes an effective evaluation system and involves staff in the development and implementation process. **Wherever training and development occurs, the overarching purpose will be to increased student achievement.** Success of the model depends on diligent coordinating, tracking and evaluating of all training and development to measure its impact on student achievement.

Teachers are required to complete 80 hours of pre-service training and 40 hours of training during the school year. All teaching staff will be surveyed to identify instructional strengths and weaknesses. Upon completion of the survey, a year-long professional development calendar will be completed using JFF consultants and school-based teachers to provide training.

Prior to beginning the school year, all staff will be provided with 80 hours of pre-service professional development, using the PD calendar displayed on the following page as a guide. These topics are specifically chosen to acclimate staff into Camelot's single school culture model.

The counseling program is preventative and developmental in nature and design, with its emphasis on academic success for every student, not simply those students who are motivated, supported and ready to learn. To achieve a quality developmental counseling program, campus clerical staff must support counselors so that counselors spend their time providing direct services to students including individual academic planning and counseling for students who are tardy or absent or who have behavior issues. The other key area of responsibility for counselors is data analysis: disaggregated data, aptitude and grade point averages in relationship to achievement. As part of the induction, counselors will be assigned to work with community-based organizations that support student and family counseling and their professional development at Excel Academy will reflect this.

Pre-Service PD Calendar

Week 1 = 40 hours

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Introductions</i>	<i>Norms Training</i>	<i>Instructional Framework</i>	<i>Jobs For The Future and Camelot's Partnership</i>	<i>Classroom Management</i>
<i>Company Overview</i>				
<i>Vigilant Use of Data</i>				
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>Team Building</i>	<i>Emergency Procedures</i>	<i>Emergency Procedures</i>	<i>Jobs For The Future Rounds Model</i>	<i>Guided Group Interaction</i>
				<i>Townhouse</i>
				<i>Medications</i>
				<i>Staff Responsibilities</i>

Week 2 = 40 hours

Monday	Tuesday	Wednesday	Thursday	Friday
<i>CPR Training</i>	Assessments <i>SRI/SMI Colorado New Assessment</i>	<i>School Improvement Planning</i>	<i>School Improvement Planning</i>	<i>Structuring the School Year</i>
				<i>Walkthroughs</i>
				<i>Lesson Plans</i>
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>CPR Training</i>	<i>Special Populations (Special Education/ English Language Acquisition)</i>	<i>Accommodations /Differentiated Instruction</i>	<i>Jobs For The Future Instructional Strategies</i>	<i>Classroom Set-Up</i>

During the school year, JFF and Camelot provide professional development that is designed to enhance each teacher's instructional effectiveness so that they may meet the specific learning needs of their students. All professional development is based on sound educational research and promising practices and focuses on the following specific goals:

- Increasing the educator's content knowledge in the area of the educator's certification or assignment
- Raising the skill level of all educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students
- Providing educators with a variety of classroom-based assessment skills and additional skills needed to analyze and use data in instructional decision-making
- Empowering educators to work effectively with parents and community partners

Some examples of professional development topics include

- Curriculum development and alignment
- Differentiated instruction
- Normative culture
- Lesson planning and instructional resources
- Instructional delivery, methods, and models
- Accelerated learning and computer-based instruction
- Effective teaching techniques for at-risk student populations
- Accountability and contract performance measures
- Laws impacting special populations
- Federal, state, and local education requirements
- Record keeping, reporting and documentation
- School safety and security
- Behavioral management and classroom management
- Assessment preparation, administration and evaluation
- Parental and community involvement
- Service learning and community-based projects

Teacher Recruitment, Hiring, and Retention

Camelot will recruit, hire and retain staff to fulfill the staffing needs of the school. All staff will adhere to Colorado State Board of Education requirements. Camelot will post for positions internally and externally beginning 6-9 months from the campus opening date. External employment opportunities will be posted on the state website, the Colorado Alliance of School Executives website (CASE) and the Colorado Board of Education Services (BOSCES) job opportunities websites. We will attend the Colorado Association of School Personnel Administrators (CASPA) Denver-Metro Educators Job Fair in March 2013 to recruit qualified staff. With these strategies, Camelot will generate a candidate pool and will begin interviews rounds. Selected staff will have, at minimum, two interview rounds with senior Camelot staff. New hires will be oriented to Camelot policies, procedures, adhere to Colorado state requirements, and comply with all terms and conditions set forth in this proposal.

Section V: Finance

Summary

Camelot proposes a “Turnkey” operation and expects to incur all necessary costs to provide an Alternative Education solution for the District. This includes all staffing costs, all occupancy/facility costs and all other costs necessary to provide the service.

Camelot does not have additional funding or revenue sources other than the payment from the District for the services.

Camelot has been providing high quality alternative education services for a number of school districts for many years and understands the economic resources required to provide outstanding results. This starts with leadership that includes an Executive Director who oversees the entire program, a Principal and an Operations Director. In addition to all of the typical teacher positions, our program includes Team Leaders and Behavior Specialists not always found in traditional school programs. Please reference our staffing plan and organizational chart for more details, but the total staffing will be 42 full time employees for a student body of 375 students, a ratio of just under 9 students per full time staff member. In addition, our budget provides for costs associated with our collaborative partner, JFF, as well as the latest technology for our computer labs and adequate supplies to support all of the courses.

Policies and Process to Ensure Sound Financial Management Practices

The Company’s Chief Operations Officer (COO) and Chief Financial Officer (CFO) coordinate on these activities. The COO joined Camelot in 2004 and oversees the daily operations of Camelot’s educational programs. He holds dual Masters Degrees in Education Administration and Criminal Justice Administration; is a certified principal; and holds certifications in Special Education and English as a Second Language in multiple states. The CFO is a Certified Public Accountant with over 30 years of financial management experience, of which 14 years have been in education or education related businesses that encompassed primary, secondary and post-secondary education.

All personnel decisions including, but not limited to, the staffing plan, employee selection, promotion and separation are approved by the COO and the impact on the budget is approved by the CFO. Purchasing is generally done by the Executive Director at the school (ED) and approved by their immediate supervisor who reports to the COO. All transactions are processed at Camelot’s corporate headquarters and reviewed by the CFO. The annual budget is developed collaboratively between the ED, senior management, the COO, and the CFO. Each month during the year the CFO and COO review reports on spending levels against the budget by line item by school and ensure that schools stay within their allotted resources.

The Company’s fiscal year ends on September 30 of each year and an independent public accounting firm performs an audit on consolidated financial statements. The public accounting firm is qualified to audit companies registered with the Securities and Exchange Commission and is overseen by the Public Company Accounting Oversight Board (PCAOB). As part of their audit, each year the accounting firm produces a report on the adequacy of internal controls for the Audit Committee and has not identified any material weaknesses necessary for reporting. The Company would be prepared to share with the district these reports if requested.

Appendix A: Letter of Intent

This letter of intent (LOI) will provide formal notice to the Office of School Reform and Innovation in Denver Public Schools regarding an applicant's intention to submit a new school proposal for the 2013-2014 school year cycle.

The information presented in the LOI is non-binding.

Name of Proposed School:	Excel Academy - Denver
Type of School:	Charter <input type="checkbox"/> Performance <input checked="" type="checkbox"/>
Grade Configuration:	9-12
Model or Focus:	Intensive Pathway
Primary Contact Person:	Liz Walbrun
Phone:	(303) 638 0101
Email:	lwalbrun@camelotforkids.org
Region:	To Be Determined –in consultation with DPS Camelot will place the school(s) in the regions where it geographically and demographically makes most sense
Proposed Leader (if known):	Nilsa Gonzalez
Replication:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Contract with ESP/EMO:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Enrollment Projections: *Provide additional rows and columns if necessary.*

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
9					
10					
11					
12					
Total # students	250	375	500*	625*	750*

***Preferred school enrollment will not exceed 375. Beyond 375 multiple locations are preferred.**

	FRL %	SPED %	ELL %
Proposed Demographics	Up to 100%	Up to 30%	Up to 30%

Mission of School:	Camelot's accelerated school mission is to serve students that have dropped out of school, or that are at-risk of dropping out of school, with a data-driven, accountable and high standards education program that provides a realistic pathway to graduate with a high school degree and offers multiple pathways for enrollment into postsecondary educational, training, certification, and apprenticeship programs.
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	<p>Camelot’s accelerated school vision is to perfect an accelerated graduation program on behalf of DPS that targets at-risk student populations and which produces extraordinary academic outcomes, student graduate rates, and postsecondary success.</p>
<p>Provide a brief overview of the education program of the proposed school:</p>	<p>Camelot will implement a common instructional framework, using Jobs for the Future (JFF) as our project partner, which prepares all students for college-level work. Camelot’s curriculum framework, which forms the foundation for instruction and ongoing professional development, is based on six (6) proven, high engagement instructional strategies, developed by JFF, that include (1) Collaborative Group Work; (2) Writing to Learn; (3) Literacy Groups; (4) Questioning; (5) Classroom Talk; and (6) Scaffolding. Initial evidence shows that these instructional strategies are well suited for low-performing programs/schools because each strategy requires students to <u>actively participate</u> in class through writing, questioning, speaking, and collaborating. Instructional strategies such as questioning and writing also equip students with analytical tools to construct answers. Daily use of these six instructional strategies facilitates active student participation and ownership that builds strong positive academic norms resulting in higher student expectations and increased instructional rigor.</p> <p><i>Essential Characteristics of Design that will Produce Dramatic Improvements in Academic Performance of Students</i></p> <ol style="list-style-type: none"> 1. Single School Academic and Behavioral Culture 2. Use of JFF’s Curriculum Instructional Framework (CIF) that differentiates instruction and motivates students to take a lead role in their educational program 3. Curriculum focus is on relevance 4. Program will focus on student remediation and acceleration, including 90 minute English and math blocks with an additional 30-minute sustained reading block (total of 120 minutes of literacy) 5. School within a school program to accelerate students that are off track and at risk of dropping out based on overage and under-credited status

Appendix B: School Facility Questionnaire

School Name:	Excel Academy – Denver				
Primary Contact for Facility Planning: Liz Walbrun					
Telephone:	(303) 638 0101	Email:	lwalbrun@camelotforkids.org		
School Type: <input checked="" type="checkbox"/> Performance School <input type="checkbox"/> Charter School					
Grade levels and student enrollment estimates for the first five years:					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grades	9-12	9-12	9-12	9-12	9-12
Enrollment	375	500	750	750	750
Region: South West					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners:					
1. One facility (approximately 50,000 sq. ft.) for SY 13-14					
2. Additional, one facility (approximately 50,000 sq. ft.) for SY 14-15 to SY 17-18					
3. Quotes from property owners are not available at this time					
Are you interested in investigating the possibility of occupying a district-owned facility?					
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					

Core Classroom Requirements Years 1-3:

Baseline assumption for number of students per classroom: 20

Year 1	Year 2	Year 3
21	33	42

Administrative/Support Spaces		
Main Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of private offices needed (e.g., principal, AP, etc.):	10	
Satellite Office	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Work Room/Copy Room	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, list number of teacher work/planning rooms needed:		

Specialty Classroom Needs		
Number of Science Labs:	1	
Number of art rooms (with or without kiln):	2 without kiln	
Number of computer labs:	2	
Library Media Center (LMC)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Auditorium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number):		

Physical Education/Athletic Requirements		
Gymnasium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Locker Rooms	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Field(s) – soccer, football, multipurpose	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Baseball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Softball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other (please list):		

Other Needs		
Playground(s)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Spaces not addressed and/or special considerations:		

Appendix F: Evidence of Support from Parents, Teachers and Pupils

Community and Parent Engagement Strategy Current and Ongoing

With our many years of experience opening new schools, Camelot recognizes the great role parental and community involvement plays in the success of our programs. However, with the student population we serve, it is premature to involve them to any major extent until an award of a new school for the 2013 school year has been made by Denver Public Schools.

Camelot takes great pride in our long-standing success with parent and community involvement and support. In the past few weeks, Camelot is encouraged by the level of support for our Intensive Pathways program. Camelot will begin an intensive outreach process upon notification of an award by Denver Public Schools of a new school for 2013, which will include specific activities as described in the table below

Planned Parental and Community Outreach Activities

ACTIVITY	AUDIENCE	PURPOSE
Connect with DPS high schools and keep them updated on Excel Academy – Denver progress	High School Principals and Counselors	Communicate future options for at-risk students, gain support for referrals, outreach to students and parents
Hold information sessions at local community resource centers. Direct contact with families in community	Parents, Students	Communicate future option for students, gain support for enrollment
Conduct meetings with local colleges, technical schools	Higher Education Partners	Promote recruitment of teachers and explore post secondary credit opportunities for students
Conduct meetings and presentations	DPS Intensive Pathways Office	Communicate how best we can serve the targeted student population
Conduct meetings and presentations to political leaders	Political Leaders (ie: Mayor's office, City Council, Governor's office)	Gain support for Excel Academy- Denver and the outreach to our most at risk students
Conduct meetings with agencies who serve our target student population	Employees of community and government agencies and organizations (ie:CYC, Goodwill, United Way, WIC)	Student support services and referrals
Conduct meetings with local businesses	Business Community	Internships for students, outreach to parents
Conduct meetings with local religious leaders	Faith-based organizations	Outreach to parents and guardians

Appendix G:
Job Descriptions for All Leadership Team Members

CAMELOT
Job Description

Position: Executive Director Department: Operations
Supervisor: Assistant VP of Operations FLSA Status: Exempt

Job Purpose

The Executive Director is responsible for providing a high-quality, safe learning environment for all students enrolled in the school. The Executive Director is responsible for providing oversight to all school departments and for ensuring that the directors of each respective department work as a cohesive team. The Executive Director is responsible for achieving all the contract standards outlined in the service agreement with the local school district. The Executive Director is responsible for providing sound fiscal and facility management for the program. The Executive Director is ultimately responsible for census, budget, staffing, and employee relations issues.

Essential Functions

1. Understands and implements Camelot's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Ensures ongoing campus excellence, rigorous program evaluation and consistent quality of finance and administration, communications and systems, recommend timelines and resources needed to achieve the strategic goals.
3. Has working knowledge of current contract. Reviews contract and assures 100% compliance of that contract.
4. Ensures compliance of all school rules, administrative policies, and state, municipal and federal regulatory guidelines.
5. Communicates appropriately to supervisor and sees that supervisor is kept fully informed on the condition of the campus and all important factors influencing it. Reports appropriately to Corporate Risk and Human Resources Department as required.
6. Directs the development, selection, evaluation and implementation of school operational policies, programs and resources. Uses motivational techniques and strategies in the development and continued improvement of the school.
7. Prepares annual budget within Camelot guidelines and by assigned deadlines for Corporate and Board approval and ensures school operates with the budget guidelines. Continually reviews expenses and ensures money is being

- spent to its fullest resource and submits invoices and Amex receipts to Corporate Finance on a weekly basis. Reviews and approves all campuses T/Es and ensures they are submitted to Corporate Accounting within 30 days of the expense.
8. Provides oversight over campus projects and initiatives through well-defined plans including procedures, deadlines and accountability measures.
 9. Assists in the development and management of the campus improvement plan; reports progress and areas of concern to the corporate staff and key stakeholders as required; updates campus plans and related budget projections.
 10. Supervises assigned staff including documenting their performance, development, training and other issues. Ensures assigned staff is in compliance and performance issues are addressed. Assigns, reassigns and reviews work of entire campus staff; continuously works to keep campus fully staffed.
 11. Develops and conducts professional development for staff members based on new or deficient performance in CIP/Contract Standard deliverables
 12. Attends all required leadership, team and professional meetings and participates in developing strategies for continuous school improvement.
 13. Exhibits professional conduct with school colleagues, School District staff, students and their parents in accordance with Camelot policies, procedures and work rules.

Position Requirements

- Master's Degree in Education or Related field (or Bachelors degree and experience that has been achieved and is equivalent to the required education, experience and required knowledge)
- Five years teaching experience
- Three years of progressive supervisory and/or administrative experience
- Experience working with at-risk youth

CAMELOT
Job Description

<u>Position:</u>	Director of Operations	<u>Department:</u>	Operations
<u>Supervisor:</u>	Executive Director	<u>FLSA Status:</u>	Exempt

Job Purpose

The Director of Operations is responsible for providing leadership in the administration and management of their assigned campus while providing supervision, direction and guidance to students and staff members. This position is the campus expert on the Camelot model and supervises and trains all staff both formally and informally in our model, practices and policies. The Director of Operations is a member of the Leadership Team and works collaboratively with other resource team members to ensure a high-quality program.

Essential Functions

1. Understands and implements Camelot's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Responsible for daily operations including climate, safety and environment for all students, staff and visitors. Reviews absentee issues and any possible student issues prior to start of each school day and reassigns students or staff if necessary.
3. Demonstrates professional leadership qualities while utilizing motivational techniques and strategies in the development of daily school wide programs, operations, climate and safety.
4. Reviews each incident report daily or no later than 24 hours after the incident. Meets with identified staff for additional training or support by end of day or no later than 48 hours after incident. Recommends if an internal investigation is necessary to Executive Director. Identifies policy violations or staff trends and immediately implements disciplinary actions, training or other interventions.
5. Identifies and ensures all required stakeholders (parents, school districts, etc.) are contacted after an incident within identified time frame. Recognizes student trends and triggers and works with team and student to reduce incidents.
6. Immediately responds to and oversees any emergent situation on campus. Works with ED to quickly identify plan.
7. Immediately responds to and oversees any staff or student injuries. Quickly assesses situation and contacts emergency personal if necessary. If emergency medical treatment is not necessary, ensures first aid or follow up is provided. Follows up with incident report process and workers compensation reporting if necessary and by end of day. Reviews all staff injuries to ensure employee was acting in course and scope of job when injury occurred.

8. Responsible for understanding and maintaining compliance of stakeholder's contract standards. This includes reading and understanding current contracts, training assigned staff and notifying ED of any possible infractions.
9. Supervises assigned staff including documenting their performance, development, training and other issues. Ensures all assigned staff is in compliance with training, credentialing and performance issues are being addressed.
10. Possesses program and model knowledge of Camelot policies and systems and manages and trains other staff effectively.
11. Supports professional growth of all faculty, staff and managers. Identifies areas of training and improvement for individual and overall staff and works with Leadership Team to make sure mandatory and identified training as well as trainings in developments in related fields are provided.
12. Oversees building maintenance, facility operations and transportation issues.
13. Exhibits professional conduct with school colleagues, students and their parents in accordance with Camelot policies, procedures and work rules.
14. Performs other duties as assigned and to be determined based upon Camelot needs and business requirements.

Position Requirements

- Master's Degree in Education or related field (or Bachelors degree and experience that has been achieved and is equivalent to the required education, experience and required knowledge)
- Three years teaching experience or experience working in a school setting
- Two years of progressive supervisory and/or administrative experience
- Experience working with at-risk youth

CAMELOT
Job Description

<u>Position:</u>	Principal	<u>Department:</u>	Education
<u>Supervisor:</u>	Executive Director	<u>FLSA Status:</u>	Exempt

Job Purpose

The principal is the overall academic leader of the campus and responsible for promoting growth in students' learning by setting clear goals for the academic program, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The principal supervises all teachers and other instruction staff. The principal ensures compliance with all contract standards which specifically describe deliverables for student academic growth as outlined in the service agreement with the District by developing and monitoring campus improvement planning activities.

Essential Functions

1. Understands and implements Camelot's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students and staff.
2. Complies with all federal and state guidelines for students receiving special services, including special education, bilingual education, and homelessness.
3. Directs the development, selection, evaluation and implementation of instructional programs and educational materials.
4. Provides direction and leadership in the assessment and identification of the instructional curriculum goals and objectives, while establishing a strategy to address academic needs of all students.
5. Possesses solid curriculum knowledge with an understanding of school district and state educational guidelines. Fully understands and complies with federal and state educational guidelines.
6. Continually evaluates and refines methods of instruction in accordance with the educational goals and objectives of Camelot and student needs.
7. Communicates with outside agencies such as parents, school districts, other agencies as directed and as needed.
8. Interprets and effectively disseminates instructional and education trends and other pertinent data to staff, parents and community groups while assisting in the support and development of policies and procedures.
9. Participates in the selection process of new employees and is responsible for maintaining adequate educational staff and ensuring that Camelot is meeting staffing requirements as it relates to certification and specified content area.

10. Understands the Camelot model and works with behavioral staff to promote a team environment that focuses both on educational success and behavioral management.
11. Evaluates the teachers' performance on a timely basis including documented observations, informal feedback and utilizing the formalized performance management system that addresses individual achievements and identifies areas of development.
12. Supervises assigned staff including documenting their performance, development, training and other issues. Ensures all assigned staff is in compliance with training, credentialing and performance issues are being addressed.
13. Possesses knowledge of the JFF model of instruction and effectively implements in our academic program.
14. Possesses knowledge about the Rounds Model and effectively implements to ensure that teachers receive constructive feedback from others about teaching and learning in their classrooms.
15. Responsible for understanding and maintaining compliance of stakeholder's contract standards. This includes reading and understanding the current contract as it applies to educational services, training assigned staff and notifying Executive Director of any possible infractions.
16. Possesses knowledge about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods and assessments that aim to improve and demonstrate student learning.
17. Performs other duties as assigned and to be determined based upon Camelot needs and business requirements.

Position Requirements

- Master's Degree in Education
- Current Principal Certification
- Three years teaching experience
- Two years of progressive supervisory and or administrative experience
- Experience working with at-risk youth preferred

CAMELOT
Job Description

Position: **Special Populations Director** **Department:** **Special Education**

Supervisor: **Executive Director** **FLSA Status:** **Exempt**

Job Purpose

The Special Populations Director is responsible for implementing and maintaining the ESL and special education programs and services in compliance with all District, State, and Federal laws, rules, and policies, and with Camelot’s objectives; provides written support and/or conveys information; serving as a resource to parents, school personnel and the local district; and maintains adequate staffing to ensure objectives of programs and services are achieved.

Essential Functions

1. Understands and implements Camelot’s philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Directs the development, selection, evaluation and implementation of ESL and special educational programs and educational materials.
3. Provides direction and leadership in the assessment and identification of the curriculum goals and objectives, while establishing a strategy to address specific academic needs of students with disabilities and ELL students.
4. Possesses solid curriculum knowledge and understands school district, federal and state educational requirements and guidelines and performs on-going evaluations and refines methods of instruction in accordance with the educational goals and objectives of Camelot.
5. Supervises assigned staff and documents their performance, development, training and other issues. Ensures assigned staff is in compliance and performance issues are addressed.
6. Works closely with teachers and staff members of the local school district to facilitate I.E.P. meetings and processes for the purpose of implementing and maintaining special education programs and services of Camelot.
7. Coordinates with outside agencies to provide services to students and staff for the purpose of offering appropriate services.
8. Advises Director regarding special education, ELL, and other assigned matters.
9. Prepares documentation and reports data to Camelot and to the District for the purpose of providing written support, conveying information and complying with Federal and State regulations.

10. Ensures compliance in the areas of upholding and enforcing school rules, administrative policies, and state, municipal and federal regulatory guidelines.
11. Attends all required leadership, team and professional meetings and participates in the development of strategies for continuous school improvement.
12. Exhibits professional conduct with school colleagues, students and their parents in accordance with Camelot policies, procedures and work rules.
13. Performs other duties as assigned and to be determined based upon Camelot needs and business requirements.

Position Requirements

- Master's Degree in special education
- Current instructional certificate in Cognitive, Behavior or Physical/Health Disabilities
- Three years teaching or working in a school setting
- Experience working with ELL populations preferred
- Three years management experience preferably in juvenile justice or mental health setting
- Experience working with at-risk youth preferred

CAMELOT
Job Description

<u>Position:</u>	Director of Student Services	<u>Department:</u>	Student Services
<u>Supervisor:</u>	Executive Director	<u>FLSA Status:</u>	Exempt

Job Purpose

The Student Services Director is responsible for utilizing leadership, advocacy, and collaboration skills to promote student success; provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career and personal/social development for all students in accordance with the goals and objectives of Camelot. The Student Services Director serves as the principal campus liaison for all community outreach and parental engagement activities and, in addition, is responsible for leveraging appropriate community and government-based services that address student barriers to academic achievement.

Essential Functions

1. Understands and implements Camelot's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Directs the development, selection, evaluation and implementation of school counseling, admission, attendance programs, and student and parent support programs. Uses motivational techniques and strategies in the development and continued improvement of a school wide counseling, admissions attendance, and student and parent support program.
3. Provides direction and leadership in the assessment and identification of the curriculum goals and objectives, while establishing a strategy to address specific academic, career and behavioral needs of all students.
4. Possesses program knowledge and understands the school district code of conduct procedures, state statutes and comprehensive school counseling plan guidelines.
5. Offers ongoing evaluation and refinement of behavioral intervention methods in accordance with the operational goals and objections of Camelot.
6. Supervises assigned staff including documenting their performance, development, training and other issues. Ensures assigned staff is in compliance and performance issues are addressed.
7. Interprets and effectively disseminates school counseling trends and other pertinent data to staff, parents and community groups while assisting in the support and development of policies and procedures.
8. Implements an effective referral and follow up process.

9. Organizes and maintains a calendar and sufficient documentation of activities and services provided to all students.
10. Ensures compliance in the areas of upholding and enforcing school rules, administrative policies, state, municipal and federal regulatory guidelines.
11. Attends all required leadership, team and professional meetings and participates in developing strategies for continuous school improvement.
12. Exhibits professional conduct with school colleagues, students and their parents in accordance with Camelot, procedures and work rules.
13. Performs other duties as assigned and to be determined based upon Camelot needs and business requirements.

Position Requirements

- Master's Degree in Education, Social Work or related field (or Bachelors degree and experience that has been achieved and is equivalent to the required education, experience and required knowledge)
- Three years management experience providing student support services
- Experience working in a school setting preferred
- Experience working with at-risk youth preferred

CAMELOT
Job Description

<u>Position:</u>	Academic Coordinator	<u>Department:</u>	Education
<u>Supervisor:</u>	Principal	<u>FLSA Status:</u>	Exempt

Job Purpose

The Academic Coordinator is responsible for organizing the master schedule, and providing roster updates to teachers and team leaders and maintaining the official rosters and student records. The Academic Coordinator also visits classrooms; offers instructional coaching and model lessons for teachers; facilitates common planning time; and effectively implements the Rounds Model for instructional coaching. Additionally this position is responsible for successful completion of all required standardized testing, monitoring grade books and acting as a liaison between Camelot and outside agencies, families and community partners.

Essential Functions

1. Understands and implements Camelot's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students and staff.
2. Oversees implementation by all instructional staff including reviewing lesson plans and providing formal and informal feedback. Monitors instructional staff daily to provide coaching, accolades, different academic approaches.
3. Oversees the administration of all standardized assessments and testing on or before deadline, interprets test data and develops instruction based on results.
4. Organizes, updates and maintains the master schedule and student roster. Distribute changes and updates as needed with immediacy to teachers, team leaders and leadership team.
5. Communicates with outside agencies such as parents, school districts, other agencies as directed, and as needed.
6. Understands the Camelot Model and works with behavioral staff to promote a team environment that focuses both on educational success and behavioral management.
7. Possess knowledge of the JFF model or instruction and effectively implements our academic program.
8. Verifies students are meeting all required related services designated in their IEPs.

9. Possesses knowledge about the Rounds Model and effectively implement as part of Teacher's feedback and growth.
10. Identifies areas of training and develops schedules and implements instructional professional development including mandatory trainings, and identified trainings in educational development.
11. Trains all staff on the instructional strategies and facilitates the Rounds Model.
12. Provides support, professional development, training, and/or mentoring to new or struggling teachers.
13. Attends all required leadership, team and professional meetings, and participates in the development of strategies for continuous school improvement.
14. Exhibits professional conduct with school colleagues, students and their parents in accordance with Camelot policies, procedures and work rules.
15. Performs other duties as assigned and to be determined based upon Camelot needs and business requirements.

Position Requirements

- Bachelors Degree in Education, Master's Degree Preferred
- Current instructional certification
- Three years of teaching experience
- Experience working with at-risk youth preferred

Appendix K

Scope and Sequence for Core Subjects at Excel Academy-Denver

English Language Arts and Reading	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p>Reading: Text complexity and the growth of comprehension</p> <p>Writing: Text types, responding to reading, and research.</p> <p>Speaking and Listening: Flexible communication and collaboration.</p> <p>Language: Conventions, effective use, and vocabulary.</p>	<p>This course is an enriched literature and informational text-based, thematically organized study of multi-ethnic works. Students will participate in studies of core works and make independent reading selections from class novel collections. Composition study, including research, grammar, and usage, will be integrated into the thematic units. New Colorado Academic Standard: Example: Reading Literature: Key Ideas & Details-RWC10-GR.9-S.2-GLE.1-EO.a Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;</p>	<p>This course continues to include enriched literature and informational text-based, thematically organized study of multi-ethnic works. Students will participate in studies of core works and make independent reading selections from class novel collections. Composition study, including research, grammar, and usage, will be integrated into the thematic units. New Colorado Academic Standard: Example: Writing: Text Type and Purpose - RWC10-GR.10-S.3-GLE.2-EO.a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>An enriched study of American literature from the colonial period to the present. It covers oral and written language, vocabulary, composition, and research. Students will study major trends in American literature that will help them develop an appreciation of our literary heritage and understand the interrelationship between American literature and American history and culture. New Colorado Academic Standard: Example: Speaking and Listening: RWC10-GR.11-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>This course covers British and World literature. It covers oral and written language, vocabulary, composition, and research. Topics will help students develop an appreciation of our literary and cultural heritage and better understand the historical development of the English Language. Students will be asked to analyze, interpret and synthesize information from a variety of sources. New Colorado Academic Standard: Example: Language: Conventions of Standard English-RWC10-GR.11-S.3-GLE.3-EO.a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

	provide an objective summary of the text.			
Mathematics	9th Grade	10th Grade	11th Grade	12th Grade
<p>Mathematical thinking: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Overarching concepts: Number and quantity; algebra; geometry; functions; statistics and probability.</p>	<p>Algebra 1: Topics include: linear and quadratic topics, problem solving, statistics, systems of equations, and introductory coordinate geometry. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.2-EO.a.ii Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two.</p>	<p>Geometry: Topics include: geometric vocabulary, properties, and relationships, as well as thinking skills, and applications of geometric principles to the physical world. New Colorado Academic Standard MA10-GR.HS-S.4-GLE.1-EO.a.i Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>	<p>Algebra 2: Topics include the expansion of concepts from Algebra I and introducing synthetic division, absolute value equations and inequalities, quadratic inequalities, determinants and matrices, and conic sections. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.1-EO.c.vi.1 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>	<p>College Algebra: Topics include: This course presents a brief review of first year Algebra including terminology, notations, concepts, and skills. It introduces algebraic proof, complex numbers, absolute value and quadratic inequalities, determinants and matrices, conic sections, polynomial equations, sequences and series, math induction, and the binomial theorem. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.4-EO.e.ii Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations.</p>

Social Studies:	9th Grade	10th Grade	11th Grade	12th Grade
<p>Social Studies encompass the concepts of Political Systems, Economics, History, and Social Systems. Grade level content will be taught using these perspectives with the incorporation of the New Colorado Academic Standards.</p>	<p>U. S. History: First semester is an intensive study of the United States from the Reconstruction period to the 1920's with generous references to events prior to the 1870's. Second semester covers events from the 1920's to the present. New Colorado Academic Standard: SS09-GRHS-S1-GLE.2-EO.h Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion</p>	<p>World History: student will explore the cultures, people, events, and institutions from ancient to modern times. Both the western and nonwestern traditions will be studied. Compare and contrast treatments of the same topic in several primary and secondary sources. New Colorado Academic Standard: SS09-GR.HS-S.1-GLE.3-EO.c</p> <p>Evaluate the historical development and impact of political thought, theory and actions</p>	<p>Civics/Government: Students will study the constitutional underpinnings of democracy, political parties and interest groups, the Congress, the Presidency, the bureaucracy and Federal courts, institutions and policy processes, and civil liberties and civil rights. New Colorado Academic Standard: SS09-GR.HS-S.4-GLE.1-EO.a Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities</p>	<p>Economics: study of wealth, in relationship to people, business, and governments. Emphasis is placed on contemporary American and world problems; their causes and solutions, with special emphasis on consumer and career problems. New Colorado Academic Standard: SS09-GR.HS-S.3-GLE.2-EO.e</p> <p>Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies</p>
Science	9th Grade	10th Grade	11th Grade	12th Grade
<p>Overarching concepts and ideas for science courses: Inquiry and design; Science, technology and society, Earth*, life and physical. Grade level content will be taught using these perspectives with</p>	<p>Physical Science: Topics include: electricity, magnetism, matter and energy. In addition, basic chemistry topics are included such as atomic structure; periodic table; reactions;</p>	<p>Biology: The major topics of life science using scientific inquiry. First semester concentrates on ecology, and cells. Second semester focuses on genetics, reproduction, change over time classifications and the human body. New Colorado</p>	<p>Chemistry: This course focuses on the study of matter. Some topics included are equilibrium, kinetics, oxidation-reduction, periodicity of elements, chemical bonding, acids and bases, formula and equation writing, stoichiometry and matter-energy</p>	<p>Physics: This course includes topics such as mechanics, thermodynamics, waves, sound, optics, electricity, and magnetism. New Colorado Academic Standard: SC09-GR.HS-S.1-GLE5.-EO.b</p>

<p>the incorporation of the New Colorado Academic Standards. *Earth Science will also be offered as a core science course.</p>	<p>formulas and equations; and acids and bases. New Colorado Academic Standard: SC09- GR.HS-S.1-GLE1-EO.a</p> <p>Gather, analyze and interpret data and create graphs regarding position, velocity and acceleration of moving objects</p>	<p>Academic Standard: SC09-GR.HS-S.2-GLE.3-EO.e.</p> <p>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</p>	<p>relationships. In this course, algebra and geometry are applied to show the mathematical expression of chemical concepts. New Colorado Academic Standard: SC09-GR.HS-S.1-GLE.3-EO.a</p> <p>a. Recognize, analyze, interpret, and balance chemical equations (synthesis, decomposition, combustion, and replacement) or nuclear equations (fusion and fission)</p>	<p>Use appropriate measurements, equations and graphs to gather, analyze, and interpret data on the quantity of energy in a system or an object</p>
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Appendix L: School Calendar & School Day Schedule

Sample School Day Schedule for a Student at Excel Academy - Denver

Serena's Schedule Tenth Grade (ELL)	
School Day Begins	Serena is greeted by staff as she gets off the bus and has her breakfast in the cafeteria.
TownHouse 7:55 – 8:05 (70 min)	She attends Townhouse-the all school assembly where the school culture is reaffirmed and an agenda for academic success is set for the day. If she has any concerns she can communicate those here to caring staff who know her.
Social Studies 8:05 – 9:25 (80 min)	With her 20-25 member cohort or team, she is catching up on U.S. History since she is behind on credits. There is open and active discussion and participation by the class on the U.S.'s role in World War II.
English 9:25 -10:45 (80 min)	In English, Serena is reading the <i>Diary of Anne Frank</i> and writing her own diary/journal which she often shares with the class. The class is planning a trip to a local museum exhibit on the Holocaust.
ELL Support 10:45 – 12:05 (80 min)	Serena uses this time to focus on English for her Biology class and gets support for other classes she is taking. Sometimes she uses computer-assisted instruction to increase her reading fluency and English vocabulary.
Lunch 12:05 – 12:30 (25 min)	Serena has lunch with her cohort group and 4 other student teams in the cafeteria.
Guided Group Interaction 12:30 – 12:55 (25 min)	She meets with her GGI group to discuss real life experiences that may be going on in her life. Issues are discussed and analyzed. Serena is a member of student government so she has been taught to lead and facilitate problem-solving discussions and suggest coping techniques to her peers as well as utilize them herself.

Science 12:55 – 2:15 (80 min)	Biology class is one of Serena’s favorites. The collaborative hands-on format of the class keeps it lively and interesting for her. She feels that it is most like the college classes she’s looking forward to taking soon.
Mathematics 2:15 – 3:35 (80 min)	Serena is reviewing Algebraic concepts and accelerating on to Geometry. She will be on track with her Math credits by Spring semester.
TownHouse 3:35 – 3:45	She finishes the school day at Townhouse- where she’s asked, “How did the day go?” She may receive a shout-out or recognition for excellence. Student announcements are made and feedback given. Afterwards, staff dismiss students by teams and assist them in an orderly exit of the building.

School Calendar

Camelot normally models our school calendar to match that of our partner school district. At the time of this application, the *DPS 2013-2014 School Year Calendar* was not available. We propose to operate this program based on a 180-day instructional calendar, divided into two 90-day semesters. Students will take five classes each semester with 400 minutes of instruction each day. Built in to the 400 minute instructional day are class periods designed to remediate student skills that are below grade level. Using the extended school year and a longer school day, students will be able to graduate in 2.5 years entering the program with zero credits.