

INNOVATION SCHOOL APPLICATION



Denver Center for International Studies at Ford (ECE-5) April 2011

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OVERVIEW

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

<http://www.cde.state.co.us/cdegen/SB130.htm>.

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

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

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

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

Note that Appendix A of this application contains questions that must be answered by applicants who desire to secure district waivers in curriculum, assessments, and/or graduation and promotion policies.

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

A. **Provide your school's name:**

Denver Center for International Studies at Ford Elementary (DCIS at Ford)

B. **Provide the name of the school leader under innovation status:**

Principal María Elena Thomas

C. **Date application submitted:**

March 10, 2011

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

DCIS was approved as a new performance school for the Far Northeast Region (FNE) of Denver by the district's board of education on June 30, 2010. A school leader was selected to start in August. On November of 2011, DCIS Elementary was designated as a turnaround solution to replace Ford Elementary school as the neighborhood school.

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

The new school plan was started by the team that proposed the extension and replica of DCIS to the board of education which included: Dan Lutz, Jennifer Portillo, Theresa Harrold and Stephen Parce. The new school plan was approved by the board with the understanding that the school would apply for innovation status. A school leader was hired to plan for the new school and to begin the development of the innovation plan. The innovation plan was developed by Maria Elena Thomas, in consultation with the design team and district OSRI, HR, and budget personnel.

2. **Detail who participated on the design team.**

María Elena Thomas, the new school principal, consulted with the following to develop the innovation plan:

- Office of School Reform and Innovation: Carol Mehesy, Lauren Masters, Peter Piccolo
- School Turnaround Office: Jen Jones, Rebecca Grant, Charles Carpenter
- Budget Office: Sandrine Marcourt
- Blueprint Schools Network: Matt Spengler
- Marjorie Lerner, Coach with ISSN
- Dan Lutz, Director of new schools development
- Pat Slaughter, Assistant Superintendent for Elementary Schools
- Trent Sharp, Principal of DCIS at Montbello

- Far Northeast Community Committee

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

OSRI provided technical support about the collective bargaining, board policies and state statues that could be potential waivers. They advocated with district officials to establish procedures that allow for innovation.

The School Turnaround Office provided decision making and advocacy support for program design in light of the urgency for improving academic performance at Ford Elementary School. They will continue to provide oversight and support during implementation and evaluation.

The Budget Office provided information and support around district services that we could choose to purchase or to opt out, the dollar value of these services, and estimated budget figures to be able to plan into the future.

The Blueprint Schools Network provided research and support around reform strategies to close the achievement gaps in turnaround schools. Their tenets are supporting the school design and decisions.

Marjorie Lerner provided support around the International Studies school design framework. She visited successful international and dual language schools with the Principal and aided in the development of the instructional model.

Dan Lutz provided support about the DCIS model, its history, the new school plan, connection with the district and with ISSN and Asia Society.

Pat Slaughter provided support with district connections and current and traditional structures: curriculum and instruction.

Trent Sharp provided support with conceptual design of school schedules, staffing, community partnerships, and professional development plan.

The Far Northeast Community Committee provided a venue for parents, teachers, school and community leaders throughout the region to voice their concerns and wishes for the caliber of education they desire.

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

Faculty members from the original DCIS magnet school were involved in the development of the initial new school plan for DCIS at Ford. As a new school, only the leader was in place during the planning year. The innovation plan has been developed primarily by the principal in collaboration with the design team mentioned above. The principal made several presentations to the parent community at Ford and has made herself available to answer questions about the new school and its innovations. It has been communicated to the community that DCIS at Ford intends to exercise certain autonomies (different from traditional public schools) as a result of its innovation status.

Summary of Innovations

DCIS at Ford is proposing the following innovations in this plan:

EDUCATION PROGRAM

- a dual language education program (English/Spanish)
- replacement curriculum and instructional materials in literacy
- replacement curriculum and instructional materials in math
- analysis of social studies and science curricula and instructional materials
- desired enrollment of 50% native English speaking and 50% native Spanish speaking
- desired maximum class sizes of 25 students per K-2 class and 27 students per 3-5 class

TIME

- an extended school day (8 hours) and year (194 days)
- student and staff schedules determined by the school
- professional development days, days off, and late starts/early releases based on school needs

PERSONNEL

- at-will employment of all teachers and non-teaching staff
- school policies for dress and grooming of teachers and staff
- recruitment, hiring schedule, staff selection, employment terms, and offers made by the school
- hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- compensation system that meets or exceeds DPS rates and provides incentives and stipends
- calendar of work days, vacation days, and holidays
- professional development content and schedule determined by the school
- staff assignments, transfers within the school, schedules and job sharing determined by school
- not subject to direct placements or the transfer of teachers within or out of the school by district

BUDGET AND OPERATIONS

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

INNOVATION: VISION & MISSION

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

“The ability to learn prodigiously from birth to death sets human beings apart from other forms of life. The greatest purpose of school is to unlock, release, and foster this wonderful capability.” -

Roland Barth

A. State the vision of the school.

VISION

DCIS at Ford supports the District’s mission to prepare students to “become contributing citizens in our society.” To that end, our vision is that every student reaches proficiency in reading, writing and mathematics in two world languages and is empowered to take action to make the world a better place.

B. State the mission of the school.

MISSION

DCIS at Ford is committed to preparing ALL students for success in school and life by developing high achieving, multilingual students who engage in and contribute to culturally diverse communities. All DCIS at Ford students will have the knowledge, dispositions and skills they need to connect, collaborate, and compete in a highly interdependent world.

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

DCIS at Ford will serve as a high performing replacement for Ford Elementary School, a persistently low-achieving school in the FNE region of Denver. The demographics of students currently served by Ford Elementary School are as follows: 92% Free and Reduced Lunch; 60% English language learners; 60% Hispanic; and 30% African American.

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

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

The new DCIS at Ford elementary school is patterned after the highly successful Denver Center for International Studies (DCIS) magnet school in downtown Denver which serves students in grades 6 to 12. DCIS at Ford will provide a world class global education to students from ECE to 5th grade,

replicating elements of other successful international studies elementary schools around the nation¹ and providing a foundation for future global education. (See Appendix F for examples of successful international studies schools)

All DCIS at Ford students will develop as: (as measured by)

- Global leaders, (graduation portfolio system)
- Effective users of language, (language proficiency in English and Spanish)
- Proficient users of technology to support their learning, (technological literacy and use)
- Academically prepared learners, (academic achievement & growth, reduced gaps)
- Critical thinkers and problem solvers, and (performance based measures)
- Culturally aware and sensitive collaborators (participation in project based learning)

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

The school aims to produce global leaders that – first and foremost – achieve academically at high levels, through a curriculum that emphasizes inquiry, biliteracy, and international studies.

Specifically students attending DCIS at Ford will:

- learn about issues, cultures, societies and economies of the world;
- be inter-culturally skilled, which means that they will have practiced relating to and understanding varied perspectives;
- be good communicators: orally, in writing, through the arts and via digital media; and
- be empowered to take action to make the world a better place.

Core Values

The core values are practiced by the entire school community: students, parents, teachers, support staff and administrators. They are reflected in our every day work, heard in our language, seen on our walls and, most importantly, practiced in our actions.

- **High expectations:** DCIS students and staff have high expectations for themselves and others. They all work together to bring out the best in everyone, understanding that each student's achievement is the entire community's achievement.

¹ John Stanford International School, Seattle, WA; Richmond Elementary School, Portland, OR; Sunset Elementary School, Miami, FL; Independence Charter School, Philadelphia, PA

- **Collaboration:** DCIS students and staff believe that many heads are better than one and that learning is a social endeavor. Global leaders never work in isolation. They think, solve problems, take action and learn with a variety of other people.
- **Reflection:** DCIS students and staff analyze their work, opinions, decisions and actions as a way to learn more about themselves. They think through what they have accomplished, what it took to get there and what their next steps are.
- **Diversity:** DCIS students and staff are purposeful about working with people from different races, cultures, beliefs, religions, and lifestyles. They believe that the work they do is more relevant to making the world a better place if it was developed and realized with people that represent multiple perspectives.
- **Integrity:** DCIS students and staff are consistently truthful, ethical, and honest. They are conscious of how their actions affect others and adhere to a strong moral code.

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

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

By preparing all of its students with the reading, writing, mathematics, language development, and cultural competency skills necessary for successful transitions in school and life, DCIS will support the district in its mission to provide opportunities for all students in the district to achieve, opportunities that are not currently available to many students in the FNE region.

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

Seven out of eight traditional public elementary schools (ECE – 5) in Denver’s FNE region are not meeting the district’s expectations as measured by the School Performance Framework 2010. Four of these schools have been designated as schools that will be replaced or turned around because of their chronic underachievement. In addition, there are three K – 8 schools and two charter schools, only one of which met district expectations as measured by the School Performance Framework 2010.

The FNE community has demanded more exemplary educational options and the Denver Public Schools Board of Education has responded with the approval of multiple new schools, including DCIS at Ford. DCIS at Ford was approved with the understanding that it will break the mold of business as usual for that region, providing a proven model of world class global education.

Innovation status will allow DCIS at Ford to address existing barriers to student achievement by:

- Involving families, students, and community organizations in the leadership of the school.

- Providing instruction that integrates cultural competency and global awareness into a rigorous academic curriculum aligned with the state standards.
- Offering an academic program that includes daily instruction in two or more languages for all students.
- Assessing student learning with measures that go beyond academic achievement tests to include portfolios, performances, projects and mastery-based methods.
- Using technology, alternative learning venues, and diverse professional expertise to connect DCIS at Ford students with people and information that will expand their knowledge and skills.
- Focusing on leadership dispositions and 21st Century skills to engage students in projects and practices that will develop their voice and agency for positive local and global change.

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

Innovation status will allow DCIS at Ford to build a culture of high achieving, multilingual students who engage in and contribute to culturally diverse communities. With autonomy over people, time, money and curriculum, DCIS at Ford will be able to create a school that prepares elementary students for the world² by providing:

- A clear and established identity as an international studies school.

The ISSN school design matrix recommends that the locus of control on critical school policies and practices is held at the level of the school within the local context, and that the school provides opportunities for meaningful decision making by families and students. **DCIS will need the autonomy to design governance structures** to be as inclusive and flexible as possible.

- A robust, engaging curriculum that seamlessly integrates content standards with global content and competencies to foster high academic achievement

DCIS teachers will need to design and utilize a planning framework that integrates the grade level content standards that need to be covered with the global competencies that the ISSN program model requires. **DCIS will need to have the autonomy to select the curriculum** that best lends itself to “internationalization,” dual language, and effective instructional.

- Instruction in at least one other language, on a daily basis, with frequent exposure to native speakers

Students at DCIS will be learning all content in two languages. Literacy instruction will need to be delivered in their native language as well as in their second language. All classrooms at DCIS will have language learners. All the instruction will need to be supported and differentiated with the language minority students in mind. In order to have high academic achievement in both languages **DCIS will need the autonomy to provide for a longer school day and calendar year for teachers and students.**

- Seamless integration of content delivered in English and Spanish

² Ready for the World: Preparing Elementary Students for the Global Age. Asia Society, Partnership for Global Learning.

Students at DCIS will be learning all their content in English and Spanish equally. In order to do carry out an effective two-way immersion model (within the context of international studies), teachers will need to collaborate with a partner teacher as well as with the grade level teachers daily. **DCIS will need the autonomy to extend and direct teacher planning time as needed.**

- Teachers with the knowledge and skills to engage students and ensure the development of language, academic, critical thinking and collaboration skills.

The DCIS school design includes three critical components: (1) internationalized curriculum (global content and competencies); (2) dual language model (language acquisition); and (3) high academic achievement (effective and engaging instructional practices). **DCIS will need the autonomy to focus its professional development** around these three important components in venues that are relevant to the school community.

- Abundant use of technology for teaching, learning, researching information, and connecting with others beyond the classroom, community, or national borders.

DCIS students will be using the latest in technology to investigate the world, communicate, and apply their new learning. They will be interacting with other students from around the world via digital media and travel. In order to accomplish this, DCIS will need to actively pursue additional sources of revenue from and partnerships with public and private venues. **DCIS will need the autonomy to freely compete for and independently manage revenues and corporate partnerships.**

- Expanded learning opportunities made available by leveraging the knowledge and experience of faculty, parents, businesses, colleges, museums, and cultural organizations.

Students at DCIS will be encouraged to stay after school for enriching learning activities. DCIS will be pursuing partnerships for these activities; however, these will need to be supervised by DCIS staff. **DCIS will need the autonomy to negotiate the extra duty pay rate or stipends for staff and contracts for external providers.**

- Effective teachers with the knowledge and skills to increase student achievement for every student as well as to develop language and cultural competencies.

Teacher quality affects student outcomes more than any other factor we control directly. In order to ensure the highest quality of instruction as well as a common commitment to the DCIS mission and vision, teachers at DCIS will be employed at-will. **DCIS will need the autonomy to control the hiring and dismissal of all school level staff and to create a simple, fair and timely process for giving staff feedback on their performance.**

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

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

DCIS at Ford will develop and implement a customized educational program aligned with: the Asia Society’s research-based guide for the development of an international studies elementary school program, *Ready for the World: Preparing Elementary Students for the Global Age*; the Colorado P-12 Academic Standards; and the academic needs of students in the FNE region of Denver.

DCIS at Ford is requesting curriculum waivers in literacy and math in Appendix A of this Innovation Application, which is pending approval from the CAO’s office. Innovations in the educational program will include replacement of DPS literacy and math curriculum and supplements to curriculum across the content areas to accommodate multi-lingual and multi-cultural learning experiences. DCIS at Ford will also be using the *Carousel of IDEAS* program for English Language Development (ELD) in place of the typical DPS ELD curriculum (*Avenues*).

The educational program will include two-way immersion in English and Spanish instruction. Curricular materials (listed below) have been selected based on their proven effectiveness with students who have struggled in existing programs including minority students, students living in poverty, second language learners, and students with disabilities. All curricular materials are available in English and Spanish.

Language Acquisition

DCIS at Ford will start students with the most effective method of language acquisition: two-way immersion. Two-way immersion models promote bilingualism and bi-literacy, grade-level academic achievement, and intercultural competence for all students (ELL as well as non-ELL.) Children in immersion programs reach far greater proficiency levels in both languages while showing no decrease in their achievement scores in core subjects, even when the assessments of these subjects are in English.³

Studies have shown that African-American students attending dual language classes are scoring above grade level on the state test whereas African-American students not attending dual language classes are scoring below grade level. This was found to be true regardless of socio-economic status or geographic location (rural or urban).⁴

All students that enroll in DCIS at Ford early enough (E-1) will receive their literacy and content instruction in English 50% of the time and in Spanish 50% of the time. This (50/50) model will continue

³ Center for Applied Linguistics, *World Language Teaching in U.S. schools: Preliminary Results from the National K-12 Foreign Language Survey*. (Washington, DC, 2010);

⁴ Collier, V. & Thomas, W. *Educating English Learners for a Transformed World* <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>; Lindholm-Leary, California State University-San Jose

throughout all their elementary years. At the early grades they will alternate language throughout the day, while at the later grades they will be able to alternate weeks or months in each language without losing content.⁵

At second grade or after, students are increasingly dependent on greater levels of literacy to acquire content. Students who enroll in DCIS after first grade and without an adequate level of proficiency in both languages will be transitioned into the two-way immersion model gradually, as they acquire language proficiency in the second language. They will be receiving their literacy and content instruction in their strongest language while receiving intensive instruction in the second language (ELD or SSL). The goal for these students is to integrate them into the two-way (50/50) model as soon as they demonstrate enough language proficiency in the second language so that the acquisition of content knowledge is not sacrificed.

English Language Development (ELD) will be explicitly taught to English language learners with a comprehensive, systematic, and research-based program which is organized by language level and integrates academic language and content. The *Carousel of IDEAS* program (Ballard & Tighe) is based on solid educational research and effective practices. Pedagogical underpinnings include the following:

- **Active Learning and Prior Knowledge**
Learning is most effective when students actively apply new knowledge in meaningful activities that link to their existing knowledge and when they are working within their zone of proximal development (Piaget, 1969; Gardner, 1991; Vygotsky, 1978). The *Carousel of IDEAS* program focuses on student-centered, active learning and links new content to students' prior knowledge.
- **Authentic and Meaningful Communication**
Students develop fluency through authentic uses of language, both oral and written, and opportunities to practice newly learned structures in different contexts (Dutro, 2002). Further, repeated exposure to vocabulary in multiple contexts aids word learning. *Carousel* provides ample opportunities for students to use the words and apply the concepts they have learned in meaningful contexts, thereby developing their fluency and strengthening their vocabulary.
- **Cooperative Learning Groups**
Cooperative group work gives students a chance to use new language and receive feedback on the language they produce. Learning is most beneficial in cooperative group settings when the task is structured and clearly defined (Dutro, 2002). Throughout the *Carousel of IDEAS* program, strategies are suggested to engage learners collaboratively in a variety of student groupings (e.g., pairs, small groups).
- **Family Involvement**
Families play a key role in student achievement and school success. Research on this topic is summarized in *Strong Families, Strong Schools* (1994). The *Carousel of IDEAS* program acknowledges the critical role family plays in student achievement. Each lesson includes suggestions and activities to involve families in the learning process.
- **Learning Modalities**
Tapping into multiple learning modalities is essential because learners "store" information in various

⁵ Center for Research on Education, Diversity & Excellence, *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level*, Elizabeth R. Howard & Donna Christian (Center for Applied Linguistics).

places within the brain. By activating multiple learning modalities (e.g., seeing, hearing, movement, and touch), learners can recall information more readily because they can “find” it stored in many places (*Educational Leadership: How the Brain Works*, 1998; Jensen, 1998). The *Carousel of IDEAS* program emphasizes activities that activate multiple learning modalities—listening, reading, conducting hands-on experiments, researching information (in traditional sources as well as technology-based ones), presenting role plays, and engaging in kinesthetic activities.

- **Phonemic Awareness and Phonics Instruction**
Effective phonemic awareness instruction teaches children to notice, think about, and manipulate sounds in spoken language. *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001) summarizes the way in which phonemic awareness instruction helps students learn to read and to spell. It also emphasizes that phonics instruction improves children’s reading comprehension, word recognition, and spelling. Throughout Set 1 of *Carousel*, students take part in a number of phonemic awareness activities and teachers are shown how to provide explicit and systematic phonics instruction.
- **Positive Learning Environment**
The learning environment must be positive and stress-free. Pressure and tension negatively affect learning, especially with students who have the additional burden of learning a complex skill (such as reading) in the context of a new language (Herrell, 2000; Joyce & Weil, 1972; Tiedt & Tiedt, 1979; Spangenberg-Urbschat & Pritchard, 1974). The *Carousel of IDEAS* program emphasizes the importance of creating a positive learning environment and suggests teaching strategies throughout the lessons to achieve this goal in the context of developing and refining English language skills.
- **Text Comprehension**
Students must be able to understand the words they articulate in text materials in order for the content material to be comprehensible. Research shows that good readers are purposeful and active, and that text comprehension can be improved by instruction. This research is summarized in *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001). The *Carousel of IDEAS* program is grounded in the premise students must have a purpose for reading and they must be actively involved in the reading process. Activities throughout the program focus on text comprehension strategies: monitoring comprehension, using graphic and semantic organizers, asking and answering questions, recognizing text structures, and summarizing and synthesizing information.

Spanish as a Second Language (SSL) will be taught using the research-based *Teaching Proficiency through Reading and Storytelling (TPRS)* approach.⁶ In TPRS, students learn to comprehend the stories by virtue of the live action visual aids and acquire the target vocabulary because it is repeated dozens of times within the daily story. Sentence structure, vocabulary and grammar are acquired through non-stop comprehensible input provided by the teacher. The DPS Department of World Languages supports and promotes the implementation of TPRS and recommends the curriculum Cuéntame Más! by TPRS Publishing.

⁶ http://www.tpr-world.com/tprs_research.html; <http://www.languageimpact.com/articles/other/ashertpr.htm>

Literacy

Native language reading and writing will be taught with a balanced literacy approach within a readers' and writers' workshop model. Reading instruction will be organized around research-based strategies of proficient readers. DCIS at Ford will utilize Mondo Publishing **Bookshop** reading program. The **Bookshop** Reading Program has been studied and evaluated by the Building Essential Literacy (BEL) Research Project, which began in 1998. The project was initiated with 21 trial schools with a total of 2,400 students (K-2) and four control schools with a total of 1,247 students (K-2). Districts participating in the research were Boston, MA Public Schools, Elgin, IL School district; and Bronx, NY District 11. The average percent of students qualifying for free and reduced lunch was 85%. The composition of students in these schools represented a dominant minority population. At the beginning of the project 46% of the schools had less than 8% of their students performing on or above grade level as measured by state tests. The BEL research shows significant gains in many areas of students' literacy development:

- In Kindergarten, 64% of students in the BEL-Bookshop trial schools achieved a reading level standard of A or above, compared with 28% in the control schools.
- In Grade 1, 50% of students in the BEL-Bookshop trial schools achieved a reading level standard of I or above, compared with 35% in the control schools.
- In Kindergarten, 41% of students in the BEL-Bookshop schools started the school year in the at-risk category for letter-sound knowledge compared with 25% in the control schools. At-risk students in the BEL-Bookshop schools achieved greater gains than their control school peers with 88% in the established category compared with 87% in control schools.
- In Kindergarten, the percentage of students in BEL-Bookshop schools operating in the at-risk category was 32% at the start of the year and was reduced to 12% at year end. This represents a 20 percentile improvement as compared with only an 11 percentile improvement for control school peers in the at-risk category.
- The number of students in BEL-Bookshop schools performing at or above grade level increased from 20% at the start of the project to 32%, an increase of 12 percentiles at the end of two years.

Tier II reading interventions will occur during the reading and word study blocks as a supplement to first instruction (double dose). The classroom teacher will provide Tier II interventions for students who need it. **LLI** will be used for students needing more intensive (Tier III) interventions. Intervention teachers who have been trained in LLI will provide these interventions as a pull-out at a time when students would be working independently so that they don't miss first and on-grade level instruction. Both, Tier II and III interventions will be in addition to whole and small group instruction by the literacy teacher.

Reading:

- **Bookshop Reading Program:** on-grade level balanced literacy approach for the entire class. This program includes texts and lesson plans for shared reading and guided reading, oral language development, listening comprehension development, assessments, and teacher's guides.

Reading Interventions:

- **Read Naturally:** Tier II intervention for students who need fluency.

- **Bookshop phonics:** Tier II intervention program that provides explicit instruction that target skills in each of five strands: Phonological Awareness, Phonemic Awareness, Letter Recognition, Phonics, and Word Recognition.
-
- **Leveled Literacy Intervention (LLI):** Tier III intervention program for students who are performing well below grade level. (Three kits already owned by Ford elementary)

The **instructional routine** for reading will consist of:

- Shared Reading: 15 minutes
- Guided Reading and Literacy Centers: 40 – 50 minutes
- Share: 5 minutes

Writing instruction will be organized in focused units of study. DCIS will utilize the district’s pacing guide for writing instruction.

The **instructional routine** for writing will consist of:

- DLI: 10 minutes
- Mini-lesson(whole class): 15 minutes
- Independent writing practice: 20 minutes
- Share: 5 minutes

Literacy Intervention

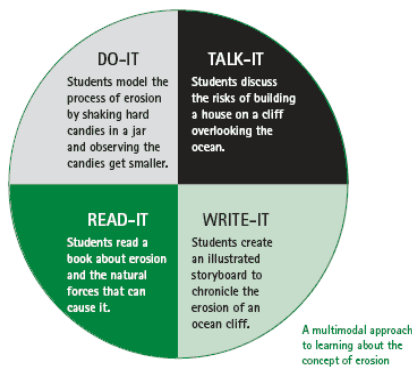
The Leveled Literacy Intervention system (LLI) is currently used at Ford elementary school as part of a Read to Achieve grant to provide support to targeted student that are struggling with reading development. LLI was selected due to its track record of success in increasing reading achievement with English language learners, as well as, Hispanic, African American, and economically disadvantaged K-2 students.⁷ DCIS at Ford will continue to provide the support to meet the requirements of the Read to Achieve grant agreement as long as the grant is renewed by the state. The grant and the implementation of the LLI intervention is being supervised by the CDE through an educational consultant. Two full-time staff members are providing Tier III interventions using LLI to students in grades K – 3 as part of this grant. Additionally, DCIS will contract another 1.5 full-time staff members to be able to reach other students who need intensive interventions in literacy.

Literacy in Content Instruction

Inquiry-based and constructivist approaches will be utilized to help students learn to explore the world and how it works. All content instruction will follow a similar and predictable format. There will be an essential question that drives the need to learn. DCIS at Ford students will learn content through a purposeful integration of literacy. First they will engage in firsthand experiences (DO), such as systematic observation or experimentation, and reflect upon those experiences, usually through discussion (TALK). Next, they will read about what others have observed or about things that are not

⁷ Ransford-Kaldon, C.R., Flynt, E.S., Ross, C.L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallegher, B. (2010). Implementation of Effective Intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System. Center for Research in Educational Policy.

observable in a firsthand way (READ), and then they will write to communicate what they have learned and still wonder (WRITE).



This multimodal approach ensures that language is being developed at all times and that the content is presented in a literacy-rich environment. It also teaches students the behaviors and skills that historians, scientists and

The research-base for this instructional approach stems from research on dual-language instruction⁸ and the impact of coaching on implementation of quality professional development⁹.

Social Studies

DCIS at Ford will implement a dual language social studies curriculum that is aligned to the state standards and will use DPS curricular materials as a baseline. DCIS at Ford will use the DPS social studies curriculum for the 2011-2012 school year. However, DCIS has engaged consultants with expertise in dual-language curriculum, global leadership, and inquiry-based learning to analyze and develop the curriculum scope and sequence, pacing guides, and lesson plans in collaboration with DCIS leadership and teachers. The curriculum development process will implement a backward mapping process that starts with the state standards and learning outcomes. Once the curriculum is developed, DCIS at Ford will complete the required approval process through the DPS Chief Academic Office to secure a curriculum waiver in Social Studies, and curricular materials will be selected and purchased as necessary. DPS curricular materials from Ford Elementary will be used where appropriate.

Science

DCIS at Ford will implement a dual language science curriculum that is aligned to the state standards and will use DPS curricular materials as a baseline. DCIS at Ford will use the DPS social science curriculum for the 2011-2012 school year. However, DCIS has engaged consultants with expertise in dual-language curriculum, global leadership, and inquiry-based learning to develop a curriculum scope and sequence, pacing guides, and lesson plans in collaboration with DCIS leadership and teachers. The curriculum development process will implement a backward mapping process that starts with the state standards and learning outcomes. Once the curriculum is developed, DCIS at Ford will complete the required approval process through the Chief Academic Office to secure a curriculum waiver in Science, and curricular materials will be selected and purchased as necessary. DPS curricular materials from Ford Elementary will be used where appropriate.

Math

⁸ Thomas & Collier, The Astounding Effectiveness of Dual Language Education for All <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>

⁹ Bruce Joyce and Beverly Showers http://sflip.excellencegateway.org.uk/pdf/E14-5_JoyceandShowersarticle1.pdf

The math curriculum for K-5 at DCIS will be *Investigations in Number, Data, and Space* from Scott Foresman. The curriculum is designed to support students to make sense of mathematics and learn that they can be mathematical thinkers and focus on computational fluency in the context of real life problem solving. The Investigations program is research-based¹⁰, proven to improve problem solving and higher order thinking, and aligns with the NCTM curriculum focal points, state standards, and RTI.

DCIS at Ford's instructional model includes dual-language and inquiry-based instruction. In a dual language environment, the development of oral language is critical to the development of conceptual understandings by second language learners. *Investigations* emphasizes working together with other students to communicate mathematical strategies, ideas and understandings. This opportunity is important to language learners. In addition, Investigations is an inquiry-based program which seeks to develop conceptual understanding so that routine procedures make mathematical sense. The inquiry approach lends itself to teachers being able to present scenarios that are global in nature – an opportunity that should be included in every lesson in an international studies curriculum. *Investigations* is connected to two resources that can be used for Tier II and Tier III interventions. DCIS at Ford will be utilizing these resources for its strategic and intensive math interventions during the intervention block.

Math:

- **Investigations in Number, Data and Space (2nd edition)**

Math interventions:

- **Differentiation and Intervention Guide:** this guide includes three additional lessons for each investigation that teachers can use for Tier II interventions, additional practice and extension. (comes with Investigations)
- **focusMath Intensive Intervention:** this intensive (Tier III) intervention program provides three curriculum focal points per grade level a placement test and an exit test. (comes with Investigations)

The **instructional routine** for math will consist of:

- 10 minute math: 10 minutes
- Launch(whole class): 15 minutes
- Explore: 30 minutes
- Share: 15 minutes

Specials

All students will participate in *specials* every day ensuring that students receive a well-rounded, global education. Specials will integrate language, culture, arts and physical education and will be provided in partnership with international community-based organizations. The four specials classes offered in year one will include: Chinese Language, Chinese Movement, Integrated Global Arts, and Wildlife Experience.

¹⁰ *Standards-based School Mathematics Curricula: What Are They? What Do Students Learn?*, Senk & Thompson. (2003).

Advisory

All students will participate in an advisory block of time twice a week with a cross section of peers, mentors and mentees from other grade levels, parents and the community.

Outcomes for advisory are:

- Build relationships with a broader range of people across the school community.
- Provide opportunities for participants to use personal, academic and global community voice.
- Students work on skills, knowledge and dispositions of the Graduate Profile
 - College readiness
 - Global leadership

It will have a four week rotation.

Week 1: Learn, recognize and practice the school's values (focus = personal): High Expectations, Integrity and Collaboration

Week 2: Presentations of Learning (focus = academic)

Week 3: Service Projects (focus = global) Include local and global current events.

Week 4: Awards and Celebrations (focus = community) Assemblies to recognize students, parents and community members that exemplify the core values

The lesson will follow a three part format:

1. Circle up – touch bases with each other
2. Activity – depending on the week
3. Reflection – students have an active role in determining and evaluating the experiences in advisory

Technology

DCIS students will be using appropriate technology for learning, researching information, and connecting with others beyond the classroom, community, or national borders. They will be gaining information about the world that they normally wouldn't have access to as well as disseminating information (communicating ideas and taking action) to a broader audience. Global leaders require access to the world outside of the school walls and their communities.

Response to Intervention

DCIS at Ford will have a cross-functional team called the Instructional Support Team (IST). The purpose of the IST is to support teachers in providing appropriate interventions to students who are not meeting standards or making progress. The IST focuses on what the classroom teacher can do differently or better to help a student progress. By the time the teacher presents a case to the IST, he/she has already tried to help the student through, at least, two sustained interventions. He/she brings evidence of the concern, evidence of the interventions that were tried and the data that shows the results of the interventions to the IST team for discussion. The team then supports the teacher in offering other interventions to try or in a referral for additional assessments. Supports might range

from more ideas of strategies to try to small group to individual pull-out with intensive intervention for the student.

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

DCIS at Ford will utilize the Asia Society’s research-based guide for the development of an international studies elementary school program *Ready for the World: Preparing Elementary Students for the Global Age*. In this guide, global learning at the elementary level is described with these four dimensions:

1. *Investigate the world*: students are aware of and interested in the world and its workings.
2. *Recognize and weigh perspectives*: students have a particular perspective and realize others may or may not share it. They will compare and adjust their points of view accordingly when new information appears.
3. *Communicating ideas*: students communicate effectively verbally, non-verbally, in English and another language, via media and technology.
4. *Take action*: students feel empowered to make a difference in the world.

In all these steps toward global competence, students acquire and apply *disciplinary* and *interdisciplinary* knowledge, expertise, and skills.

This instructional approach supports the DCIS at Ford vision of effectively preparing students with the knowledge, dispositions and skills they will need to connect, collaborate, and compete in a highly interdependent world.

As previously described, DCIS at Ford will implement innovations in the education program including replacement of DPS literacy and math curriculum and supplements to curriculum across the content areas to accommodate multi-lingual and multi-cultural learning experiences.

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

As a world-class school affiliated with the International Studies Schools Network (ISSN) and in partnership with Asia Society, a nationally-recognized organization focused on international and intercultural affairs, DCIS at Ford will prepare students in the fields of world languages, the study of cultures and cross-cultural communication, international issues and conflict resolution, and the connection between community issues and larger global challenges. Students will be learning about the world through essential questions that are relevant anywhere in the world (e.g.: How do extreme weather phenomena affect people?) These essential questions will drive the learning of academic content (literacy and math, science and social studies) and skills (communication, technology, cultural awareness, problem solving skills and collaboration.)

Innovations in scheduling, teacher selection, and educational programming will allow DCIS at Ford to develop a culture of collaboration, dual-language acquisition, and global learning.

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

Class size: Language immersion programs require more time and intensity than traditional programs. Therefore, DCIS at Ford class sizes for grades K-3 are intended not to exceed 25 students and class sizes for grades 4-5 are intended not to exceed 27 students. As a neighborhood school, DCIS may need to accept additional students than its ideal class size and may ask the District for class size relief. It is the desire of school leadership that if the number of neighborhood students is less than the maximum, DCIS be considered full when class sizes reach 25 students in grades K-3 with a maximum of 60/40 balance in native language and 27 students in grades 4-5 with a maximum of 60/40 balance in native language.

Structure: It is the desire of school leadership that classes will be composed of 50% native English speaking students and 50% Spanish speaking students so that the dual language program is optimized. It is the goal of the school for the balance to not fall below 60/40. If a grade level is not fully enrolled with neighborhood students, the school will accept choice students from outside of the neighborhood and will select students off the lottery list of the home language that is needed to maintain the balance of native language speakers.

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

As a dual language program, DCIS at Ford is designed to serve language learners. See description of "Language Acquisition" programs above.

DCIS at Ford will implement innovations in educational program and staffing to better serve ELLs.

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

DCIS elementary will provide students with disabilities with interventions and accommodations to meet their individualized educational needs. Whenever possible, students on IEPs will be provided with intervention support within the literacy and math instructional blocks. Special education teachers and intervention specialists will provide small group instruction at times when students would usually be working independently. Therefore, students with disabilities would receive instruction from their classroom teacher and additional intervention time from a specialist.

DCIS elementary will also provide two self-contained classrooms for students with Multi-Intensive disabilities for students placed in this program by the district's centralized special education system.

DCIS elementary will hire its own special education teachers and will request a waiver to retain the right to hire its own itinerant related services providers if the need should arise.

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

DCIS elementary will develop core and supplemental curriculum aligned with the dual language program goals, state academic standards, and student academic needs.

Supplemental programs that DCIS elementary will implement to supplement the literacy and math curriculum include Leveled Literacy Interventions and focusMath Intensive Interventions. Additional research-based interventions will be selected and utilized based on student needs and evaluated based on student academic progress data.

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

Innovation status will be used to implement a comprehensive international studies education program that aligns to the Colorado P-12 Academic standards as well as key components of dual-language programs instead of the DPS core curriculum. Curricular materials have been selected based on their proven effectiveness in producing academic gains with students who have struggled in existing programs including minority students, students living in poverty, English language learners, and students with disabilities. Specifically, dual-language programs have been shown to increase academic achievement in African-American students, including those living in poverty, as well as English language learners. Therefore, a dual-language program shows promise for producing gains in achievement for students in the FNE region of Denver.

- I. [If you are requesting waivers to DPS core curriculum materials please complete Appendix A.](#)

See Appendix A

INNOVATION: ASSESSMENTS

- IV. Describe the school’s assessment plan and how it is critical for the school to produce gains in academic achievement.
 - A. Provide an overview of the school’s proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

DCIS at Ford will participate in all DPS required assessments. No waivers will be requested related to assessments. In addition to DPS assessments, DCIS at Ford will use multiple authentic assessments including performances, projects, portfolios and mastery-based methods designed to show the students’ levels of content learning and skills development. Formative assessments developed by classroom teachers as part of the curriculum are essential to ensuring the effectiveness of daily instruction and critical to producing gains in academic achievement.

Portfolios will be used to evaluate student work over time. Using portfolios allows students to see progress, to identify their areas of strength and to pinpoint areas that need improvement. Student portfolios will be shared with parents and the community as a way to build understandings of student work beyond grades.

The Graduation Portfolio System (GPS) is currently being developed by ISSN as a system with clear benchmarks for students to demonstrate, through a body of evidence that they are truly on track to college readiness and developing global competence appropriate to their age and grade level. DCIS Elementary School will be involved in the development of GPS at the elementary school level.

Summative Assessments: DCIS will comply with the CDE required annual assessments: CSAP, CELA and CBLA.

Interim Assessments: In addition to using the DPS benchmark assessment program, student progress will be assessed as follows in each content area:

Reading: All students, including those that are reading on grade level will be assessed three times a year with DRA2 and EDL2: fall, winter and spring. Students that are performing slightly below grade level (no more than one grade level lower) will be assessed with a reading record (running record) every three weeks. Students that are performing below grade level by two years or more will be assessed with a reading record every week. The results of these assessments will be analyzed individually and with data teams. Interventions will be implemented and their results documented and communicated to parents and administrators.

Writing: All students will show mastery of writing based on the New Standards' *Using Rubrics to Improve Student Writing*. Teachers will design tasks for students to be able to demonstrate through a project or portfolio that they have mastered the elements for the writing genre that they are studying. Students will have access to an annotated exemplar of a proficient or advanced writing sample. They will receive feedback along the way on how they can improve their writing sample in order to achieve proficiency. They will demonstrate proficiency through an authentic assessment as described above.

Math: Assessed through unit pre and post tests and through authentic tasks as described above.

Social Studies and Science: Assessed through authentic assessment tasks as described above.

English Acquisition: Assessed through the Carousel Testers, which are achievement tests designed to reveal how well students have mastered the chapter learning objectives so teachers can easily identify areas where some students may need more practice.

Spanish Acquisition: Assessed through EDL2 three times a year.

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

DCIS at Ford will follow the district's testing schedule for reporting purposes. These assessments include CELA placement and CELA Pro, DRA2/EDL2 (K – 5, Interims (grades 2 – 5), CBLA, CSAP-A and CSAP (grades 3 – 5), and Standard Raven's (universal GT screening for all second and fourth grade students). This data is reported to the faculty as soon as it is available. The faculty will analyze academic progress data of individuals, student groups, and the school as a whole looking for trends in strengths and gaps.

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

Individual student progress will be measured and evaluated as follows:

Data Teams. Teachers will discuss assessment results in their weekly data team meetings. During these meetings they will analyze the data on reading and math achievement. Data teams focus teachers' attention on student learning by identifying a specific skill or topic with which students are struggling, and collaboratively developing a set of strategies to bring all students to mastery. They are focused on student proficiency on common assessments.

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

Reading. Students that are reading on or above grade level will be given a running record quarterly. This running record will serve as a confirmation that the student is being instructed at the appropriate level. Students that are reading at no more than one year below grade level (partially proficient) will be given a running record every three weeks. Students that are more than one year below grade level will be given a running record every week. The running records are analyzed for errors and self corrections and teachers will use the information to inform interventions for individual students or teaching points for small group instruction (guided reading). If teachers need more information about a student's gaps, she or he may administer additional assessments, such as phonemic awareness and phonics. The reading program that we are requesting, Mondo Publishing's *Bookshop* has an array of ready-to-use assessment tools that teachers can use to further analyze students' needs in reading.

Math. *Pearson's Math Investigations* comes with assessment masters that teachers will be using to administer a pre-test and a post-test for every unit. The results of the pre-test will be used to plan for instruction, correct misconceptions and build on what the students already know. The post-test will be used to identify students that might need additional instruction in the concept. Teachers will be intervening small groups of students that don't yet show mastery of the content. They may refer to the *Differentiation and Intervention Guide* for activities that reinforce each unit. This guide also contains extensions for students that might need them.

Writing. Writing progress will be monitored by each teacher within the literacy block. Teachers will compare student writing samples out of their draft books to annotated grade level exemplars out of the New Standards' *Using Rubrics to Improve Student Writing* to determine what students need to do to achieve

proficiency. The rubrics elements will be used for individual students' next steps, small group writing conferences and to plan for whole group instruction. All students will be getting feedback to move them towards proficiency at least once a week, more frequently if they are far below grade level. Teachers will be using students' writing draft books as they collaboratively plan for writing instruction.

D. [If you are requesting waivers to DPS assessments, please complete Appendix B.](#)

No waivers requested

INNOVATION: GRADUATION AND PROMOTION

V. [Describe the school's proposed graduation and promotion policies.](#)

A. [Explain policies and standards for promoting students from one grade to the next.](#)

DCIS at Ford will implement the DPS policies and procedures for promotion, retention, and acceleration of students.

B. [Provide the school's exit standards for graduating students.](#)

Not Applicable - Elementary School

C. [Describe how and when promotion and graduation criteria will be communicated to parents and students.](#)

Promotion and acceleration policies will be communicated to parents and students in the parent and student handbooks that will be provided at the beginning of the year. Student progress will be reviewed with parents quarterly at which time academic acceleration or retention will be discussed if necessary and in the best interest of students.

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

Not Applicable - Elementary School

E. [If you are requesting waivers to DPS graduation and/or promotion policies, please complete Appendix C.](#)

No waivers requested

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

A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.

1. Complete the Academic Goals Worksheet in **Appendix D**.

See Appendix D

DCIS at Ford will use innovation status to achieve the following school performance goals:

- Achieve at least 65th median growth percentile in the Colorado Growth model (acceleration) for literacy and math.
- Achieve 80% proficient or advanced on CSAP reading and math for 3rd, 4th and 5th graders; 80% on grade level on DRA/EDL for K, 1st, and 2nd graders.
- Make Annual Measurable Achievement Objectives (AMAO) in English acquisition as measured by CELA. (52% will make progress in attaining English; 7% will attain English proficiency).
- Make Adequate Yearly Progress (AYP) in reading and math as measured by CSAP for all subgroups and grade levels tested.
- Reduce the achievement gaps for all subgroups in all content areas
- Increase attendance rate from 92% to 95%
- Increase parental satisfaction as measured by the DPS annual survey (used for the SPF) from 78% to above 90%. Parent response rate to survey will be at or above 80%.
- Meet or exceed district expectations as reported on the School Performance Framework

These measures will be the focus of the school’s attention throughout the year. Literacy, English acquisition and math achievement will be studied via weekly data team meetings and teachers will be supported through the Instructional Support Team. Through RTI, intensive interventions will be provided for students who are struggling to meet the grade level standards.

Attendance, parental satisfaction and other non-academic measures from the SPF will be reviewed monthly by the Accountability Committee.

B. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

The Accountability Committee will solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation. The committee will engage in an ongoing continuous quality improvement cycle (CQI) for the school.

The steps in the Continuous Quality Improvement process are:

1. Identify a need/issue/problem and develop a problem statement
2. Define the current situation - break down problem into component parts, identify major problem areas, develop a target improvement goal
3. Analyze the problem - identify the root causes of the problem and use charts and diagrams as needed.
4. Develop an action plan - outline ways to correct the root causes of the problem, specific actions to be taken, identify who, what, when and where
5. Look at the results - confirm that the problem and its root causes have decreased, identify if the target has been met and display results in graphic format before and after the change
6. Start over - go back to the first step and use the same process for the next problem

DCIS at Ford will implement an innovative school leadership plan, combining the functions of the leadership team and the CSC into one Accountability Committee to advise the school leader and hold the school accountable for results.

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

Not Applicable – New School

INNOVATION: TIME

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

- A. [Describe any innovations to the school's calendar and schedule under innovation status and how such changes will lead to increased student achievement.](#)

School schedule and calendar

Innovation status will allow DCIS to design and implement a master schedule, a teacher work schedule, and an annual calendar that will lead to increased student achievement and school success. The School Governance Board will determine the best schedule and calendar to meet the needs of DCIS students.

DCIS at Ford will develop a master schedule that includes: the dual-language model, blocks for literacy, math, science, social studies and specials, and a weekly vertical advisory period. Additionally, the schedule will include sufficient time for teacher planning in flexible collaborative groups.

Teachers will work an additional 10 days per school year. Students will be attending up to an additional 10 days per year. The increase in number of days alone will add 80 hours to each school year, significantly increasing instructional time in order to close achievement gaps and increase academic achievement¹¹.

The DCIS at Ford student schedule will extend the day from 6.5 hours to 8 hours, increasing instructional time by 90 minutes for every student each day. Increased instructional time has been proven to produce gains in academic achievement as well as improving students' attitudes toward school and attendance¹². The extended day and year schedule will result in an additional 272 hours or **24% more instructional time** each year.

DCIS elementary teachers will work 194 days a year, 10 days more than the 184 days on the DPS calendar and will work a professional work week with time built in for lunch, collaborative planning, and professional development and the expectation that additional time will be spent outside of the work day as needed to effectively implement the educational program.

1. [Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.](#)

See attached – DPS calendar, teacher schedules, and student schedules

2. [Summarize the length of the school day, including start and dismissal times.](#)

Students will attend school for 8 hours a day, 8:00am to 4:00pm.

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

All DCIS elementary students will receive **5.25 hours of core instruction** each day – a total of 950 hours of core instruction a year.

The DCIS calendar supports the innovation program by ensuring extended blocks of time for literacy, language development, math, science, and social studies instruction. Extended blocks of time allow

¹¹ Farbman, D. and Kaplan, C. (2005). Time for a change: The promise of extended-time schools for promoting student achievement. Boston, MA: Massachusetts 2020.

¹² The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities. 2009; Princiotta, D., and Fortune, A.; Council of Chief State School Officers and the National Governors Association Center for Best Practices; A Five-Year Comparison between an Extended Year School and a Conventional Year School: Effects on Academic Achievement. 2008; Khankeo van der Graaf; Center for American Progress. (2010). *Expanded Learning Time by the Numbers*; Farbman, D.A. (2009). Tracking an emerging movement: A report on expanded-time schools in America, National Center on Time & Learning.

for more instruction, deeper inquiry, and sufficient practice to achieve global leadership and bi-literacy goals.

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

All DCIS elementary students will receive **1.5 hours of enrichment/day** for a total of 272 hours of enrichment per year.

Students with disabilities and students who are struggling in reading and math will receive Tier II interventions within the literacy or math block instead of independent work. Tier II interventions will allow for additional instructional time within the existing structure of the day. Special education teachers and/or reading or math specialists will provide interventions in the classroom during the literacy or math block to the greatest extent possible. Students who need intensive Tier III interventions will be provided with additional time beyond the literacy and math blocks arranged to meet the individualized educational needs of the student.

Each day, 1 hour and 15 minutes will be spent on non-academic, support structures, for a total of 226 hours on non-academic activities per year. Of this time, 10 minutes will be allocated to homeroom, 35 minutes to recess and 30 minutes to lunch per day.

INNOVATION: STUDENT ENROLLMENT

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

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

DCIS at Ford will serve students within the current Ford Elementary School attendance boundaries. The school will implement a two-way language immersion model beginning at early childhood through fifth grade, which will prepare students for continued success in secondary dual-language instruction. Parents will be asked to sign a compact upon student enrollment which will include a statement of their commitment to their child's dual language development. All students within the attendance boundaries who are interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure will have equal access to enrollment.

DCIS at Ford anticipates enrolling approximately 650 students: 64 early childhood education students (4 sections of 16 students); 100 students at each grade level from Kindergarten through second grade (4 sections each of 25 students); 75 at third grade (3 sections of 25 students); 81 at fourth and fifth grades (3 sections each of 27 students); and 50 students with multiple-intensive (MI) disabilities placed by the district in this regional center based program (2 sections of up to 25 students).

If the number of neighborhood students enrolling at DCIS at Ford results in class sizes of less than 16 in ECE, 25 in grades K to 3, and 27 in grades 4 & 5, DCIS will select students off the lottery list of the home language that is needed to maintain the 60/40 balance of native language speakers for an effective two-way immersion program. If the number of students exceeds these target numbers in any class, DCIS at Ford may seek class size relief from the District.

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

See Attached Student and Parent Handbook outlines.

INNOVATION: HUMAN RESOURCE MANAGEMENT

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

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

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

DCIS at Ford is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students.

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

Employment Status. Teacher's employment with DCIS at Ford and the Denver Public Schools will be "at-will" and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* The teacher will have a right to end his/her work relationship with DCIS at Ford and the Denver Public Schools for any reason at any time. DCIS at Ford and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Employee Handbook.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at DCIS at Ford will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a

mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at DCIS at Ford if they do not secure a position through mutual consent.

The employment of secretaries and paraprofessionals with DCIS at Ford and the Denver Public Schools will be “at-will.” Secretaries and paraprofessionals will have a right to end his/her work relationship with DCIS at Ford and the Denver Public Schools for any reason at any time. DCIS at Ford and Denver Public Schools will have the right to end the work relationship with secretaries and paraprofessionals for any reason at any time in accordance with basic personnel policies in the Employee Handbook.

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

As Described in this document, including Appendix E, DCIS at Ford is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. DCIS at Ford will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of DCIS at Ford students, staff, and programs.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school’s culture as described in the Innovation Plan.

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

All teachers and staff hired by DCIS at Ford will be made aware of the school’s innovation status and its implications. They will receive and acknowledge receipt of documentation explaining all waivers that apply to them as employees of the innovation school.

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

All efforts will be made to hire international teachers, teachers with other world languages, bilingual (English /Spanish) teachers and teachers with LD, ESL or BE endorsement. All classroom teachers will be required to have an Elementary or ECE endorsement or equivalent and will meet the NCLB “Highly Qualified” requirements.

Teacher work schedules: In developing a teacher work schedule, DCIS at Ford recognizes that teachers need planning time as individuals, in grade level teams and in vertical cross-grade level teams. The guiding principles in developing a teacher work schedule will include:

- Promoting professional work standards for daily school day schedule as well as additional time as needed to successful implement all aspects of job responsibilities.
 - Promoting professional development and opportunities for collaboration.
 - Promoting opportunities for teachers to analyze data and adequate planning time for teachers to adjust instructional strategies as needed.
 - Teachers will be attending a 90 minute whole school meeting every week outside of the bell hours.
 - Teachers will be conducting two-hour parent meetings every 60 days throughout the year.
1. Describe all non-teaching staff positions and how they will contribute to achieving the school’s goals.

The administrative team consists of Principal, Assistant Principal, Office Manager and Family Liaison. The principal and assistant principal will be the instructional leaders. Their main role is to hire and supervise instructional staff and to oversee the instructional programming of the school.

The office manager contributes to the school’s goals by making it possible for the principal and assistant principal to dedicate their time to the instructional leadership of the school by taking care of maintenance and operations of everything that is not instructional. This may include facilities management, safety and security, custodial, nutrition, clerical, budget, supplies, etc.

The family liaison contributes to the school’s goals by making it possible for the principal and assistant principal to dedicate their time to the instructional leadership of the school by taking care of community and

parent outreach, concerns, education, information, student attendance and punctuality, student dress code, student and family basic needs, etc.

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

See Attached Organizational Chart

Increased autonomy and accountability for the school leader will allow the principal to implement changes that will lead to increased student achievement. The Accountability Committee will provide critical feedback and support to the school leader and leadership team. The office manager and family liaison will allow the principal and assistant principal to focus on instructional improvements that directly result in increased student achievement.

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

In addition to participating in District recruiting options via the DPS website and hiring fairs, DCIS at Ford will recruit personnel with specialized expertise in international studies, dual-language instruction, and global education through international advertising and recruiting and partnerships with international organizations such as the Spanish consulate. Recruiting and selecting teachers who are effective at implementing the DCIS at Ford educational program will increase student achievement for children participating in the program.

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

Teachers: All teachers will be highly qualified (HQT) under NCLB. Highly desired qualities: LDE and BE endorsements, international experiences, speakers of other world languages, more than three years experience in the field.

Support staff: DCIS at Ford will work with the UNC Center for Urban Education and the University of Colorado’s Bueno Center to recruit teaching candidate students as our paraprofessionals. A four year placement of teacher prospects will be an investment. They are supported by their university mentors, they are interested in becoming teachers and furthering their education, they will be ready to transition into their teaching jobs at the end of four years without a learning curve – they would be familiar with our instructional design by then and the transition will be seamless.

Administrative staff: All DCIS leadership team members must: be experienced in instructional leadership, believe in the school vision and mission to prepare global leaders and in the importance in the acquisition of multiple languages, be well-travelled, inter-culturally skilled, and able to articulate the moral imperative of a DCIS education for inner city children, and be potential candidates for Principalship and/or leading the replication of the school.

- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.
1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

DCIS at Ford will be using DPS' salary scale and range to calculate the teacher's compensation package. Teachers will be eligible for the ProComp incentives. DCIS at Ford teachers will also be eligible for additional compensation based on responsibilities, performance and extra time worked.

DCIS at Ford intends to pursue a DCTA waiver in the future to negotiate an alternative way to distribute some of the ProComp incentives. Appendix G describes how DCIS at Ford would propose to use the hard to fill and hard to staff market incentives. **No waiver to the ProComp incentives will be pursued at this time.**

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

DCIS has opted to receive money instead of district PD services. That money will be used to hire consultants that will help the school with its instructional model. The instructional model has three important components: (1) the development of global leadership skills, (2) language acquisition in a two way immersion environment, and (3) constructivist learning (some people call it inquiry, problems-based, project-based, or challenge-based). The foci for PD will be around these three components.

The educational program section of this application outlines how the implementation of the DCIS at Ford curriculum will result in increased student achievement. The DCIS at Ford professional development plan will ensure that teachers and staff have the knowledge and skills to effectively implement the research-based educational program.

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

Professional development around the three important topics will come in three venues for staff: individually, as a grade level team, and as whole school staff.

Individually: the instructional leaders observe, give feedback and facilitate classroom visitations for staff to visit other teachers that are working at the desired standard. The LEAP teacher effectiveness observation tool will be used to guide the observations, feedback and next steps.

Small teams: each grade level team has 90 minutes of collaborative planning time each day. They are expected to plan together, analyze data together and learn together during this time. The instructional leaders will be involved in this planning, data teams and collaborative learning structures. Grade level student data will be used to guide the teams' collaborative learning.

Whole school: There is a weekly 75 minute meeting scheduled for the entire teaching staff after school. DCIS will be contracting with three consultants throughout the year. They will be observing in the classroom, giving feedback and planning PD based on their observation in the area of expertise. The consultants will work for one quarter each. First quarter: dual language. Second quarter: constructivist learning. Third quarter: global leadership (GPS). Fourth quarter: open to what the data shows we need.

2. Describe how the school's culture and leadership team will support the professional growth of all teachers.

The culture at DCIS will support all staff, students and stakeholders to model and encourage life-long learners. Teachers have collaborative learning time each day and they will be expected to take ownership of the data for the entire grade level team. The instructional leaders will facilitate and coordinate visits to other classrooms or schools. Instructional leaders will be in classrooms every single day. Teachers will receive feedback every day – either individually or as school-wide trends. Instructional leaders will participate in all the grade level data teams and collaborative learning meetings.

3. Describe the school's plan to cultivate future leadership capacity.

Teachers that have expertise and that demonstrate exceptional instructional practices in the three areas that the school values will be asked to take on leadership roles with their teams and with the school-wide PD. These teachers will become teacher leaders. These teacher leaders will become part of the Accountability Committee, which will be looking at student achievement data, designing PD and making decisions for continuous quality improvement.

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

DCIS is expecting to participate in the far Northeast PLC that already exists in the region. It will also serve as a replicable model for an elementary school which could feed to DCIS 6 – 12 and as an exemplar of an ISSN elementary school. DCIS is expecting to have multiple school leaders from within and outside of the district, community members, leaders of ISSN schools, and teachers looking at the instructional design in action and as causal to high student achievement data.

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

DCIS at Ford will use the LEAP evaluation system framework and observation tools for the school's performance management system. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP for any reason, including if LEAP processes and procedures infringe on

the at-will employment agreement, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District

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

Teachers will be setting student growth objectives and will be monitoring progress on individual and collective student achievement goals in their weekly data team meetings.

Teachers will be observed and will set individual goals based on feedback on their performance.

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

DCIS at Ford will utilize DPS' new LEAP teacher performance assessment and feedback system in year one. The LEAP system will be supplemented by the ISSN teacher profile characteristics and additional observations specific to the school program, as determined by the school.

All staff will also receive feedback as a result of informal observations such as walk-throughs, meetings, interactions, etc. All formal observations will include a pre-conference and a post-conference meeting time with the evaluator.

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

The school's instructional leaders (principal and assistant principal) will be in charge of hiring and supervising all instructional staff, including giving feedback and providing summative evaluations. DCIS at Ford will be using the LEAP framework for its observations, feedback, and performance evaluation. Participation in the evaluation process does not change the at-will condition of employment.

4. Explain how the school will handle unsatisfactory leadership and teacher performance.

- a. Describe employee remediation policies and procedures.

DCIS at Ford is committed to providing support to any staff member who is struggling to perform. However, DCIS at Ford retains the right to dismiss employees for unsatisfactory performance or for any other reason at any time. Personnel hiring and dismissal decisions will be in accordance with the school's at-will employment policy.

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

The LEAP framework utilizes an observation and feedback tool that DCIS will use. Frequent observation and feedback will be used to drive instructional improvements, increased teacher effectiveness and student achievement gains.

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

DCIS at Ford will request a waiver from policies requiring a School Leadership Team (SLT) and a Community School Committee (CSC). The functions of the SLT and CSC will be consolidated into a single body called the Accountability Committee (AC), which will be dedicated to supporting the mission of DCIS in all aspects of school operations, including instruction. The committee will include parents, administrators, teachers and community members.

The school principal will ultimately have the autonomy and the accountability outlined in this plan, factors that have proven successful in increasing student achievement in other charter and innovation schools. The principal will be selected and evaluated by the Instructional Superintendent or Executive Director assigned to the FNE turnaround schools, in consultation with the school’s Accountability Committee and in accordance with the school leadership succession management plan.

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

María Elena Thomas has been an educational leader for 13 years, seven of which have been in turnaround public schools as a successful administrator. Under her leadership, Elkhart Elementary School students experienced significant growth in academic achievement from a median growth percentile in reading of 43 in 2008 to 53 in 2010 and a MGP in writing from 39 in 2008 to 55 in 2010. Minority, ELL, and FRL subgroups showed greater than the state average (50 MGP) in 2010 in all three areas (reading, writing, and math). Additionally, María Elena has extensive international experiences: was born abroad, has lived in 8 different countries, traveled to over 25 countries, and can communicate in several world languages. Her administrative and global experiences combined with her passion for providing exceptional educational opportunities to public school children make her an excellent leader for DCIS at Ford.

- I. Provide a detailed leadership succession plan which engages the school’s parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.
1. If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

The DCIS at Ford Accountability Committee will develop a leadership succession plan to assure that the continuity of the new instructional system is maintained when school leadership changes. The leadership succession plan begins by thoroughly orienting all staff and families to the mission, vision, values and instructional and intentional school culture systems in place at DCIS. This orientation will, in part, be intended to obtain formal and direct commitment from the community to the school’s plan for student success. As a result, all subsequent hiring and promotions at DCIS at Ford will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

DCIS at Ford’s leadership succession plan will include a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside of the school community. Over the course of year one implementation of the Innovation plan, a DCIS at Ford Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support the school’s mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Principal and Assistant Principal.

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

Interviews will be conducted by a team determined by the AC. The interview team will include stakeholders in the DCIS at Ford community, including parents, teachers, community members, colleagues from other DCIS schools and AC members. It is the intent of the AC to ensure this process is transparent and collaborative. Feedback from these interviews will be used to determine at least 2 candidates that will be recommended to the Superintendent. A similar process will be followed if an Assistant Principal vacancy occurs.

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

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

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

- A. Describe your plan to ensure a robust and participatory governance structure that will provide accountability and support to the school.
 - 1. If applicable, attach a copy of the school’s committee descriptions. N/A

Leadership and Governance Structure

The functions of the School Leadership Team (SLT) and Community School Committee (CSC) will be consolidated into a single body called the Accountability Committee (AC), which will be dedicated to supporting the mission of DCIS in all aspects of school operations, including instruction. The AC will include parents, administrators, teachers and community members. It may, as needed, divide into sub committees that work on specific tasks, such as attendance, literacy, uniforms, hiring for specific positions, etc.

Accountability Committee

The accountability committee is composed of the administrators, teacher leaders, a classified staff member, a community member and up to five representative parents. The accountability committee meets once a month directly after school for one hour. Its purpose is to monitor the school's fulfillment of its vision, mission, goals and objectives. The committee is responsible for monitoring the school's progress toward meeting its academic performance goals, non-academic performance goals, and its organizational and operational goals.

The Accountability Committee will solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation. The committee will also engage in an ongoing continuous quality improvement cycle (CQI) for the school.

Hiring Team

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

- School administrator(s)
- Teachers from the team where the vacancy is
- Parent(s) with a vested interest in the position – or parents from the parent leadership team
- Support personnel (mental health, special education, intervention, etc.)
- Classified staff member(s)

Instructional Support Team (Response to Intervention)

The Instructional Support Team (IST) consists of consultation and problem solving which focuses on the needs of an individual student. The identified student, in spite of having received the benefit of evidence-based Tier 1 and Tier 2 instruction or interventions, has not shown the expected academic or behavioral growth. Consultation with the school Instructional Support Team is needed to explore more intensive and individualized intervention options. The IST is composed of knowledgeable school staff and the student's family, who work collaboratively to: (1) deeply examine student strength and needs, (2) to analyze the student's response to previous interventions, (3) and use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers. The team uses a continuous problem-solving process to review and revise plans as needed until the student achieves goals. Potential team members include:

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

Teacher Leader Team

This committee is composed of one representative of each instructional team, administrators and teacher leaders. The TLT's purpose is to ensure that the school improvement plan is being effective by utilizing the most current student achievement data and to make recommendations and modifications to the school's instructional improvement plan as needed. It will include leaders in math, reading, writing and English language acquisition. It will meet once a month for one hour after school.

- B. [Describe the parent and community engagement plan that will be implemented to support the school's mission.](#)

Parent Engagement

Academic Parent-Teacher Teams (APTT)¹³ will take the place of parent-teacher conferences. APTTs involve two main components:

- Three 75-minute classroom team meetings each year.** These team meetings are initiated by a personal invitation to the parent by the teacher, and consist of the teacher, the entire class of parents, and a parent liaison. Each meeting includes a review of student academic performance data, parent–student academic goal setting, teacher demonstration of skills to practice at home, parent practice, and networking opportunities with other parents.
- One 30-minute individual parent–teacher conference.** In this yearly individual meeting parents and teachers review student performance data and create action plans to optimize learning.

Family Literacy Program

DCIS at Ford will have a Family Literacy Program in partnership with Metro State College. There will be two dedicated classrooms, one for parent education and the other one for early childhood education for their pre-school children, one teacher for the adults and one for the children. This program happens during school hours so that parents can participate and be visible in the building while their children are in school.

The parent education program has four components:

1. Adult education: ESL, ABE, GED
2. Parent Time: information about community resources, educational systems, parenting skills, wellbeing, etc
3. Early Childhood Education: child care and early education for the children that are not yet in school.
4. Parents And Children Together (PACT) Time: two hours per week of parents' time alongside their elementary aged child within the classroom. The parent's role is to participate in the child's learning during school hours.

¹³ <http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data>

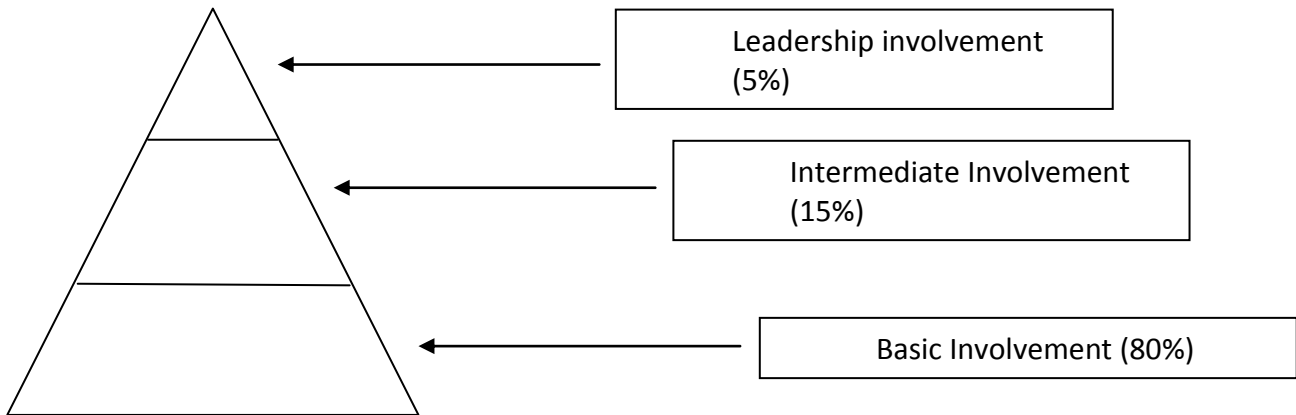
Advisory

Advisory will be every Wednesday morning for 90 minutes and will include students in vertical groups K – 2, parents and community volunteers. During this time, students, parents and community volunteers will share with each other what they are learning, what their goals are, and what successes they have had. They will also work together for service projects and volunteer activities and to learn and practice the school’s core values. This is an opportunity to build community and mentorship outside of the classrooms and grade levels and to broaden relationships.

Parent Leadership Team

DCIS at Ford will have a full-time dedicated Family Liaison. This person’s job is to advocate for the parents and to bridge the communication between school personnel and parents so that parents may be better involved in and informed about school events, student progress, the educational system, etc. The Family Liaison will have a Parent Leadership Team. This team’s function is to serve as the **Intermediate** involvement group in the school.

Parent involvement at DCIS has three levels or tiers.



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

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

Leadership: Parents participate in Accountability Committee, Hiring Team or other leadership and advisory capacity.

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

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

The schedule is innovative in that it allows for 24% more instructional time throughout the year. This allows us to afford two 45 minute weekly Advisory blocks of time in which we can involve parents and the community in a purposeful and structured way.

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

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

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

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

Innovation allows us to have a school schedule that increases enrichment for students, increases collaborative time for teachers and infuses arts and technology into the curriculum.

Community partnerships needed to make this happen are: The Wildlife Experience, Confucius Institute, and Harmony Project.

The longer school day and school year means additional instructional time for students. This allows us to give teachers 90 minutes of collaborative planning and learning time each day. The schedule is innovative in that students will take two Enrichment (specials) classes every day, back to back. These classes are taught by two licensed teachers and two instructors, supervised by the two licensed teachers. The instructors will be a result of partnerships with The Wildlife Experience and with the Confucius Institute at the Community College of Denver.

An art teacher, library technician and technology support technician will be released full time to co-plan and co-teach so that the arts and technology can be infused across the curriculum systematically. The art teacher will be a specialist in integrating fine and performing arts and will coordinate a partnership with artists provided by Harmony Project.

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

Not Applicable

INNOVATION: BUDGET

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

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

See attached Five-Year Budget

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

DCIS at Ford has worked very closely with the District’s Budget Office, Office of School Turnaround and the Office of School Reform and Innovation to develop a prudent and sustainable fiscal year 2012 budget and a five-year forecast that supports the School’s vision and mission.

The educational plan of the school places emphases in dual language and global leadership. As such, a large percent of the resources in the financial plan are allocated to staffing dual language classrooms and hiring specialized staff that provide students and teachers with support for the use of technology, media and integrated global arts.

Another important component of the school’s innovation plan is to provide a longer instructional year and day for students and longer collaborative planning and learning time for teachers. To accomplish this, DCIS at Ford will contract with instructors from community agencies to teach students two enrichment classes daily with close collaboration and supervision by two licensed teachers. The contracted instructors and extended learning time are incorporated into the five-year budget.

It is projected that the school will achieve financial stability in Year Three when the core education program is funded from SBB, Mill Levy and Title dollars.

- 2. Explain major revenue sources, including any funds originated from private sources.
 - a. If revenue is generated from private sources, disclose contributor names, amounts of the contributions, duration of the contributions, and funding commitments already secured by the school.

The main source of revenue for the school is the Student Based Budget (SBB) allocation. The estimated SBB allocation for Year One is \$982K (based on 261 funded students), which represents 53% of the total budget. Start-up funds provided by the District total in Year One (\$300K) represent 16% of the total budget. Title I, II and Mill Levy funding represents other major sources of revenue.

It is projected that in Year Two the school’s education program will operate mostly on SBB and Mill Levy dollars. The SBB allocation in Year Two is projected to increase to \$2M, representing 60% of the total budget.

The school anticipates receiving a \$300,000 grant from the Walton Foundation for the implementation of the innovation plan. If received, the Walton grant will be used to fund technology, professional development and supplementary instructional materials for social studies and science. Additionally, the school will retain three consultants to build the capacity of teachers to provide global leadership, dual language and constructivist pedagogy. This source and use of funds has not been incorporated into the budget. If this grant is not approved, the school is prepared to make programmatic changes to reduce costs.

Finally, the school will be budgeting using actual rather than District average salaries. The difference between the school’s total average and actual salaries represents “savings” that will be used to fund other initiatives. It is estimated that this savings will total \$200K and \$170K in years one and two, respectively. Of this amount, \$314K over five years is included in the budget as other revenue.

3. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.
 - a. Explain specific resources, material, equipment, staff, programs and policies that create additional operating costs (e.g., longer school year and school day).

The District is partnering with Education Innovation Laboratory at Harvard University and Blueprint Schools Network to implement five tenets at DCIS at Ford that constitute a comprehensive strategy for school reform. DCIS at Ford believes that these tenets will produce significant gains in student achievement. Included in the budget is an extended school year, an extended school day, and intensive tutoring beginning in Year Two.

The School is prepared to modify the above tenets to respond to unforeseen budget restrictions. For example, the weekly calendar may include fewer days that are extended. Although DCIS at Ford is, if necessary, prepared to adjust the breadth of the plan, we fully expect to be able to implement the tenets as described in this application.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.

Planning year (2010 – 2011) expenses totaled \$200K and includes: Salaries for the Principal and Office Manager, promotional materials, community outreach events, teacher recruiting expenses, and instructional design consultants. Planning expenses were funded by the District.

Start up costs associated with curriculum development, professional development, and equipping the new school with programs and technologies necessary to fully implement the educational plan will be covered by primarily by Mill Levy start-up funds.

- c. Explain how the school will fund such additional operating costs.

To meet the additional expenses of digital media and technology, DCIS plans to utilize some of its anticipated Walton Foundation innovation implementation grant (\$300,000). The school also plans to apply for technology grants through the district (bond money) and private sources.

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

As an innovation school, DCIS at Ford has the flexibility to budget on actual rather than District average salaries. DCIS at Ford has selected to budget using actual salaries. The School's conservative estimate is this will generate approximately \$200,000 in savings in 2011-2012 that will fund various innovations in this plan, including adding arts and enrichment teachers and keeping class sizes within the appropriate range for a two-way language immersion program.

DCIS at Ford also has the flexibility to analyze the costs and benefits of certain other centrally budgeted services provided by the district. To ensure the highest quality of service provided to the school, DCIS at Ford has chosen to opt-out of certain district provided services. The school believes this will produce additional revenue; however, any financial benefit from opting-out of district-provided services has not been incorporated into the budget.

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

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

The Office Manager works in conjunction with school administration to ensure all payrolls, financial transactions, or other related activities associated with school budget are conducted in an accurate and timely manner. She will prepare reports using spreadsheets and databases; research and analyze data/information and share relevant findings with school administration. The Office Manager will receive the necessary training to implement sound financial management practices and will work closely with the District's Budget Office to carefully manage the school's finances.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

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

Not Applicable

WAIVERS

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

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

See Appendix E

ADMINISTRATIVE AND FACULTY SUPPORT

XIII. Provide evidence of administrative and faculty support

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

DCIS at Ford is a new school hiring all new staff. Administrators, faculty, and other staff employed by the school will receive a copy of the innovation plan and make a commitment to support the innovation proposal prior to being hired.

COMMUNITY SUPPORT

XIV. Provide evidence of community support

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

Not Applicable – New School

- B. Provide letters of support from community based organizations.

Attached

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

Attached

REQUIRED ATTACHMENTS

- Teacher Schedule ✓
- Student Schedule ✓
- Student Handbook ✓ (Outline Provided)
- Personnel Policies
- Written Enrollment Documents and Forms Provided to Families (In the student handbook)
- Organizational Chart ✓
- Committee Descriptions (Included within the Application)
- By Laws (Not Applicable)
- Five-Year Budget ✓
- Evidence of Administrative Support (New School Hiring Agreement)
- Evidence of Faculty Support (New School Hiring Agreement)
- Letter of Support from CSC (Not Applicable – New School)
- Letters of Support from Community Based Organizations ✓

APPENDIX A

DCIS at Ford

Request Waivers in Curricular Materials & Instructional Design

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

Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

Instructional Design

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

DCIS at Ford will develop and implement a customized educational program aligned with: the Asia Society's research-based guide for the development of an international studies elementary school program, *Ready for the World: Preparing Elementary Students for the Global Age*; the Colorado P-12 Academic Standards; and the academic needs of students in the FNE region of Denver.

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

The educational program will include two-way immersion in English and Spanish instruction. Curricular materials (listed below) have been selected based on their proven effectiveness with students who have struggled in existing programs including minority students, students living in poverty, second language learners, and students with disabilities. All curricular materials are available in English and Spanish.

2. Provide an overview of the core curriculum.

LITERACY

For reading, DCIS at Ford will utilize Mondo Publishing's Bookshop Reading Program. Writing instruction will be organized in focused units of study. DCIS will utilize the district's pacing guide for writing instruction.

MATH

The math curriculum for K-5 at DCIS will be *Investigations in Number, Data, and Space* from Scott Foresman. The curriculum is designed to support students to make sense of mathematics and learn

that they can be mathematical thinkers and focus on computational fluency in the context of real life problem solving.

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

Two-way immersion models promote bilingualism and bi-literacy, grade-level academic achievement, and intercultural competence for all students (ELL as well as non-ELL.) Children in immersion programs reach far greater proficiency levels in both languages while showing no decrease in their achievement scores in core subjects, even when the assessments of these subjects are in English.¹⁴

Studies have shown that African-American students attending dual language classes are scoring above grade level on the state test whereas African-American students not attending dual language classes are scoring below grade level. This was found to be true regardless of socio-economic status or geographic location (rural or urban).¹⁵

Literacy Research: The **Bookshop** Reading Program has been studied and evaluated by the Building Essential Literacy (BEL) Research Project, which began in 1998. The project was initiated with 21 trial schools with a total of 2,400 students (K-2) and four control schools with a total of 1,247 students (K-2). Districts participating in the research were Boston, MA Public Schools, Elgin, IL School district; and Bronx, NY District 11. The average percent of students qualifying for free and reduced lunch was 85%. The composition of students in these schools represented a dominant minority population. At the beginning of the project 46% of the schools had less than 8% of their students performing on or above grade level as measured by state tests. The BEL research shows significant gains in many areas of students' literacy development:

- In Kindergarten, 64% of students in the BEL-Bookshop trial schools achieved a reading level standard of A or above, compared with 28% in the control schools.
- In Grade 1, 50% of students in the BEL-Bookshop trial schools achieved a reading level standard of I or above, compared with 35% in the control schools.
- In Kindergarten, 41% of students in the BEL-Bookshop schools started the school year in the at-risk category for letter-sound knowledge compared with 25% in the control schools. At-risk students in the BEL-Bookshop schools achieved greater gains than their control school peers with 88% in the established category compared with 87% in control schools.
- In Kindergarten, the percentage of students in BEL-Bookshop schools operating in the at-risk category was 32% at the start of the year and was reduced to 12% at year end. This represents a 20 percentile improvement as compared with only an 11 percentile improvement for control school peers in the at-risk category.

¹⁴ Center for Applied Linguistics, *World Language Teaching in U.S. schools: Preliminary Results from the National K-12 Foreign Language Survey*. (Washington, DC, 2010);

¹⁵ Collier, V. & Thomas, W. *Educating English Learners for a Transformed World* <http://njrp.tamu.edu/2004/PDFs/Collier.pdf>; Lindholm-Leary, California State University-San Jose

- The number of students in BEL-Bookshop schools performing at or above grade level increased from 20% at the start of the project to 32%, an increase of 12 percentiles at the end of two years.

Math Research: The *Investigations* math program is research-based¹⁶, proven to improve problem solving and higher order thinking, and aligns with the NCTM curriculum focal points, state standards, and RTI. *Investigations* emphasizes students working together to communicate mathematical strategies, ideas and understandings. This opportunity is important to language learners. In addition, *Investigations* is an inquiry-based program which seeks to develop conceptual understanding so that routine procedures make mathematical sense. The inquiry approach lends itself to teachers being able to present scenarios that are global in nature – an opportunity that should be included in every lesson in an international studies curriculum.

Curricular Materials

1. Explain how the proposed non-adopted material aligns to state standards for the grade level.

Literacy and Math core curricular materials will be mapped to state standards and supplemented as necessary to ensure that all standards are achieved.

2. Explain how the proposed non-adopted material has a sequence that is equally or more rigorous than that adopted by DPS.

Literacy and Math core curricular materials will be mapped to state standards and supplemented as necessary to ensure that all standards are achieved. A scope and sequence for instruction will be developed that is equally or more rigorous than DPS curriculum.

3. Explain how the proposed non-adopted material better prepares students for post-secondary readiness.

By developing student proficiency in multiple world languages as well as in academic areas, the DCIS at Ford curriculum better prepares students for success in school, postsecondary education, and the global workforce.

4. Explain how the proposed non-adopted material aligns to non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence).

The curriculum mapping process described above will ensure that all DCIS at Ford curricular materials align to state and DPS standards and assessments.

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

¹⁶ *Standards-based School Mathematics Curricula: What Are They? What Do Students Learn?*, Senk & Thompson. (2003).

Innovation status will be used to implement a comprehensive international studies education program that aligns to the Colorado P-12 Academic standards as well as key components of dual-language programs instead of the DPS core curriculum. Curricular materials have been selected based on their proven effectiveness in producing academic gains with students who have struggled in existing programs including minority students, students living in poverty, English language learners, and students with disabilities. Specifically, dual-language programs have been shown to increase academic achievement in African-American students, including those living in poverty, as well as English language learners. Therefore, a dual-language program shows promise for producing gains in achievement for students in the FNE region of Denver. (See research cited above)

6. Explain how the school will minimize the impact of mobility (both student and teacher) with the use of alternative sequence.

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

7. Explain how the proposed non-adopted material will be accessible to all students. If the non-adopted material will not be accessible to all students, please explain why.

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

8. Explain how the proposed non-adopted material promotes academic achievement for diverse groups of students.

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

9. Explain how the non-adopted material decreases the potential for tracking.

All students will participate in the DCIS curriculum with differentiated instruction and flexible grouping based on frequent progress monitoring data.

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

DCIS at Ford is pursuing estimates for the cost of purchasing and developing curricular materials. The cost of initial purchases will be covered by the start up grant. Future curricular materials will be purchased directly with money that is allocated for centrally provided curriculum materials.

APPENDIX B

Request Alternative Benchmark Assessment Program

NOT APPLICABLE - DCIS at Ford is not requesting waivers from DPS's benchmark assessment program.

APPENDIX C

Request Alternative Graduation & Promotion Standards

NOT APPLICABLE - DCIS at Ford is not requesting waivers from DPS's graduation and promotion standards.

APPENDIX D

School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>Kindergarten students will be expected to test at DRA2/EDL level 4 by the end of the year.</p> <p>First and Second grade students will be assessed at the beginning of the year with DRA2 and/or EDL2. Those who are performing on grade level will be expected to make one year’s growth in reading. Those who are performing below grade level will be expected to make 1.5 years of growth in reading.</p>
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act Colorado English Language Assessment (CELA) Adequate Yearly Progress (AYP) Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	<p>Kindergarten students will meet the end of year independent target level expectations, measured by DRA/EDL as follows: Kindergarten: 80% at level 4 or above First grade: 80% at level 16 or above Second grade: 80% at level 28 or above</p> <p>Third, fourth and fifth grade students will make Adequate Yearly Progress each year and in every subgroup for math and reading as measured by CSAP.</p> <p>English Language Learners will make the AMAO targets as measured by the CELAPro:</p> <ul style="list-style-type: none"> 52% will make progress in attaining English 7% will attain English proficiency <p>AMAO1 = making progress in attaining English AMAO2 = attaining English proficiency</p> <p>The achievement gap for all subgroups will be reduced from high to medium by the end of the 2011-12 school year and to small by the end of 2012-13 year (K-2).</p> <p>For students in grades 3 to 5, the achievement gap for all subgroups will be reduced from high to medium by the end of the 2012-2013 school year and to small by the end of 2013-2014.</p>

<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	<p>Not applicable.</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<p>The attendance rate will be at 95% or above.</p> <p>Student satisfaction will be at or above 90% as measured by the district’s school satisfaction survey.</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>GPS being developed – baseline collected for measuring student growth towards global leadership skills</p>
<p>Organizational & Financial Viability</p>	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<p>DCIS will meet its enrollment projections.</p> <p>DCIS will meet or exceed district averages for re-enrollment and continuous enrollment rates.</p>
<p>Financial Fundraising goals Reserves Other</p>	<p>The student activity funds will be build by student fund raisers. DCIS expects to raise \$5,000 in the first year and \$10,000 after the school reaches full enrollment. These funds will be used for student incentives and student activities that are not funded by instructional moneys.</p>
<p>Leadership & Governance Quality</p>	<p>DCIS will maintain a balanced budget by effectively allocating financial resources to execute the school mission</p> <p>DCIS will demonstrate sound leadership demonstrated through satisfactory leadership evaluations that will be conducted by DPS and Blueprint Schools Network, with feedback from the Accountability Committee.</p>
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>Parent satisfaction will be at or above 90% as measured by the district’s parent satisfaction survey.</p> <p>Parent response rate will be at or above 80%</p>
<p>School-Specific Organizational Objectives</p>	<p>Kindergarten students will be expected to test at DRA2/EDL level 4 by the end of the year.</p> <p>First and Second grade students will be assessed</p>

	<p>at the beginning of the year with DRA2 and/or EDL2. Those who are performing on grade level will be expected to make one year's growth in reading. Those who are performing below grade level will be expected to make 1.5 years of growth in reading.</p>
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APPENDIX E
Waiver Request Template

See Attached Tables.

APPENDIX F
Successful International Studies Schools

John Stanford International School in Seattle, Washington

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

Richmond Elementary School in Portland, Oregon

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

Sunset Elementary School in Miami, Florida

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

Independence Charter School in Philadelphia, Pennsylvania

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

APPENDIX G
DCIS at Ford ProComp Incentives
Proposal for Future Consideration

DCIS at Ford would like to provide ProComp market incentives for *hard to fill* and *hard to staff* schools to teachers upon employment in a lump sum. All the positions at DCIS at Ford qualify for both of these incentives. If a teacher were to leave the school before completion of the school year, (for personal reasons or dismissal) he or she would be required to return the money to the district. This incentive is meant to attract teachers that would normally not consider working in the FNE region, and teachers from out of state or international teachers who would incur moving expenses. Every year thereafter, teachers would receive the market incentives at the beginning of the year as an incentive to return to DCIS at Ford.

ProComp incentives for Professional Evaluations would be given to teachers based on the “probationary” increases for teachers with satisfactory evaluations. All teachers at DCIS are *at-will* employees. Teachers at DCIS that are re-hired will be those that have satisfactory evaluations. Teachers that are not performing satisfactorily will not be re-hired, so everyone will qualify for a raise.

ProComp incentives for meeting one or both student growth objectives would be given to teachers according to the DCTA agreement descriptors.

Non-Base Building Student Growth Objectives. All staff is responsible for the success of all students. For example, the family liaison that makes a home visit and provides basic resources for the family, the health clerk that ensures attendance, the secretary that has children read to her, the specialist that includes literacy in his instruction, the paraprofessional that establishes a relationship with the student and her family, all have a role to play in the success of the students and all deserve an equal portion of the incentives.

The three non-base building student growth incentives (exceeding CSAP expectations, top performing schools and high growth school), would be distributed at the school level according to the following plan:

50% to be divided among all returning school staff (core teachers, classified staff, health, nutrition, specials, administrators, etc.) in a lump sum in the year following assessment. Itinerant or part-time staff will have their incentive pro-rated accordingly.

50% to be retained at the school for travel and language grants to current staff. As an international studies school, DCIS at Ford wants to promote international travel and the study of world languages for its entire staff. To that end, staff will be eligible to apply for mini-grants according to guidelines and processes developed by the School Governing Board.