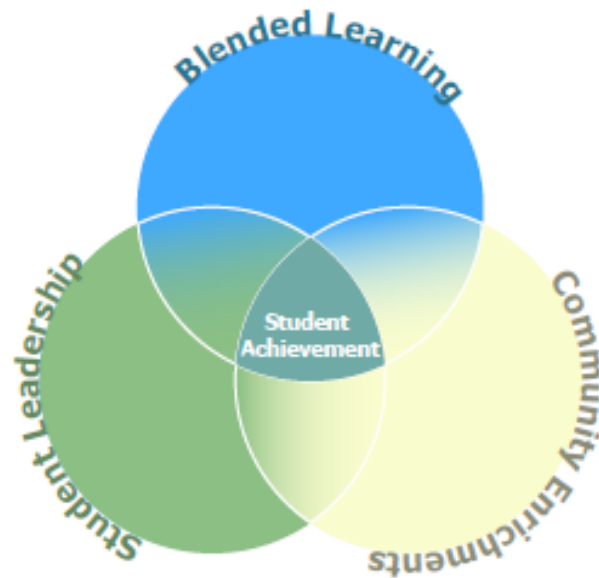




# GRANT BEACON MIDDLE SCHOOL

Achieve, Lead and Succeed Together



## INNOVATION SCHOOL APPLICATION

January 5, 2012



## TABLE OF CONTENTS

Overview.....	Page 2
Introduction.....	Page 3
Innovation: Vision & Mission.....	Page 9
Innovation: Education Plan.....	Page 15
Innovation: Assessments.....	Page 28
Innovation: Graduation and Promotion.....	Page 30
Academic Achievement Goals and Gains.....	Page 31
Innovation: Time.....	Page 33
Innovation: Student Enrollment.....	Page 39
Innovation: Human Resource Management.....	Page 42
Innovation: School Governance and Parent Engagement.....	Page 51
Innovation: Budget.....	Page 54
Innovation: Other Programs, Policies, Operational Documents.....	Page 58
Waivers.....	Page 59
Administrative and Faculty Support.....	Page 59
Community Support.....	Page 59
Appendix A: Request Waivers in Curricular Materials & Instructional Design.....	Page 61
Appendix B: Request Alternative Benchmark Assessment Program.....	Page 70
Appendix C: Request Alternative Graduation and Promotion Policies.....	Page 71
Appendix D: School Performance Framework Goal Setting Worksheet.....	Page 72
Appendix E: Waiver Request Template.....	Page 73

## OVERVIEW

Colorado’s Innovation Schools Act is intended to improve student achievement by granting schools a “high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most office use of resources, and generally organizing the delivery of high-quality educational services, thereby empowering each public school to tailor its services most effectively and efficiently to meet the needs of the population of students it services.”

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.

Completed innovation school plans should be submitted to:

Denver Public Schools

Office of School Reform and Innovation

Attention: Lauren Masters

[Lauren\\_Masters@dpsk12.org](mailto:Lauren_Masters@dpsk12.org)

900 Grant Street, Room 406

Denver, CO 80203

Grant Beacon Middle School  
Innovation Plan  
January 4, 2012

## EXECUTIVE SUMMARY

The following three pages describe the Grant Beacon Middle School Innovation Plan to be implemented in the 2012-2013 school year. The GBMS plan builds on the learning, lauded effective practices and outstanding student growth GBMS has achieved in mathematics over the past three years. GBMS is confident in its ability to successfully implement this plan and achieve its mission, vision, and goals.

## VISION

Grant Beacon Middle School students will be among the highest in academic growth in the state, will be well-rounded in their interests and abilities, and will be recognized in the community for outstanding leadership.

## MISSION

### ***Achieve, Lead, and Succeed Together***

Grant Beacon Middle School is committed to the high achievement and growth of every student, providing a college preparatory program of study that sets high expectations and requires critical thinking and problem solving skills. Through the integration of technology and collaborative work of students, staff, families, and community partners, GBMS will bring together its neighborhoods' diverse communities and prepare students with the academic knowledge and 21<sup>st</sup> century leadership skills necessary for college and career success.

### Areas of Innovation

## PROGRAMS

- 1) Integration of Technology
  - a. Blended Learning: Technology-based Instruction, Applications & Assessments
  - b. Promethean Whiteboard Interactive Instruction in All Core Classes
  - c. iPads, Notebooks, and Classroom Computers for Student Use
- 2) Rigor of Academics
  - a. Pre-AP classes & AP articulation agreement with South HS
  - b. Curriculum compacting and acceleration for advanced students
  - c. Read 180 intervention for literacy
  - d. Additional time for math & reading interventions in extended day
- 3) Relevance of Enrichment Opportunities
  - a. Added music/band and foreign language electives
  - b. Teacher-led enrichment & advanced content courses in Extended Learning Time (ELT)
  - c. Expanded offering of community-led enrichments from Fridays to everyday
  - d. Expand the type of enrichment offered to include drama, band, dance, STEM, etc.
  - e. Full time business manager to administer the ELT enrichment program

- 4) Development of Student Leadership
  - a. AVID strategies
  - b. Service learning requirements
  - c. Student leadership enrichments (e.g. student government)

## TIME

Students attend from 7:30am to 4:00pm Monday through Thursday and from 9:00am to 3:00pm on Fridays.

Teachers work from 7:15am to 4:15pm Monday through Thursday and from 7:15am to 3:15pm on Fridays. Teachers have 8½ hours of planning and professional development time each week.

Extended Day: The extended learning time schedule increases overall time in school for all students with approximately 5 hours more per week. Instructional time allocated to reading, writing, and mathematics instruction and intervention equates to 350 hours more time per year than traditional middle schools (up to 43% more time).

Extended Year: All 6<sup>th</sup> graders and struggling 7<sup>th</sup> & 8<sup>th</sup> graders will also participate in a 1 week Summer Academy (8:00am - 2:00pm) for an additional 30 hours of instructional time per year.

## PEOPLE

GBMS will hire and retain teachers, leaders, and staff who are highly skilled and committed to the mission, vision, and goals of the school. Direct placements of teachers, leaders, and staff will not be accepted from the district and teachers hired after the adoption of the innovation plan will receive annual contracts for employment.

Teachers will work an extended day Monday through Thursday and will receive a stipend to compensate them for additional time.

Teachers will be provided additional professional development, planning, and collaboration time. (3 additional days before the start of the school year, 60 minutes of planning time with immediate team 5 days per week, 78 minutes of planning with content teams 2 days per week, 90 minutes 1 day per week for PD, data teams, or grade level team planning)

The school will implement the District's teacher evaluation and professional growth system with modifications, as necessary, to support the implementation of the GBMS innovation plan.

If the founding school principal leaves GBMS, the School Advisory Board will lead the selection and hiring of a new school leader who has the capacity and commitment to carry out the innovation plan.

Enrichments will be delivered by community providers contracted by the school. Instructors assigned by the community providers will not necessarily be licensed teachers but will be finger printed and background checked prior to working with students. A business manager will be hired to direct the community-led enrichments and will be responsible for overseeing all aspects of operations including: funding, contracting, payments, scheduling, supervising students, and evaluating enrichments.

## MONEY

GBMS will budget using actual salaries and will regain the difference between actual and averages in its school based budget to support the funding of additional time and personnel to carry out the plan.

GBMS will pursue a variety of grants to support the implementation of the innovation plan including a district school improvement grant, a Walton Family Foundation innovation grant, and other public and private funding sources.

The school will opt out of district provided services when necessary to ensure the most efficient and effective management of the school.

GBMS will have the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight.

GBMS will make decisions about the use of funding in accordance with the school's mission and goals and sound fiscal practices.

## CONCLUSION

As an Innovation School, GBMS will have the ability to implement a more rigorous college prep curriculum; blended learning with technology-based instruction, applications, and assessments; a system for frequently analyzing student data; and research-based interventions that would all result in high growth and achievement. Innovation Status would allow GBMS to increase instructional time, continue to reduce class sizes in reading, writing, and math and continue to provide professional development needed to meet the needs of our diverse learners. In addition, GBMS would be able to access new resources and reallocate existing resources to implement advanced technologies, community-led enrichments, a wide variety of academic electives, and student leadership opportunities. GBMS would be able to recruit and develop teachers with the knowledge and skills to support intervention and acceleration of student achievement and provide them with incentives to take on leadership roles and work collaboratively to reach school goals. New programs, committed teachers, and documented student achievement and growth would enhance the school's ability to attract students in the neighborhood back to the school and to create a truly diverse and high achieving learning community.

## INTRODUCTION

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

A. Provide your school's name.

Grant Beacon Middle School

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

Alex Magaña, Principal

C. Date application submitted.

November 8, 2012

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

1. Describe how the development of the plan was completed.
2. Detail who participated on the design team.
3. Explain specific roles and responsibilities of design team members.
4. Provide a summary of how teachers, staff, administrators, the CSC and any parent bodies participated in the development and approval of the plan.

### **Introduction**

Grant Beacon Middle School is committed to becoming a world class school, providing a high performing neighborhood public school option that attracts students from both the southeast and southwest regions that it borders as well as from across the district. GBMS will be known for academic excellence, student leadership development, bringing diverse communities together, and preparing all students for college and career success.

Five years ago, Grant Middle School redesigned itself through the Denver Public Schools Beacon Plan Process, creating GBMS. The Beacon plan has been the driving force for the past 4 years and has demonstrated significant gains as a result. Student achievement is the focus, with multiple common assessments to guide instruction and monitor student progress. GBMS students are taught by highly skilled and committed teachers who value professional development.

GBMS teachers have demonstrated their commitment to student academic achievement, engaging in bi monthly two hour data team meetings and taking on additional responsibilities. For example, science, social studies, and specials teachers took on larger class sizes to enable smaller class sizes in literacy and math. The Beacon Plan was implemented without any additional resources.

GBMS administrators serve as instructional leaders and provide quality learning opportunities including time for staff collaboration to enhance focused instruction. GBMS also provides a safe, orderly, and enriching environment for student learning. All students are expected to be engaged in a

rigorous course of study that encourages inquiry and is aligned with standards, demands higher level thinking, sets high expectations, emphasizes problem solving, stresses critical thinking, and requires character development.

While these efforts have resulted in academic growth that is greater than the state and district median, our growth rate is still insufficient to reach our rigorous academic achievement goals and move the school into the high end of district expectations for school performance (high green or blue rating on the SPF). In addition, while Grant has not experienced declining enrollment over the last three years, the majority of our neighborhood students (70%) choose to enroll in other schools, indicating that GBMS is still not perceived by students and families as the best choice.

GBMS has the opportunity to develop and implement an innovative and rigorous academic program that addresses the needs of students from both the southwest and southeast sides of its boundaries, bringing back neighborhood students from other schools including district magnet programs, charters, and private schools, and creating a truly diverse learning community where students of all walks of life collaborate and learn together.

With its Innovation Plan, GBMS will: 1) build upon current strengths by increasing the use of student data analysis to drive increased effectiveness in instructional interventions and expanding the school wide focus on college and career readiness, 2) leverage innovation status to fund and implement technology integration in teaching and learning as well as extending the programs being offered to include music, band, drama, and world languages; extended day for increased instructional time and enrichment; and reduced class sizes 3) increase public awareness of GBMS' programming and achievement success, and 4) increase parent and community involvement in school improvement.

### **GBMS Innovation Planning Team**

- Alex Magaña, Principal, has a proven track record of increasing academic achievement in schools serving high poverty/high minority populations in Denver Public Schools. Alex has a background in accounting and finance and has developed nationally recognized data systems for analyzing formative student assessment data.
- Bridgette Weiss, Math Lead Teacher, has worked in middle schools for eleven years and led the development of Essential Learning Goals and common math assessments at GBMS that have since been adopted by the district. On the Innovation Team, Bridgette led the review of math curriculum, assessments, and blended learning instructional resources and participated in site visits, scheduling discussions, and staff and community presentations.
- Judy Klimek, Arts Lead Teacher, has taught at all levels from K-12 and has demonstrated experience in engaging community partners in education, bringing the community into the school and the students into the community. Judy has worked at Grant Beacon middle schools for five years. On the Innovation Team, Judy helped to assemble data from parent and staff surveys, participated in site visits, and presented data from the surveys as part of the staff and community presentations.
- Valerie Svoboda, Reading and 7th grade Language Arts teacher, has worked at Grant Beacon Middle School for six years and helped to develop the district Essential Learning Goals for 7th grade Language Arts. On the Innovation Team, Valerie led the review of the Read 180 curriculum, participated in site visits, and participated in staff and community presentations.
- Lindsay Cocos, social studies teacher, has taught at Grant Beacon Middle School for two years. On the Innovation Team, Lindsay participated in site visits, scheduling discussions, and staff and community presentations.



- Vanessa Coates has over 20 years of experience in marketing, communications and customer service. She is currently working with Denver Public Schools as a marketing consultant supporting Grant Beacon's efforts to become the school of choice for all middle school students in their boundaries. On the Innovation Team, Vanessa consults on branding and marketing as we move from concepts to our customers.
- Michelle Saab, DPS Parent and Community Outreach Specialist, has been with the Denver Public Schools for the last five years working with community partnerships, parent engagement and conflict resolution. On the Innovation Team, Michelle led the exploration of community led enrichment opportunities by outreaching to community organizations and businesses, while also participating in site visits and staff and community presentations.
- Eliot Lewis, Parent, has one son in 8th grade at GBMS and one daughter in 4th grade at McKinley-Thatcher elementary. Eliot participated in site visits and community presentations.
- Lisa Hart, parent of two GBMS students, is involved with the Grant Parent Group and works as a small animal veterinarian. On the Innovation Team, Lisa has participated in site visits, worked at developing a student incentive plan, and offered input from a parent's perspective.
- Dan Walsh, Math Teacher, work on the Innovation Team reviewing math curriculum and scheduling options.
- Kristen Lanier is a veteran educator with a masters degree in Educational Equity and Cultural Diversity and a member of the Platt Park Neighborhood Schools Committee. Serving on the Grant Innovation committee under the role of community member, Kristen has participated in Innovation Team meetings and attended site visits, aiding in research collection.
- Sarah Moore, a community member, has an interest to see improvements in GBMS so that her two small children can attend an outstanding neighborhood school by the time they reach middle school age. On the Innovation Team, Sarah participated in site visits, was active in discussions on issues of concern for the team, and took part in the community presentation.
- Liz Kailey, GBMS Parent, has a child at GBMS and in one of the feeder elementary schools. Liz is an Aviation Technical Analyst one of the key individuals responsible for the curriculum development of the award-winning Guided Flight Discovery Pilot Training System. Liz will provide a parent and business perspective on the planning team and will facilitate a planning subcommittee of representatives from feeder elementary schools.
- Jeanette Cornier, Innovation Plan Development Consultant, has assisted with the development of several innovation plans and performance plans for schools in DPS. Jeanette assisted in the research, development and writing of the GBMS Innovation Plan.

#### Network of Support:

Shannon Hagerman, Executive Director of Innovation Schools for DPS, is the former principal of Montclair Elementary School, a school that made a successful conversion to Innovation Status and has demonstrated achievement gains under her leadership. Dr. Hagerman has sponsored the GBMS Walton Planning Grant application and will continue to provide input on the Innovation Plan.

Greta Martinez, DPS Middle School Superintendent, was the principal at GBMS when they implemented the Beacon Plan. Dr. Martinez is invested in the success of GBMS and its principal, Alex Magana. She will assist with navigating district systems and will act as an advisor in the Innovation Plan development and implementation.

Stacy Miller, principal of Noel Community Arts School, a new school in the FNE region of DPS, recently developed and received approval on her Innovation Plan. Ms. Miller was formerly the principal of Merrill MS in the southeast region where she and Mr. Magaña were colleagues. She will continue to provide feedback and advice throughout the planning process.

Kristin Waters, principal of South High School, in the GBMS feeder system. Prior to taking her position this year, Dr. Waters led a successful high school turnaround at Bruce Randolph HS in DPS and initiated district support for Innovation Schools. Dr. Waters is directly impacted by the success of GBMS in preparing students for success in high school and will provide input and advice throughout the planning process.

Marissa Ferrari, Director of Marketing, is conducting market research and developing a marketing and recruitment strategy for the GBMS secondary feeder pattern.

## **Innovation Plan Development Process**

The Innovation Planning Team began meeting July, 2011. The team meets weekly on Thursday afternoons from 4:30-6:00pm. All meeting minutes are posted for all staff on the principal's wiki page. <http://amaganawiki.wikispaces.com/Innovation>

GBMS secured a Walton Planning Grant for \$20,000 to support the Innovation Planning work.

Parents were surveyed to ascertain the educational programming options that would cause students in the boundary area to choose Grant for their middle school, especially from the Southeast neighborhood that is currently "choicing out" of Grant.

### **Parent and Community Survey**

The GBMS Innovation Planning Team developed and distributed a parent and community survey to gather input on the type of programming that would increase student enrollment and satisfaction. The survey was distributed in August to existing students and their families as well as to all feeder elementary schools. In addition, the survey was distributed to community members at the Pearl Street Farmers Market three weeks in a row.

The survey had a high response rate from the targeted population of families in the Southeast part of the school's enrollment boundaries with children younger than middle school aged. A total of 241 responses were received over a 3 week period. Of those, the vast majority were from the 80210 zip code, the part of the GBMS boundary that currently has very low enrollment at the school. The vast majority (90%) of respondents has children school aged or younger and 57% have children younger than middle school aged (potential future students).

### **Findings:**

Survey participants indicated that they would be very likely to send their children to GBMS if: 1) the school had high academic achievement (43%), provided the kind of programming that they seek (43%), demonstrated high academic growth (38%), and provided more extracurricular activities (32%). Less frequently, respondents indicated that they would be more likely to send their children to GBMS if the school: provided a safer setting (31%) and provided more information so that they could make a better-informed decision (28%).

Given a list of focus areas, the top ranked that would make respondents more likely to send their children to GBMS were College Prep Focus and Advanced Academic Programming with Gifted and Talented Programming, Technology Integration, and Intensive Interventions ranked the next highest.

Most frequently, respondents indicated that they are seeking the following specific programming opportunities: arts, music, foreign language, and advanced (honors/GT) programming.

When asked what else would make you very likely to send your children to GBMS, the most frequent responses were: academic excellence/achievement (12), other kids in the neighborhood attending (9), and a safe environment – good student behavior/no bullying (5).

When asked what else they felt was important for the principal to know in order to increase the school's appeal to families in the neighborhood, respondents reiterated the importance of: 1) increasing achievement, 2) offering advanced classes, arts, language, music, drama, sports, and 3) creating a safe & supportive environment. Additionally, they suggested that more community outreach be done and that the school articulate what is working and market the school more effectively to neighborhood families.

In response to these survey findings, the GBMS Innovation Plan includes:

- Rigorous Academic Programs with Advanced Classes and Interventions
- Enhanced Electives and Enrichment including Music/Band, Arts, Drama, Language, & Sports
- Technology-integration and blended learning opportunities
- Procedures to ensure Safe and Supportive School Culture and Climate
- Marketing and Outreach to better inform the community about the school

#### Staff Surveys

Staff members were surveyed in March and September to gather input on ways to improve the school. Following are the suggestions provided by teachers and staff that have been used as a foundation for developing the GBMS Innovation Plan:

#### Staff Suggestions: March 2011

- Go after neighborhood students
- Offer more electives and better enrichments
- Promote Grant – display our achievements
- More tailored and direct interventions
- Enforce the Contract – tighten discipline
- Positive and welcoming atmosphere
- Use of technology in the classroom
- Leadership related activities and programs
- School-wide projects
- Transition programs from and to feeder schools

#### Staff Suggestions: September 2011

- Continue to recruit all students
- Continue to improve on what we are doing – we are growing
- Determine how Grant can be different from other schools in the area. (What can Grant offer to students and families that is unique? What can set us apart?)
- Keep CPR and offer better enrichments
- Homework in all subjects to prepare students for HS
- Increase parent involvement
- Make stronger connections with feeder high schools to show academic implications of MS to HS
- Small class sizes as possible
- Attract more local students
- Improve student morale through more meaningful after-school activities
- Recognition for positive behavior
- Display achievements to the public to help recruit neighborhood kids.

- More tailored and direct interventions on all levels, continue leveled skills classes
- Potentially look at some more opportunities to team teach (sped/gen ed)
- Tighten our discipline systems, effectively problem-solve using an RTI model
- Enforce the Beacon Contract with retention or remediation

Research was conducted in the following areas:

- ▶ Literacy Curriculum and Interventions (Read 180)
- ▶ Math Curriculum and Interventions (Math in Focus: Singapore Approach)
- ▶ Technology-Integration and Blended Learning Approaches
- ▶ Experiential and Project-Based Learning Applications
- ▶ Community-Led Enrichments and Field Experiences
- ▶ Extended Day and Year Schedules

Site visits were conducted at the following schools:

- ▶ West Denver Prep (DPS, Charter)
- ▶ Denver School of Science & Technology at Cole (DPS, Charter)
- ▶ High Tech High and High Tech Middle (San Diego, CA)
- ▶ Edwards Middle School (Boston, MA)
- ▶ Grant Beacon Middle School

The Innovation Planning Team made presentations to the staff on October 20<sup>th</sup> and to parents and community members on November 2<sup>nd</sup> to share the research and site visit findings and solicit input on the plan.

A draft of the Innovation Plan was submitted to the DPS Application Review Team (ART) and distributed to staff and the CSC on November 8, 2011 for review and input on plan specifics.

Final revisions will take place by January 12, 2012. The final plan will be distributed to staff, parents, and community and a vote of support will be taken prior to submitting the plan to the DPS Board for approval.

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

A. State the vision of the school.

Grant Beacon Middle School students will be among the highest in academic growth in the state, will be well-rounded in their interests and abilities, and will be recognized in the community for outstanding leadership.

B. State the mission of the school.

1. Identify the school's target student population and community to be served.
2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.
3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

**MISSION**

Achieve, Lead, and Succeed Together

Grant Beacon Middle School is committed to the high achievement and growth of every student, providing a college preparatory program of study that sets high expectations and requires critical thinking and problem solving skills. Through the integration of technology and collaborative work of students, staff, families, and community partners, GBMS will bring together its neighborhoods' diverse communities and prepare students with the academic knowledge and 21<sup>st</sup> century leadership skills necessary for college and career success.

**High Achievement for Every Student**

- Challenging, standards-based, curriculum and coursework
- Advanced courses and curriculum compacting for advanced learners
- Literacy and math interventions for struggling learners
- Enrichment courses for all learners

**College Preparatory Program of Study**

- Daily Advisory for All Students
- Individual Career and Academic Plans
- AVID (Advancement Via Individual Determination Program)
- Advanced Courses – Pre-AP classes and STEM

**Critical Thinking & Problem-Solving Skills**

- Project-based Learning inquiry
- Collaborative teamwork
- Electronic Portfolios of Student Accomplishments
- Multiple measures of learning

### **Collaborative Work**

- Students, staff, families and community partners together
- Effective heterogeneous teams
- Shared responsibility for reaching school goals

### **Diverse Communities**

- Community School with opportunities for extended resources and services
- Diverse social and cultural groups attending and working respectfully and effectively together on committees and projects (SE and SW parts of boundaries, ethnicity, language backgrounds)

### **21<sup>st</sup> Century Leadership Skills**

- Advanced Technology for Teaching & Learning
- Service Learning Experiences
- Career Exploration and Field Experiences
- Self-direction & Initiative

## **SCHOOL CULTURE**

GBMS creates this culture of high expectations for achievement and growth, college prep, critical thinking, collaboration, diversity, and student leadership skills through a variety of rituals and routines.

### **Universal Strategies**

It is all staff's responsibility to consistently reinforce all of the Universal Strategies as these are the foundation of a strong and effective school environment. It is everyone's responsibility to give each other support and hold each other accountable in consistently enforcing these strategies.

### **School-Wide Rules**

- Be Respectful
- Be Prompt
- Be Prepared
- Be Productive
- Be Positive

GBMS's five school rules are read each morning as part of morning announcements. They are posted, with clear explanations, in every classroom as well as in the hallways. All staff continually reinforces the 5 School Rules by reminding the students of each, offering clarification and definitions to what any one of these mean in a given circumstance. Teachers make sure that students are "caught" doing what is expected and are recognized. The staff supports PBIS by recognizing positive behavior and awarding a student a Random Act of Kindness ticket and the student enters a weekly drawing. Through the Griffin PBIS Matrix, the staff teach students, in a positive way, the expectations of Grant Beacon Middle School.

	<u>Hallway</u>	<u>Classroom</u>	<u>Cafeteria</u>	<u>Bathroom</u>	<u>Auditorium</u>
<b>Respect</b>	Be polite to others and keep your hands to yourself	Following directions, be kind and polite to people and property	Be polite to lunchroom staff and peers	Clean up after yourself, avoid unnecessary socializing, get to class quickly	Listen and positively respond to speaker or performers when appropriate
<b>Prepared</b>	Getting the materials you need for next class	Have all materials out and ready	Know your lunch number, have money, or lunch	Use during passing period	Enter single file , fill in all seats and sit up straight
<b>Prompt</b>	Walking to class with a purpose	In the classroom when the bell rings	In the cafeteria when the bells rings	In and out and then back to class	Following the auditorium procedures quickly and quietly
<b>Positive</b>	Smiling and using positive language	Encourage others and persevere through challenges	Eating politely, be friendly to your neighbor	Keep to your business and take care of yourself	Supportive and polite audience members
<b>Productive</b>	Getting to class without lingering	Participate, follow directions, and work	Sit down, eat, clean up	Take care of your personal needs and wash your hands with soap and water.	Attentively sitting and engaged with program

**Positive Behavior Intervention Support (PBIS)**

1. “Be the Change” slips are designed for teachers and staff to recognize students who are “caught” doing the right thing when not necessarily being watched or made to do so. Staff will receive “Be the Change” slips on a weekly basis. It is suggested that each teacher distribute, at a minimum, five slips each class when they are acknowledging a positive behavior. The student

will turn this form into a designated spot in the classroom (following class time). At the end of the week (every Friday), there is a drawing for a prize. Students can win prizes such as: homework passes, Magana bucks, sporting event tickets, gift certificates, chocolate/candy, etc. Teachers will also be awarded based on the number of slips submitted for their efforts in supporting this intervention!

2. Acknowledge and highlight extraordinary students, one time/ month during College Monday assemblies. At the end of every month an email will be distributed to all teachers to nominate an extraordinary student for the month. One student per grade-level will to be selected and will receive a college t-shirt and certificate for their efforts.

3. “Show-up for Success” program tracks attendance by advisory classes. The advisory class with the highest attendance for the month will win a pizza party on the afternoon of the College Monday assembly. In addition, the attendance winner for the year will win a pizza party.

See Teacher Student Handbook for GBMS Discipline Procedures.

### **Classroom Telephone/ Phone Calls for Positive Behavior**

The classroom telephone is for teacher use. It is imperative that positive relationships are developed with parents/guardians of Grant Middle School students. Parents need to hear about the positive things that their children are doing. These conversations go a long way in fostering positive and functional relationships with parents. In that light, it is encouraged that that teachers call parents to acknowledge accomplishments, positive behaviors, and outstanding academic work. This really helps when a teacher has to make a phone call to report a problem. Teachers are encouraged to make a minimum of two positive phone calls a month. Positive phone calls, as with all communication to the parents, should be recorded in the conference atom of Infinite Campus.

### **Classroom Environment**

Each day the following items will be clearly stated and posted in the classroom:

- Today’s Daily Learning Goal
- Evidence of Essential Learning Goals
- Daily activities/Agenda
- Active Word Walls
- Warm-up/Fluency
- School Rules Matrix
- Hierarchy

### **Beacon Contract**

Upon registration, all parents/guardians, students and a Grant Beacon Middle School staff member sign an understanding to support the school in implementing the key policies around attendance and tardies, academic expectations, agendas and supplies, and interventions. This document is referred to as the Beacon Contract. If a student violates the contract, it is imperative that the student’s parents come into the school to attend a meeting with their student and the Principal.

### **Homework Recovery Program**

Homework needs to be meaningful and authentic. It needs to align with the Essential Learning Goals. Homework will be clearly communicated by each teacher and all students are required to complete assignments daily. In each class the students should write in their College Bound



Planners the homework for the day and any upcoming events. Students that do not complete proficient homework assignments will be assigned to homework recovery on the same day.

### **Advisory**

It is important that all students make a connection with an adult. Every student will be assigned to an Advisory class. The advisory class will meet at the beginning of every day. The purpose of an advisory at GBMS is to build a small community of grade-level peers with one teacher throughout all three years. During this period, the teacher will take attendance, check homework, materials, and student agendas. The teacher is also strongly encouraged to check-in with each student on how he or she is doing, facilitate discussions among students to foster bonding and school spirit within the advisory group and to help them develop positive relationship skills.

In advisory, the students will eat breakfast and hear morning announcements. The Advisory teacher has the responsibility of contacting the parent of any student who is missing school on a frequent basis or who is not meeting academic or behavioral expectations.

Each advisory teacher is to make AT LEAST one POSITIVE parent phone call a week to report on positive behaviors/improvements/successes that students have displayed since the previous phone call home. This will assure that over the course of 20 weeks every student will get at least one positive phone call home. These phone conversations should be logged into the conference atom of Infinite Campus. It is strongly encouraged that the advisory teachers have a tracking system to make sure that this important parent contact is not lost amidst the myriad of things to do. It may be necessary to have the student you are calling about have the conversation with their parent, with you right there, if the parents do not speak English.

### **College Bound Planners**

We expect each student to have and use an agenda. If a student loses his/her agenda, he/she will be expected to buy a new one (or do community service to pay for one). Students are expected to have their agendas with them in all classes. Students are expected to write their Homework for each class, so that parents are aware of what is taking place in class. College Bound Planners should be taken home every day. Teachers are encouraged to utilize the agenda as a back and forth communication system with the home. The advisory teacher will check each student's agenda every Monday. The purpose of this is to assure that the student is using the agenda in a useful manner. If a student does not have his/her agenda, a phone call should be made to the parents informing them that the student has not come to school with the necessary supplies.

### **AVID Strategies**

AVID (Advancement Via Individual Determination) teaching strategies are used by all teachers. Students should be exposed to a variety of AVID strategies such as Cornell note taking, COSTAS Level of Questioning and Socratic Seminar. These strategies will be introduced through College Ready Assemblies and advisory classes will be extended on those days.

### **College Bound Program**

GBMS students who are academically advanced may choose to enroll in the College Bound Program, taking honors / Pre-AP courses that will prepare them to enroll and succeed in high school honors and AP courses.

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

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. GBMS provides DPS students will opportunities to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world.

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.

GBMS is located on the border of two DPS regions: the area within the southeast region with very little poverty or diversity and the southwest region with high numbers of students of color and students eligible for free or reduced lunch (FRL). This is both a challenge and an opportunity. It is currently challenging to recruit and retain students, especially those from the southeast side of the neighborhood. GBMS has experienced 15% reduced enrollment since 2005 with 6<sup>th</sup> grade enrollment having dropped 32% in that time. Approximately 70% of students within the boundary area are “choicing out” of GBMS to attend other schools. In addition, there has been a 34% decrease in white student enrollment while FRL has increased by 9%.

Lack of enrollment from the higher SES and higher achieving Southeast area of the school's boundaries limits the diversity of students and families and skews achievement results. In order to recruit and retain the higher achieving students in the neighborhood to the school, GBMS needs to offer more advanced programming and technology, experiential learning, and enrichment opportunities.

High poverty, high minority enrollment is associated with high numbers of students who are significantly behind academically when they arrive at GBMS. In order to meet the needs of students who are behind academically, GBMS needs to offer more intensive interventions to catch students up academically as well as enrichment that will engage at-risk and disconnected youth in school and community.

Through Innovation Status, GBMS will be able to offer the variety of programming options necessary to reach its mission of bringing together the neighborhoods' diverse communities and preparing all students with the academic knowledge and 21<sup>st</sup> century leadership skills necessary for college and career success.

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

As an Innovation School, GBMS will have the ability to implement a more rigorous college prep curriculum; blended learning with technology-based instruction, applications, and assessments; a system for frequently analyzing student data; and research-based interventions that would all result in high academic growth and achievement. Innovation Status would allow GBMS to increase instructional time, continue to reduce class sizes in reading, writing, and math and continue to provide professional development needed to meet the needs of our diverse learners. In addition,

GBMS would be able to access new resources and reallocate existing resources to implement advanced technologies, community-led enrichments, a wide variety of academic electives, and student leadership opportunities. GBMS would be able to recruit and develop teachers with the knowledge and skills to support intervention and acceleration of student achievement and provide them with incentives to take on leadership roles and work collaboratively to reach school goals. New programs, committed teachers, and documented student achievement and growth would enhance the school's ability to attract students in the neighborhood back to the school and to create a truly diverse and high achieving learning community.

## INNOVATION: EDUCATION PROGRAM

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

Program Innovations:

Integration of Technology

- ❖ Blended Learning: Technology-based Instruction, Applications & Assessments
- ❖ Promethean Whiteboard Interactive Instruction in All Core Classes
- ❖ iPads, Notebooks, and Classroom Computers for Student Use

Rigor of Academics

- ❖ Pre-AP classes & AP articulation agreement with South HS
- ❖ Curriculum compacting and acceleration for advanced students
- ❖ Read 180 intervention for literacy
- ❖ Additional time for math & reading interventions in extended day

Relevance of Enrichment Opportunities

- ❖ Added music/band and foreign language electives
- ❖ Teacher-led enrichment & advanced content courses in Extended Learning Time (ELT)
- ❖ Expanded offering of community-led enrichments from Fridays to everyday
- ❖ Expand the type of enrichment offered to include drama, band, dance, STEM, etc.
- ❖ Full time business manager to administer the ELT enrichment program

Development of Student Leadership

- ❖ AVID strategies
- ❖ Service learning requirements
- ❖ Student leadership enrichments (e.g. student government)

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

#### English Language Arts

GBMS will implement the district adopted language arts curriculum, SpringBoard.

The SpringBoard curriculum is a research-based program that provides students with instruction and practice in reading, writing, and critical thinking. Using SpringBoard curriculum from the College Board, the program's pedagogical foundation consists of the skills, understandings, and

strategies identified by college faculty that students need for success in Advanced Placement courses and college-level work, and it is:

- Based on College Board Standards for College Success™,
- Aligned to state standards and most textbooks, and
- Prepares students for AP courses and college.

The program integrates four essential characteristics:

- Rigor: Emphasizes higher-order thinking skills and students' own responsibility for their learning.
- Relevance: Explores real-world contextual settings and situations.
- Relationships: Enhances connections among students, their teachers, and academic content.
- Results: Extends from both student performance and increased AP enrollment and diversity.

GBMS will supplement SpringBoard with Collaborative Strategic Reading and Sheltered Instruction strategies across core content areas. All students will also participate in a 60 minute leveled reading class. Proficient and advanced students will use the Research Based Accelerated Reader program.

Students who are significantly behind in reading and writing will participate in 60 minutes per day in the Read 180 research-proven<sup>1</sup> reading intervention program as well as 60 minutes per day of the SpringBoard language arts curriculum.

Pre-AP Language Arts classes will be offered at every grade level in 2012-2013. Next steps will be to offer Pre-AP classes in Social Studies and Science. Students may also enroll in the College Prep Program, taking Pre-AP classes and meeting specific criteria, to be developed in collaboration with Merrill MS and South High, that will ensure their enrollment in high school Advanced Placement courses.

### Mathematics

GBMS will implement the district adopted math curriculum, including the Connected Math Program (CMP), will supplement with online, blended learning resources, and offer math intervention for up to 120 minutes per week during the regular day and another 180 minutes per week during the extended day using Navigator, First in Math, and teacher developed intervention materials.

GBMS will continue to use ELGs aligned to state and district standards to guide instruction and reach high levels of academic achievement and growth strategically using blended learning techniques to reinforce learning of mathematical concepts.

Pre-AP Math classes will be offered at every grade level in 2012-2013. Students may also enroll in the College Prep Program, taking Pre-AP classes and meeting specific criteria, to be developed in collaboration with Merrill MS and South High, which will ensure their enrollment in high school Advanced Placement courses.

---

<sup>1</sup> Slavin, Cheung, Groff, & Lake, 2008; What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571> ; Lang, Torgesen, Vogel, Chanter, Lefsky & Petscher, 2009.

Gifted and advanced students will be provided with high level math courses, challenging math enrichment opportunities, curriculum compacting and acceleration through grade level content, as appropriate.

## Science

GBMS will: implement the district adopted science curriculum; supplement with online, blended learning resources and project-based learning applications; and offer extended STEM activities for up to 180 minutes per week during extended day enrichments, utilizing the MESA resources available to the school.

6<sup>th</sup> Grade: Earth Science: *Investigating Earth Systems (IES)*, developed by the American Geological Institute and published by It's About Time.

### Units of Study

- Unit 1: Rocks and Landforms
- Unit 2: Dynamic Planet
- Unit 3: Astronomy
- Unit 4: Water as a Resource
- Unit 5: Climate and Weather

7<sup>th</sup> Grade Life Science: *Science and Life Issues (SALI)* was developed by the Lawrence Hall of Science and is published by Lab-Aids.

### Units of Study

- Unit A: Studying People Scientifically
- Unit B: Body Works
- Unit C: Micro-Life
- Unit D: Our Genes, Our Selves
- Unit E: Ecology
- Unit F: Evolution

8<sup>th</sup> Grade: Physical Science: *InterActions in Physical Science (IPS)* was developed by San Diego State University and is published by It's About Time.

### Units of Study

- Building a Foundation
- Interactions and Energy
- Interactions and Conservation
- Materials and Interactions
- Physical Interactions and Phases
- Chemical Interactions
- Mechanical Interactions and Forces

## Social Studies

GBMS will implement the district adopted social studies curriculum, will supplement with online, blended learning resources and project-based learning applications, and will offer extended service learning and community-based activities for up to 180 minutes per week during enrichments.

#### 6<sup>th</sup> Grade: Geography

The sixth grade geography course focuses on the Colorado Model Content Standards for Geography. The core of the sixth grade geography course is TCI's (Teacher Curriculum Institute's) Geography Alive! Regions and People program. The pacing and planning materials are meant to serve as a guideline to use in preparing daily lessons designed to meet the Colorado Model Content Standards for Geography.

#### 7<sup>th</sup> Grade: World History

The seventh grade world history course focuses on the Colorado Model Content Standards for History. The core of the seventh grade world history course is TCI's (Teacher Curriculum Institute's) History Alive!: The Medieval World and Beyond program. The pacing and planning binder is meant to serve as a guideline to use in preparing daily lessons designed to meet the Colorado Model Content Standards for History.

#### 8<sup>th</sup> Grade: U.S. History

The eighth grade U.S. history course examines U.S. history from the Constitution through Reconstruction and focuses on the Colorado Model Content Standards for History, Economics, and Civics. The core of the eighth grade U.S. history course is composed of TCI's (Teacher Curriculum Institute's) History Alive!: The United States through Industrialism, as well as the We The People and Foundations of Democracy programs. The unit and lesson plans provided in the planning and pacing binder are meant to serve as guidelines to use in preparing daily lessons designed to meet the Colorado Model Content Standards for History, Economics, and Civics.

### World Languages

GBMS will offer Spanish classes and Spanish for Heritage Speakers classes using the district adopted curriculum. (World Languages Levels 1A/1B, Level 1 or Advanced; Spanish for Heritage Speakers Levels 1A/1B)

Studies indicate that middle school students who take foreign languages perform higher on tests of reading skills including reading comprehension, language mechanics and language expression.<sup>2</sup>

---

<sup>2</sup> Carr, C.G. (1994). The effect of middle school foreign language study on verbal achievement as measured by three subtests of the Comprehensive Tests of Basic Skills [Abstract]. *Dissertation Abstracts International -A* 55(07), 1856.

## Arts

GBMS will offer the full complement of arts offerings, Visual Arts, Music, Theater, and Dance, through expanded electives and community-led enrichments.

Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential.

## Physical Education

GBMS will offer Physical Education classes that follow the DPS planning and pacing guides and align with the Colorado Academic Standards for Physical Education.

The mission of the DPS physical education program is to provide successful physical experiences for all students. Through participation in the physical education curriculum, students should have the opportunity to develop knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values. They should acquire appropriate physical skills to participate in a wide range of physical activities and specialized sports skills. Social interaction occurs in physical education classes, and participation should foster personal values.

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

The GBMS instructional approach includes three critical components evident across all curricula: data-driven instruction; technology-integration, and project-based learning.

### **1. Data-Driven Instruction**

GBMS uses a data-driven and standards-based instructional approach. GBMS teachers identify Essential Learning Goals (ELGs) at each grade level in each subject area. ELGs are measured by common formative assessments developed collaboratively by teachers. Data on student mastery of ELGs are used to determine differentiated instruction for groups of students. Student progress data are analyzed and used to adjust instruction and interventions on a six week assessment cycle to ensure that every student is making adequate progress to meet or exceed ELGs.

GBMS will identify the ELGs in each core subject area, as it has done previously in math, and develop common formative assessments to be administered at each of the 6 week benchmarks. A “gradebook” data system will be created to analyze student achievement and monitor progress across teachers and to organize instructional grouping and scheduling.

### **2. Technology-Integration / Blended Learning Techniques**

GBMS will increase the use of technology in both teaching and learning, harnessing its power to provide access to engaging, high quality content and to connect students with the larger world. By



*Coming to Our Senses:  
The Significance of the Arts  
in American Education*

Mcgraw-Hill, 1977

expanding digital and online offerings, GBMS will increase small group instruction and reduce inequities in student learning opportunities. Blended learning settings combine in person and online instruction and learning and allow for individualized instruction and assessment through personalized learning systems. Blended learning is relevant and engaging for today's digital-age students and provides teachers with tools for adjusting curriculum and providing targeted support based on student learning needs.

Blended Learning techniques include a combination of face to face and online learning experiences<sup>3</sup>. Through Blended Learning instruction, GBMS students will have access to: high quality content and instruction online, individualized learning and practice, and tools to demonstrate learning through projects and assessments. Implementation of Blended Learning techniques increases accessibility, affordability, customization, and student achievement<sup>4</sup>. When fully implemented, each classroom will be equipped with 15 computers (Netbooks) and 8<sup>th</sup> graders will utilize assigned ipads 90% of the school day. Integrated into core instruction, students will use computers to access online instructional content, independently practice application of concepts, get immediate feedback on their learning, access information, and demonstrate mastery through real world application, presentations, and assessments.

GBMS will work closely with the DPS Director of Blended Learning to develop and implement an effective blended learning model. (See Attachments for Director of Blended Learning Resume and Sample Blended Learning Model.)

GBMS recognizes that implementing blended learning requires professional development and support. NETC identifies the following conditions necessary for effective technology integration<sup>5</sup>:

*Physical Facilities* - Computers and multimedia equipment are available when and where teaching and learning occurs. Software and materials are available in every content area to address curricular needs. With its technology grant, GBMS has added to the infrastructure in the building so all classrooms are equipped with ceiling mounted projectors and document cameras. We also purchased 150 Ipads for 8<sup>th</sup> graders to use in interactive learning, research, and presentations. Through the i3 Grant all Social Studies and Science classrooms have Promethean Boards and document cameras installed for each teacher to use in instruction. Each classroom will be equipped with the necessary computers to allow for simultaneous individualized computer-based learning and small group teacher-led instruction.

*Curricular Connections* – Technology use aligns to curricular objectives. GBMS teachers will map the use of technology and online instruction to Essential Learning Goals in the curriculum. Teachers will get the necessary support from Glenn Moses, Director of Blended Learning. He has visited the school and will continue to consult with the School Leadership Team to ensure successful implementation. In addition to core curricular activities, lesson plans will include applications of technology in teaching and learning, and technology skills and expectations. Teachers will be provided with release time to plan for the integration of technology and blended learning techniques.

---

<sup>3</sup> North American Council for Online Learning. Watson, J. Blending Learning: The Convergence of Online and Face-to-Face Education. [www.inacol.org/research/promisingpractices/](http://www.inacol.org/research/promisingpractices/); Blended Learning: A Models Overview.

[www.portal.sliderocket.com/m/ANVQL/Blended-Learning-Overview](http://www.portal.sliderocket.com/m/ANVQL/Blended-Learning-Overview)

<sup>4</sup> <http://www.educause.edu/Resources/EvaluationofEvidenceBasedPract/174235>

<sup>5</sup> Northwest Educational Technology Consortium [www.netc.org](http://www.netc.org); Byrom, E. & Bingham, M. Factors Influencing the Effective Use of Technology for Teaching and Learning. Second Edition, 2001, SEIRTEC, Durham, NC.

<http://www.seirtec.org/publications/lessons.pdf>



*Teacher Actions* - Technology is used daily in teaching, learning, and assessment giving real time feedback to students and teachers. Teachers and students are trained in the use of technologies. Teachers choose and use technologies appropriate for the learning objectives. Successful practices are shared. GBMS teachers will be provided with professional development, coaching, and modeling of blended learning by the technology teacher, humanities and math facilitators, and Director of Blended Learning.

*Student Activities* - Students routinely and independently choose and use technologies appropriate to activities and outcomes. Technology is used in independent and group learning. GBMS students will have daily access to technologies that may be used to access information and instruction or to demonstrate learning. Teachers will develop lessons that require students to choose and use technologies in learning activities and assessments.

*Support* - Professional development is provided in the use of technology for teaching and learning. Technical staff is available to operate, maintain, and manage technology. Teachers with expertise in the use of technology mentor and coach others. Teachers are provided with planning time to address technology integration. GBMS will provide teachers with planning time and professional development to support the use of technology and online instruction and assessment. All GBMS teachers will be trained in Blended Learning Techniques and will be expected to supplement core instruction with online instruction, personalized learning applications and practice, and computer based assessment of student progress on Essential Learning Goals. Teachers will participate in whole group professional development on Blended Learning Techniques and differentiated professional development specific to their content areas with discipline teams. Implementation of new knowledge and skills will be supported by weekly team meetings focused on team goals, individual coaching and modeling by facilitators, the technology teacher, and the Director of Blended Learning and through supervision and peer observations. Data analysis will be used to monitor individual student progress and evaluate the effectiveness of the educational program.

In year one, language arts and math classes will implement the blended learning model with 1/3 of the class engaged in online and technology-based learning during small group instruction. In year two, social studies and science classes will implement the blended learning model. In year three, all academic classes (including art, drama, music, and foreign language) will implement the blended learning model.

### 3. Project-Based Learning

Project-based Learning (PBL) is an extended process of inquiry in response to a complex question, problem, or challenge, which is carefully planned, managed, and assessed.



GBMS will use PBL to engage students in the curriculum and to support deeper learning of concepts. Students will collaborate with each other, teachers, parents, and community members and will engage in real-world problem solving. PBL will increase student engagement, technology capabilities, thinking skills, and understanding of academic concepts.

PBL will help GBMS to reach its mission, vision and goals:

High Achievement for Every Student/Diverse Communities

- ▶ Effective for advanced students and those who have experienced linguistic, ethnic, and class inequalities
- ▶ Dramatic gains in academic achievement - up to 90% improvement - and attendance

Critical Thinking and Problem-Solving Skills

- ▶ Hands-on approach to learn key academic content, practice collaboration, and enhance communication
- ▶ Higher-order thinking to generate in-depth understanding

College Preparatory Program of Study

- ▶ Performance-based and self assessment
- ▶ Innovative products & presentations

21st Century Leadership Skills

- ▶ Real-world orientation
- ▶ Multidisciplinary
- ▶ Technology and real-time data to investigate and draw conclusions
- ▶ Student responsibility and ownership

Note: In Year One, teachers will explore Project Based Learning through the implementation of Blended Learning and will collaborate on designing and implementing an interdisciplinary project at each grade level. As the implementation and impact of PBL is closely monitored through data teams, GBMS will increase the use of PBL across the curriculum as appropriate to reach student achievement and engagement goals.

GBMS 8<sup>th</sup> Graders will complete a PBL Capstone Project and maintain an Electronic Portfolio of their work to demonstrate their learning. The Capstone and Portfolio may become part of a student's high school or employment application. See 8<sup>th</sup> Grade Continuation Requirements.

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

The GBMS culture fosters collaboration and structures opportunities for students, teachers and parents to work together on diverse teams that span multiple cultures, abilities, and interests. Technology is an integral part of teaching and learning at GBMS. Teachers use computers, promethean boards, pod casting, and online/blended instructional approaches to deliver instruction. Students use ipads, laptops, computer labs and video technology to access information, engage in collaborative learning networks, and demonstrate learning through presentations and assessments.

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

GBMS will use community-led enrichment classes, expanded electives, and extended time to continue to reduce reading, language arts, and math class sizes to 20-25 students while not overburdening science, social studies, and elective classes with more than 30-35 students.

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

#### Identification

A Home Language Questionnaire is used as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE). Students who indicate on the Home Language Questionnaire that they: 1) speak a language other than English; and/or 2) a language other than English is regularly used by parents or guardians may be eligible for ELA services.

Students who are new to the district will take the CELA placement test within 10 days of starting school. The Colorado English Language Assessment (CELA) will be administered to ELLs in January to monitor English language proficiency.

The ISA team, including 1 administrator (or designee) and 2 ELA teachers, will oversee placement and progress of ELLs:

- Ensure correct placement of English language learners
- Classify English language learners
- Exiting English language learners
- Monitoring English language learners

When an English Language Acquisition (ELA) plan is developed for a student, services are provided and parents are notified about the placement in a Language Instruction Education Plan (LIEP) within 30 days of the start of school.

Parent and community communications will be made in English and Spanish. If a student speaks a language other than English or Spanish, the school will have communications translated into the home language so that parents are well informed about instruction and activities.

#### Teacher Qualifications

All GBMS teachers will be trained in sheltered language instruction techniques. Classroom teachers will be qualified and designated to teach English language learners, meeting the district's ELA-E qualifications (Units 1-4 of the ELA Teacher Qualification coursework).

#### English Language Development

ELLs who are not yet proficient in English will receive a 45 minutes daily English Language Development instruction using the research-based **Shining Star** curriculum adopted by the district.

The GBMS extended day allows for additional English Language Acquisition services and supports without taking time away from core academic instruction.

#### Progress Monitoring

The ISA team, will oversee placement and progress of ELLs using data from the following sources:

- Weekly progress monitoring on curriculum embedded assessments.
- Quarterly progress monitoring on STAR reading assessments and common formative assessments
- Annual progress will be monitored using CELA and CSAP/TCAP.

The ISA team will use the following forms from the District for ELL progress and placement:

Early October: TTEP Forms

Mid-November: Monitoring Forms

Early December: Exit Forms

Early February: Monitoring Forms

Late April: Exit Forms

#### Exit Criteria

To exit ELA services, a student must be:

- proficient (score of 5) on the CELA overall score and
- proficient or above on the CELA Reading, Writing, Listening and Speaking scores and
- partially proficient or above on their CSAP/TCAP Reading, Writing, and Math scores.

In addition, the ISA will consider a body of evidence, including the previously mentioned formal assessments, as well as formative reading assessments and writing samples. When the body of evidence indicates that a student no longer requires ELA services, the ISA team will make a recommendation to the District to exit the student. Once the district verifies that the student has been exited from ELA services, parents will receive written notification and the student will receive mainstream instruction with differentiation and support.

In the event that parents have opted out of ELA services using a Parent Permission Form with Option 3 (PPF3), the ISA team will continue to receive the PPF3 Progress Assessment and Monitoring forms from the District and will continue to monitor student progress.

Once exited from ELL services, the ISA team will continue to formally monitor the student for two years using the District ELA Monitoring Form and supporting documentation including report cards, reading assessments, scored writing samples, and attendance histories. If at any time, the student is found to be struggling, the ISA team may request via an ELA Monitoring Form that the student return to ELA program services. Students who are exited from ELL services will continue to be supported through sheltered English and differentiated instruction.

#### Program Evaluation

Instructional observations, student achievement assessments, ELD program progress monitoring tools, CELA, and state assessments (TCAP) will be used to determine the effectiveness of the ELA/ELD program on increasing language proficiency and student achievement of ELLs. The evaluation of ELL program effectiveness is part of the larger GBMS program evaluation.

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

GBMS will continue to offer a full continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education. Students with Individual Education Plans (IEPs) will receive specialized instruction in accordance with their IEP. The plan will also allow additional opportunities to meet the IEP requirements with the extended school day. For example, special education teachers can meet with a small group of students after-school two days per week which allows the special education teacher to be in classroom to provide additional support.

### Identification

Students may be referred for a special education evaluation by a parent or via the SIT process. A teacher may refer a student to the SIT team and the SIT team, after collecting necessary data, would determine if the student would need to be referred for a special education evaluation. Students who are evaluated by the IEP team and are determined eligible for an Individualized Education Program (IEP) will receive specially designed instruction and accommodations in accordance with their IEP. Students on IEPs who exhibit behavioral concerns will also have an Individual Behavior Plan.

### Special Education Services

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

GBMS hosts a district Multi Intensive (MI) Center Based Program and a district Affective Needs (AN) Center Based Program and will continue to do so. Students who participate in these programs are included in academic electives, enrichment, and heterogeneously grouped academic classes to the maximum extent possible in accordance with their IEPs.

The extended day will allow additional specialized instruction, interventions and enrichments for special education students.

### Progress Monitoring

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

Student progress toward IEP goals will be monitored by the special education teacher quarterly and progress will be reported to the student and parent/guardian.

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

### Teacher Qualifications

GBMS has 2.5 special education teachers, licensed and endorsed to teach special education. Special education teachers participate in all aspects of the professional development system which includes professional development specific to special education and their individual learning needs. Teachers may attend special education training provided by the District or other providers based on their individual PD goals. Special education teachers participate in the school coaching and evaluation cycle.

### Program Evaluation

Instructional observations, progress monitoring of IEP goal attainment, formative assessments of academic achievement, and state assessments (TCAP) will be used to determine the

effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger GBMS program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

### **Gifted and Talented**

Parents and teachers are informed of the characteristics of gifted and talented students at the start of each school year and are encouraged to refer students who exhibit these characteristics to the DPS GT department for evaluation. Students participate in GT screening in accordance with district guidelines.

Students who are identified as GT or HGT will have Advanced Learning Plans (ALPs) in place. ALPs are a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon strengths, interests, and social-emotional needs. They are critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP will include information about the student's areas of strength and what curriculum and programming options will be provided to match these strengths. The ALP will describe the differentiation methods to be used for acceleration, depth and complexity, higher order thinking skills and content extensions.

Students who are identified as GT, as well as other advanced learners, will have opportunities to participate in accelerated academic content, curriculum compacting, and challenging academic enrichment programs that support their advanced learning needs. The GBMS GT teacher will consult with all classroom teachers on strategies to support GT students and will consult with the DPS GT department on academic and enrichment opportunities (e.g. Destination Imagination, Science Olympiad, Shakespeare Festival, etc.) that are available to GT students and advanced learners. The expansion of the enrichment activities will meet the needs of the GT students by exposing them to additional activities.

The GBMS extended day allows for GT students to engage in additional academics and enrichment.

### **Progress Monitoring**

Student progress toward ALP goals will be monitored quarterly by the GT teacher, in consultation with the classroom teacher, and progress will be reported to the student and parent/guardian. The ALP may be changed as necessary to ensure that gifted and advanced learners are making academic progress and are appropriately challenged.

### **GT Staffing**

GBMS has a .25 gifted and talented teacher responsible for GT identification, ALP's, GT and HGT testing, and documenting services for all GT students in the school, primarily occurring during the regular school day. The GT teacher provides classroom support for teachers and pull-out opportunities for academically advanced students. As the GT numbers grow, GT staff will be added.

The teacher of gifted and talented will participate in all aspects of the professional development system which will include training specific to GT and advanced learners and will be consistent with their own professional learning goals.

### **Program Evaluation**

Instructional observations, progress monitoring of ALP goal attainment, formative assessments of academic achievement, and state assessments (TCAP) will be used to determine the

effectiveness of the GT program. The evaluation of GT program effectiveness is also part of the larger GBMS program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

- 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?

Response to Intervention (RTI)

GBMS uses a variety of strategies, consistent with the District guidelines for RTI, to close achievement gaps and increase student achievement of all students. These strategies include data-driven instruction, research-proven interventions, and frequent progress monitoring of Essential Learning Goals.

GBMS uses student assessment data from 6 week data cycles to determine the appropriate interventions and monitor student progress in instruction and interventions. See attached GBMS Data Team Documents for more information about the School Intervention Team / Data Team protocols currently in use.

Consistent with the DPS recommendations for differentiating instruction, GBMS will supplement core curriculum with a variety of intervention programs based on student learning needs. The following table of interventions includes District approved programs already in use at GBMS and adds Read 180 and Blended Learning as detailed earlier in this plan. Note: District approved interventions are listed and described on the DPS RTI website <http://sts.dpsk12.org/education/components/scrapbook/default.php?sectionid=142&linkid=nav-menu-container-4-4726>

GBMS RTI INTERVENTIONS			
	Reading	Writing	Math
<b>Tier I</b>	SpringBoard, Accelerated Reader, Collaborative Strategic Reading	SpringBoard, Writing Prompts	Connected Math & Blended Learning
<b>Tier II</b>	Read 180, Accelerated Reader, Collaborative Strategic Reading, Rewards /Rewards Plus	Read 180, Step Up to Writing	Navigator, Blended Learning through ELGs, First in Math
<b>Tier III</b>	Read 180, Wilson, Language!	Read 180, Language!, Spellography, Step Up to Writing	Navigator, Blended Learning through ELGs, First in Math

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

GBMS will use innovation status to increase academic achievement and increase enrollment demand by:

- implementing blended learning techniques that supplement teacher-led instruction with online and technology-based instruction, applications, and assessments
- extending the school day in order to offer all students enrichment opportunities while ensuring that students who need intervention or advanced programming receive those as well
- implementing the research-proven Read 180 intensive intervention program to ensure that every student leaves with the literacy skills needed for success in high school, college, and career
- offering a College Bound Program, including Pre-AP courses, to students who are interested in taking AP courses in high school
- expanding electives to include music and foreign language and offering a variety of community-led enrichment classes requested by parents and students (e.g. drama, band, dance, student government, science, & technology)

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

APPENDIX A – NOT APPLICABLE AT THIS TIME

GBMS teachers and leaders have demonstrated their ability to analyze the Essential Learning Goals within the District math curriculum and to select and implement supplemental materials that have resulted in high levels of academic growth. In year one, GBMS will implement blended learning techniques and will expand the current data-team processes used in math to other subject areas. In future years, GBMS will request specific waivers to DPS core curriculum materials from the Chief Academic Office (CAO) as the need is identified through data team analysis and the implementation of the Innovation Plan.

**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.

GBMS is committed to using data to drive instruction. In addition to participating in all district and state assessments, GBMS will systematically implement common interim and formative assessments in reading, writing, and mathematics. GBMS will also use other informal assessments such as student work samples, performance assessments, portfolios, and self-assessments to validate evaluations of student achievement and progress.



- 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.

GBMS will create data team cycles throughout the year and monitor student progress. Each student will have individual target goals based on their academic needs.

Teachers in each discipline area will develop essential learning goals, common assessments (e.g. writing prompts, unit assessments, and computer based assessments) and scoring rubrics and will set interim targets to be measured five times per year.

Data Team Cycles: 15 Friday mornings will be allocated for data teams to analyze progress of individual students, student cohorts, and all students in reading, writing, and math throughout the year. (Note that there are 16 Fridays in allocated for data teams in the proposed 2012-2013 calendar but only 15 are necessary to carry out the cycles.)

Each cycle will have 3 rounds.

ROUND 1 – Create Common Assessment/Rubric

ROUND 2 – Input assessment results and analyze student work

ROUND 3 – Review overall student results and identify common strategies

See attached Data Team Documents for more information.

The following dates represent the proposed 2012-2013 data review cycles.

CYCLE 1

Round 1 9/7/2012

Round 2 9/21/2012

Round 3 10/5/2012

CYCLE 2

Round 1 10/19/2012

Round 2 11/2/2012

Round 3 11/16/2012

\*12/14/12 Additional Data Team

CYCLE 3

Round 1 1/4/2013

Round 2 2/1/2013

Round 3 2/15/2013

CYCLE 4

Round 1 3/1/2013

Round 2 3/15/2013

Round 3 4/5/2013

CYCLE 5

Round 1 3/19/2013

Round 2 5/3/2013

Round 3 5/3/2013

- 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.

In addition to implementing the district SIS, GBMS will research technology for expanding their “gradebook” for mathematics to include reading and writing data and to allow teachers to access and analyze all student formative and interim assessment data in a cost efficient and timely manner. This data will be used by data teams to plan instruction and intervention and to monitor student progress.

The initial data systems established by GBMS for monitoring student progress in mathematics has been recognized nationally and has been adopted by the district for all middle school math teams. GBMS was visited last year by Greg Garnier, the Sr. Advisor to Secretary of Education Arne Duncan, and was lauded for its implementation of its progress monitoring system. In addition, New Leaders for New Schools has posted GBMS’s ELG progress tracker and essential learning goals in its EPIC (Effective Practice Incentive Community) online resource bank.

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

NO WAIVERS FROM DPS ASSESSMENTS ARE REQUESTED AT THIS TIME

## 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.

The GBMS Beacon Contract requires that all students maintain a 95% attendance rate, complete assignments or participate in required homework recovery classes or Saturday School, and reach achievement targets or participate in a mandatory Summer Academy and intervention classes.

Any student who does not fulfill the requirements of the Beacon Contract will be retained and/or be required to attend the GBMS Summer Academy and intervention classes.

Students who are retained will participate in intervention and remediation in order to ensure that they develop missing skills and accelerate academic achievement necessary for success in high school, college and career.

B. Provide the school’s exit standards for continuing students.

8<sup>th</sup> grade continuation Requirements:

- Meet Achievement Targets or Participate in Summer Academy
- 93% Attendance Rate
- Maintain an Electronic Portfolio of work
- Participate in a Service Learning Experience
- Complete 8<sup>th</sup> Grade Capstone Project
- Take the ACT EXPLORE test

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

Promotion, retention, and acceleration policies are included in the parent and student handbook distributed at the time of enrollment and in the Beacon Contract which is signed by student, guardian, and principal.

- 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 – Middle School

Educational programming for at-risk students is detailed in the Education Plan.

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

SEE APPENDIX C

## ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.
  - 1. Complete the Academic Goals Worksheet in **Appendix D.**

GBMS strives to become the highest growth middle school in the region with high growth for both low achieving and high achieving students. We will increase school performance on the district School Performance Framework (SPF) from the high end of the “watch” category to the high end of the “meets improvement” category, driving toward a rating of “distinguished” performance.

#### **CSAP Achievement (% Proficient and Advanced P/A)**

Reading % P/A will increase from 41% to 50%  
Writing % P/A will increase from 31% to 40%  
Math % P/A will increase from 45% to 55%  
Science % P/A will increase from 23% to 33%

#### **CSAP Growth (Median Growth Percentile)**

Reading will increase MGP to 60  
Writing will increase MGP to 65  
Math will maintain MGP of greater than 60

**Achievement Gaps**

Reduce achievement gaps between ELL and non-ELL population by 6%  
Reduce % of students scoring unsatisfactory by 10%

**Colorado English Language Assessment (CELA)**

60% of ELLs will move up a level on CELA  
5% of ELLs will score a level 5 on CELA

**Student Engagement**

95% Attendance Rate  
90% Student Satisfaction on District Survey

**Student Enrollment**

100% Enrollment: 450 students, full capacity  
90% Re-enrollment Rate

**Parent Engagement**

90% Parent Satisfaction on District Survey  
80% Parent Response Rate on Survey

See Appendix D Goal Setting Worksheet

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

**Program Evaluation and Corrective Actions**

The GBMS Program Evaluation system will include evaluating the following indicators:

- 1) Performance Goals
- 2) Organizational Goals
- 3) Leader Effectiveness
- 4) Teacher Effectiveness

Performance and Organizational Goals will be monitored quarterly by the School Leadership Team and will be presented to and discussed by the School Advisory Board.

Performance goals include indicators of student achievement and growth and language proficiency. Progress toward performance goals will be used to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis.

Organizational goals include indicators of: curriculum, assessment, instruction, school culture, student, family and community support, professional development, leadership, organizational structure and resources, planning, and advisory board effectiveness.

Teacher and Leader Effectiveness will be based on the LEAP evaluation framework.

The School Advisory Board will conduct an annual program review. When goals are not met, corrective actions are recommended by the SAB to be implemented in the following school year. Corrective actions include, as appropriate, changes in curriculum, scheduling, personnel, and resource allocation. The principal and school leadership team will be responsible for implementing corrective actions, as appropriate.

Continued failure to meet performance goals may result in loss of funding, change of leadership, or loss of autonomy/Innovation Status.

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

See attached UIP.

## INNOVATION: TIME

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

- A. Describe any innovations to the school’s calendar and schedule under innovation status and how such changes will lead to increased student achievement.
1. Attach the school’s proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.
  2. Summarize the length of the school day, including start and dismissal times.
  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.
  4. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Time Innovations GBMS will implement:

- Extended day schedule
- Extended year calendar – Summer Academy
- Additional teacher professional development and planning time
- Changes to DPS student and teacher calendars
- Community-led enrichments

#### Schedule

Students schedule: 7:30am-4:00pm Monday-Thursday; 9:00am-3:00pm Friday

Teacher schedule: 7:15am-4:15pm Monday-Thursday; 7:15am-3:15pm Friday

The extended day schedule provides GBMS students with 5 hours more per week than traditional school schedules. The increase in instructional time in reading, writing, and mathematics equates to 350 hours more per year (43% more time).

All 6<sup>th</sup> graders and struggling 7<sup>th</sup> & 8<sup>th</sup> graders will also participate in a 1 week Summer Academy (8:00am - 2:00pm) for an additional 1,800 minutes (30 hours) of instructional time per year. (See attached for a sample Summer Academy schedule.)

	<b>Traditional</b>		<b>Innovation</b>	
Student Time	35 hours	7:30 - 2:30	40	7:30 - 4:00 Mon- Thur 9:00 - 3:00 Fri
Teacher Time	40 hours	7:15 - 3:00 (plus 1.5 pd)	45	7:15 - 4:15 Mon - Thur 7:15 - 3:15 Fri
Planning	210 Min	5 x 42 min	450 min	300 Min + 150 min
Teacher Lunch	225 Min	5 x 45min	150 Min	5 x 30 min
Prof Development	90 Min	2:30 - 4:00 (Wed)	120 min	1.5 hours Friday

See attached sample 2012-2013 Student and Teacher Schedules

## Calendar

GBMS Teachers start 3 days prior to the DPS calendar on August 6, 2012.

July 30 and 31, August 1, 2, and 3 are Summer Academy days.

Aug 6, 7, 8, 9, 10, 13, 14, 15 are Planning and Professional Development Days.

Fridays mornings will be used for Data Team meeting (16); Grade Level Team meetings (8); and Schoolwide Professional Development (9).

The last day of school for GBMS students is Friday, May 24. The last day for GBMS teachers is Tuesday, May 28.

Each year, the school calendar will be set by the SLT in collaboration with the School Advisory Board.

See Following Page for the proposed 2012-2013 Calendar.

## GBMS 2012-2013 Proposed Calendar

July 2012							August 2012							September 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

October 2012							November 2012							December 2012							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6						1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	
														30	31						

January 2013							February 2013							March 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
														31						

April 2013							May 2013							June 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

Vacation	Holidays (observed)	Planning/PD	Assessment	Summer Academy
	7/4 Independence Day 9/3 Labor Day 11/12 Veterans' Day 11/22 Thanksgiving 12/25 Christmas 1/1 New Year's Day 1/21 MLK Day 2/18 Presidents' Day 3/25 Cesar Chavez Day 5/27 Memorial Day	8/7, 8 (additional) 8/9, 10, 13, 14, 15 9/17, 1/2, 2/19, 5/28 <span style="background-color: green; color: white;">Data Team Fridays</span> 2 per month, usually 1st & 3rd <span style="background-color: cyan; color: white;">Grade Level Team Fridays</span> 1 per month, usually 2 <sup>nd</sup> Friday <span style="background-color: purple; color: white;">Schoolwide PD Fridays</span> 1 per month, usually 4 <sup>th</sup> Friday	9/14 11/9 1/18 (MS, HS)	7/30, 31, 8/1, 2, 3 5 full days – 8:00am - 2:00pm

**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.
- 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.

As previously stated, GBMS is located on the border of two DPS regions: the area within the southeast region with very little poverty or diversity and the southwest region with high numbers of students of color and students eligible for free or reduced lunch (FRL). This is both a challenge and an opportunity. It is currently challenging to recruit and retain students, especially those from the southeast side of the neighborhood. GBMS has experienced 15% reduced enrollment since 2005 with 6<sup>th</sup> grade enrollment having dropped 32% in that time. Approximately 70% of students within the boundary area are “choicing out” of GBMS to attend other schools. In addition, there has been a 34% decrease in white student enrollment while FRL has increased by 9%.

GBMS expects that implementation of the Innovation Plan will attract more Southeast families from its boundary to the school. GBMS will work with the district enrollment office to establish an early registration process to ensure that the school can continue to accommodate all neighborhood students. GBMS leadership will work closely with the district to analyze changes in choice patterns and percentages of how many families in immediate SE neighborhood choose GBMS and are enrolled. In the event that SE families in the boundary would not be able to enroll in GBMS because the school is at full capacity, GBMS will collaborate with the district to adjust its boundary to ensure that neighborhood families in the SE can attend. In addition, GBMS will develop a marketing, branding, and communications strategy to recruit and retain students as part of the planning process.

A recent district survey of parents indicated that the most important factors that they consider when selecting a secondary school are: small class sizes and individual attention; growth in test scores; word-of-mouth reputation; and school culture or how it feels when parents visit. In light of these data, GBMS will make a point to develop a positive school culture that results in academic growth and market through both formal and informal networks.

**Grant Beacon Middle School Marketing and Communications Plan**

**Overall Approach**

During the fall of 2011, Grant Beacon Middle School (GBMS) launched a communications and marketing campaign aimed at elevating the school’s visibility in the Platt Park neighborhood, and ultimately increasing enrollment for the 2012-13 school year and beyond. At the beginning of this campaign, GBMS conducted a survey to understand how the school was viewed in the community, and how families made choices for middle and high school.



This survey allowed GBMS to walk away with several very important pieces of information: 1) the majority of parents in the Platt Park area make decisions about middle and high schools when their children are very young, thus outreach to feeder schools must start before 5<sup>th</sup> grade, 2) families are looking for a school that has a rich assortment of Extracurricular Activities and Enrichments, 3) families want to see high student achievement and growth with quality teachers 4) families are interested in seeing high parental involvement and the physical safety of the school.

Based on these results, GBMS created a plan that focused on three key tactics: 1) targeting parents of early elementary students, 2) developing key messaging and outreach to new parents who have recently moved in or choiced in to one of GBMS feeder schools, and 3) emphasizing marketing strategies that enable parents to see beyond test scores and understand the improvements happening at the school.

As part of the plan development, GBMS also outlined its key audiences to ensure that we were reaching the appropriate audiences for each strategy:

- 1) Families of Southeast and Southwest feeder elementary schools
- 2) 4<sup>th</sup>- and 5<sup>th</sup>- grade students of feeder elementary schools
- 3) Southeast community-at-large, with an emphasis on Pearl Street merchants
- 4) Elementary feeder school staff
- 5) Current GBMS families and students

As GBMS is applying for innovation status, the school is excited to have the opportunity to continue building upon the momentum of this communications plan to ensure the school is clear and concise in all communications, and that enrollment continues to increase in the 2012-13 school year. In addition, if approved for innovation status, GBMS will work to incorporate the innovation messages into all key marketing materials and communications strategies. To do this, below we have outlined key strategies that will continue through the spring 2012 semester:

- 1) Focus on event-based marketing, word-of-mouth marketing, and social media tactics. It is clear that the community is hungry for information about GBMS, thus marketing efforts need to be regular and consistent to both families at feeder schools as well as to the community-at-large. The people in the Platt Park neighborhood need to know that Grant Beacon Middle School is a strong school and a community center.
- 2) Continue to use Facebook and Twitter and other Social Media to share GBMS good news, curriculum updates, events, pictures etc. Continue to enrich relationships with community groups, feeder schools and current GBMS families.
- 3) Continue revising GBMS' key marketing materials and Website to ensure the school is presented professionally to all key audiences, and incorporate innovation messaging where appropriate.
- 4) Work with a professional branding company to determine if a re-brand is necessary, and if so what steps need to be taken (ie new logo, messaging, name, etc).

Below is a list of communications and marketing tactics that GBMS executed in 2011 to support the strategies listed above:

### **Audience - Feeder School Families and 5th Graders**

- Attended feeder school events, including Asbury, University Park, etc, to promote GBMS
- Hosted 15 shadow visits with 5<sup>th</sup>-grade students, and visits from all 5<sup>th</sup>-graders from 4 schools

### **Audience - All Segments**

- Hosted an Open House in September, and a chili fundraiser in December
- Held a Q&A Coffee with Superintendent Tom Boasberg
- Established a newsletter for the school
- Gained media coverage for GBMS with Denver Post, Colorado Public Radio and neighborhood papers

### **Audience - SE Community**

- Staffed a booth at the Pear Street Farmers Market (every Sunday)

### **Audience - SE and SW Community**

- Conducted a survey with feeder school parents
- Launched a Facebook page
- Attended DPS and community events to promote the school including SE and SW Regional School Expo, Platt Park Schools, New Parent Form Parent for SE Denver Schools

Below is a list of communications and marketing tactics that GBMS will execute in 2012 to support the strategies listed above:

### **Audience - Feeder School Families and 5th Graders**

- Pancake Breakfast- January 12th
- Congratulations card to every kid who we know is coming to GBMS
- Host events for incoming GBMS parents with current GBMS parents
- Host Shadow and Parent visits to GBMS
- Host 4th and 5th Graders through their class at GBMS

### **Audience - SW and SE Community**

- Keeping in touch with area Realtors and neighborhood associations, sharing innovation news
- Invite Neighborhood groups and merchants associations to a meet and greet and tour
- Visits to PTSA's at feeder schools
- Host an Event- "How To Fill Out SchoolChoice Forms" at GBMS

### **Audience - Feeder School Staff**

- Feeder School 5th Grade Teachers to GBMS for lunch with our teachers
- Other touches to feeder school staff, ie. May Day Flowers, offering GBMS space for concerts and other events.

### **Audience - All Segments**

- New Website
- Innovation Community Meeting and Dinner
- Flier to ECE parents letting them know about Innovation Status at GBMS
- Update GBMS Brochure
- Stay in touch with local and regional press regarding innovation status

### **Audience - SE Community**

- Visit Neighborhood groups and associations with Innovation message.
- Valentines from Grant kids to the merchants on Pearl Street
- Continue with GBMS representation at Pearl St. Farmers Market and other events

#### **Audience - SW Families**

- Elvia Lubin, Community and Family Liason to the SW to host New Parent Events at Goldrick, Schmitt and Godsman

### INNOVATION: HUMAN RESOURCE MANAGEMENT

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

GBMS will seek waivers from district and union requirements related to staff recruiting, hiring, salary, performance incentives, stipends, and evaluation constraints. The GBMS Innovation Plan will outline school policies and procedures for ensuring that the school is staffed by effective teachers and leaders who share the GBMS vision and mission. See the list of waiver requests in the appendix.

#### People Innovations:

- Staff Schedule and Calendar Changes
- SLT involvement in future Principal Selection
- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for New Staff (Grandfather Existing Employment Terms for Existing Staff)
- Community-led Enrichments
- Smaller Class Sizes in Reading, Language Arts, & Math
- Modified implementation of LEAP evaluation process
- School determined professional development

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 school’s performance goals, Grant Beacon Middle School requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

#### **Employment Status**

Teachers currently employed at GBMS will continue under existing DPS employment terms (non-probationary / probationary status), including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan. See attached list of waivers.

Teachers hired after the adoption of the innovation plan will be subject to agreeing to adhere to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline

general terms of employment to include the process for how a teacher can end his/her work relationship with GBMS and Denver Public Schools. If the school wishes to terminate a teacher contract early, the teacher will have a right to procedural due process consistent with Board of Education policy GDQD, GDQD-R. The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The principal will make renewal and dismissal decisions in consultation with OSRI and the Instructional Superintendent. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq.

Teachers hired after the adoption of the Innovation Plan who were employed by DPS and obtained non-probationary status prior to their employment at GBMS will work under the terms reflected in the annual contract. 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 GBMS if they do not secure a position through mutual consent.

Secretaries, paraprofessionals, and facilities managers will be employed at GBMS in accordance with the Memorandum of Understanding between the District and Denver Association of Office Professionals (DAEOP), Denver Federation of Paraprofessionals (DFP), Facilities Managers Association (FMA), and Communication Workers of America (CWA). The school will schedule staff based on the needs of students and the mission and vision of the school. The school will maintain minimum pay thresholds consistent with the MOU agreement.

As Described in this document, including **Appendix E**, GBMS 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 or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- 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. GBMS 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 GBMS students, staff, and programs.
- Create a process to evaluate and improve teacher performance.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

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

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

GBMS will add a Director / Business Manager to oversee all aspects of the Community-Led Enrichment program, to fundraise and write grants, and to work closely with the principal and bookkeeper on school budget and financial management. This position will ensure the success of the implementation of the Innovation Plan and therefore contribute significantly to student academic gains.

Business Manager / Director of Community-Led Enrichment Program:

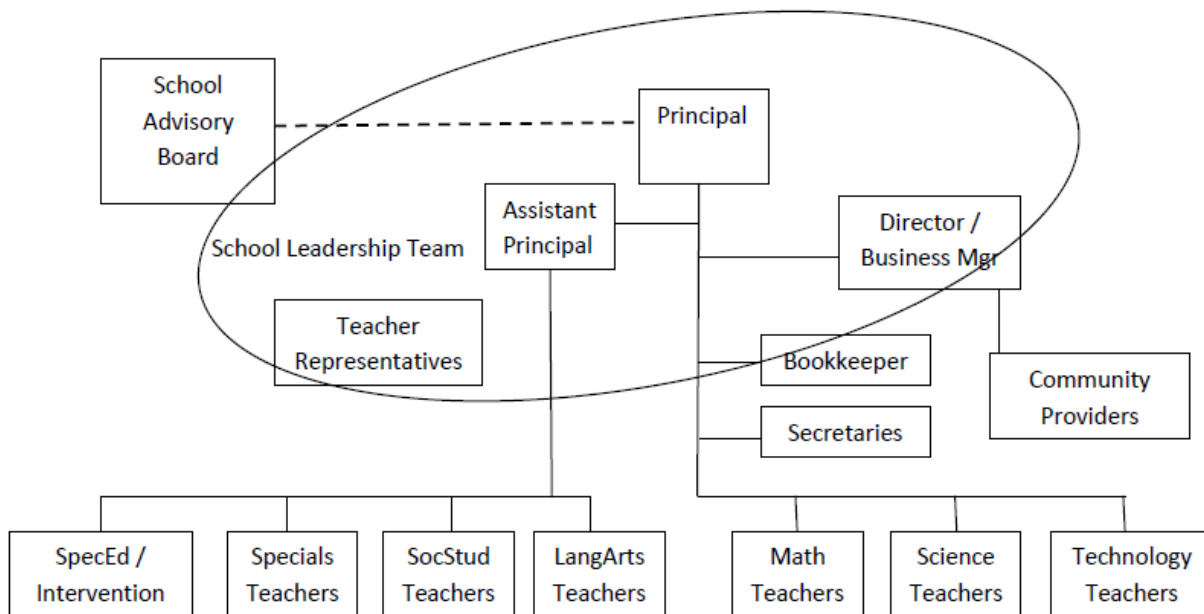
Job responsibilities include:

- Directs and coordinates activities related to Community-Led Enrichments (CLE).
- Identifies CLE providers aligned with school mission and goals.
- Schedules space for CLE and facilitates agreements between teachers and providers.
- Works with School Leadership Team to evaluate the impact of CLE on student achievement.
- Writes grants.
- Coordinates fundraising for CLE.
- Works with the school principal and bookkeeper on school budget and financial management.
- Prepares financial and regulatory reports required by law, regulations, and school advisory board.
- Prepares operational and risk reports for management analysis.
- Develops contracts with external providers.
- Evaluates data pertaining to costs of implementing Innovation Plan.
- Evaluates effectiveness of current policies and procedures.
- Reports financials to School Advisory Board at each meeting.
- Attends each SAB meeting.
- Works with District budget and accounting departments and outside auditors.
- Analyzes expenditures and revenue.
- Manages purchase orders and purchases.
- Other duties as assigned by school principal.

The following skills are required:

- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Knowledge of economic and accounting principles and practices, finances, banking and the analysis and reporting of financial data.
- Knowledge of financial mathematics and its applications.
- Demonstrated success in grant writing and fundraising.

A Spanish teacher will be added to the electives team in addition to the Music Teacher that was added in the 2011-2012 year. Offering additional electives and enrichment support the cognitive and academic growth of students and have the potential to increase enrollment of students who are looking for expanded electives and enrichments.



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.

New teacher vacancies will be posted when they become available. GBMS teachers will be involved in each stage of the process: development of job descriptions that outline specific position qualifications; screening applications; interviewing; observation of candidates; reference checking; and selection.

GBMS will participate in the District hiring fair but will not participate in the District priority hiring pool.

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.

Selection of GBMS staff will be based on teacher qualifications and fit with the mission, vision, and culture of the school. All GBMS teachers will sign an Innovation Plan and agree to participate fully in its implementation. See attached Innovation Teacher Agreement.

Other priority qualifications for GBMS teachers include: advanced technology skills, PBL and/or blended learning experience, and demonstrated success in data-driven instruction.

The employment rights of secretaries, paraprofessionals, custodians, facilities managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. GBMS will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit at GBMS, the school will work with the district to remove the staff member and find a more suitable placement. The GBMS principal will be the ultimate decision-maker regarding the selection and hiring of classified personnel.

- 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.

GBMS teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system.

In addition, GBMS teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will be provided to teachers working extended day and/or year schedules. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.

In the 2012-2013 school year, teachers will be paid an extended time stipend of \$3,000 for approximately 3 hours more per week and 3 days more per year. Teachers who are selected to teach Summer Academy will also be paid a \$1,000 stipend for the additional 5 days of teaching and associated planning.

Performance incentives may also be provided when funding is available. Performance incentives will be tied to achieving school performance targets.

- E. Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.
1. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees.
  2. Describe how the school's culture and leadership team will support the professional growth of all teachers.
  3. Describe the schools plan to cultivate future leadership capacity.
  4. Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire district.

#### Professional Development and Growth Plan

GBMS teachers will be both participants and providers of the school's professional development. Working in collaborative learning teams, teachers will design and lead professional development in

their areas of expertise and demonstrated strengths. All teachers will model instruction for others and will participate in the development, implementation, and revision of curriculum and assessments.

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

GBMS will hire and develop teachers who are committed to the school's vision and mission and who have the knowledge, skills, disposition, and drive to contribute to the learning community. All teachers and leaders will model high expectations and have an unyielding belief in the capacity of students and adults for learning and achievement.

GBMS will empower all employees to take on leadership responsibilities within the school and across the district. All staff will be participants and leaders in the GBMS professional learning community. In addition, teacher leaders will have opportunities to: facilitate data teams focused on language arts, math, writing across content areas, or character education; participate on the School Leadership Team; and attend the District Teacher Leadership Academy.

The GBMS principal will continue to be involved in principal leadership within the District. GBMS will invite other district leaders to visit the school and will share learning and results district-wide.

#### Professional Development Calendar

##### Dedicated Professional Development Days

- 8/6 School Culture, PBIS and Environment
- 8/7 Blended Learning Approaches
- 8/8 Reading, Writing, and ELL Strategies
- 8/9 Differentiated PD (Read 180, Math in Focus, Other)
- 8/10 Discipline Teams: ELG Alignment and Curriculum Planning
- 9/17 Blended Learning / Differentiated PD
- 1/2 Blended Learning / Differentiated PD
- 2/19 Blended Learning / Differentiated PD
- 5/28 Successes & Learning From Each Other

\*Note: Additional funding has been included in the budget to support release time for teachers to work on: developing ELGs and aligned assessments, and identifying blended learning curriculum and assessment resources aligned to ELGs.

##### Embedded Professional Development

Weekly Team Meetings: Focused on Team Goals  
Individual Coaching & Modeling from Math and Humanities Facilitators  
Administrator and Peer Observations through Evaluation and Growth System  
Individual Professional Growth and Development Goals

Data Team Meetings  
Data Analysis  
Student Grouping  
Interventions  
Progress Monitoring



All professional development at GBMS will focus on meeting the needs of diverse student populations including students with disabilities and English language learners. Specifically, PD on school culture & climate and PBIS will address the social/emotional, cultural, and behavioral needs of diverse student groups. PD on reading, writing, and ELL strategies will focus on differentiating instruction. Differentiated PD will provide special education teachers and ELA teachers will training specific to their roles. Embedded PD will address the needs of students based on school goals and student achievement and growth.

Professional Development will be evaluated quarterly by the SLT as part of the larger program evaluation and monitoring process. Changes will be made to PD content and delivery formats based on evaluation data. The following indicators will be used to monitor PD effectiveness:

Participation (attendance data)  
Satisfaction (evaluation survey)  
Knowledge and Skills (knowledge and performance assessments)  
Teaching Practices (observation data)  
Student Achievement (progress monitoring 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.
1. Describe policies and procedures for establishing individual employee goals.
  2. Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.
  3. Describe who is involved in the evaluation process, how feedback will be provided, and how often.
  4. Explain how the school will handle unsatisfactory leadership and teacher performance.
    - a. Describe employee remediation policies and procedures.
  5. Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

GBMS will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor.

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

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

GBMS reserves the right to modify any LEAP processes and procedures that infringe upon the implementation of the GBMS Innovation Plan. The GBMS evaluation system will meet or exceed state and district requirements.

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

Teachers will be provided with differentiated professional development and support as determined by their supervisor.

Teacher dismissal procedures will be consistent with employment terms. Teachers hired before the date of the adoption of the Innovation Plan will be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. Teachers hired after the date of the adoption of the Innovation Plan will be on annual contracts. Teachers on annual contracts may be terminated in accordance with state and federal law as well as school policies and procedures. GBMS mid-year dismissal policies and procedures for teachers on annual contracts will be consistent with DPS Board of Education policy GDQD, GDQD-R. See attached GBMS Annual Contract Mid Year Dismissal Policy.

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

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

The GBMS principal will be accountable for school results and ensuring fidelity of implementation of the Innovation Plan. The principal will receive guidance and support from the Board of Advisors and Office of School Reform and Innovation. By providing the principal with autonomy, accountability, and support, innovation status will result in increased student achievement and enrollment.

- 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.

The GBMS school leader, Alex Magaña, graduated from Florida State University with a Bachelors Degree in accounting and finance. After rapidly advancing in his corporate business career, he realized something was missing. He needed to give back to education what education had given him: success. He decided to take his talents and become a math teacher in Immokalee, Florida. After teaching in Florida he then moved to Denver, Colorado, and continued teaching math. Shortly after, he obtained his Masters Degree from the University of Denver and advanced professionally becoming the math coach leading school wide implementation of data-driven instruction that was recognized by the state for the resulting achievement gains and then the school's assistant principal. Having demonstrated his school leadership skills, Alex was recruited to become the assistant principal of Grant Beacon Middle School, and within two years, was selected as the principal. In the six years that Alex has been part of the leadership team at GBMS, the school has seen consistent growth in student performance. For example, student median growth percentiles in math increased from 43 (below the state average) in 2009 to 50 (the state average) in 2010 to 65 (above the state average) in 2011 at the same time that FRL (81% to 85%), ELL (16% to 27%), minority students (79% to 81%), and special education (15% to 18%) percentages all increased. With his background in business and finance and his successful track record as an educational leader, Alex is well positioned to implement the innovation plan and lead GBMS to unprecedented student growth and achievement.

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

GBMS's leadership succession plan assures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that school leadership changes. The leadership succession plan will begin by thoroughly orienting all staff and families to the mission, vision, values and instructional and intentional school culture systems in place at GBMS. 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 staff assignments at GBMS will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

GBMS'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 GBMS 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 School Leadership Team. When a leadership position is vacated, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and determine if any changes are necessary. The School Leadership Selection Committee will include representatives of the School Leadership Team, the School Advisory Board, and others that are determined to have specific expertise that may be identified as part of the Leadership Profile (such as knowledge of blended learning techniques). 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. A current leadership position description, created for the innovation plan, is attached.

Once qualified candidates are identified, a screening committee will be created to select candidates to be interviewed. Interviews will be conducted by a team determined by the School Leadership Selection Committee. The interview team will include stakeholders in the GBMS community, including parents, teachers, community members, feeder schools, and School Advisory Board members. It is the intent of GBMS to ensure this process is transparent and collaborative. Feedback from interviews will be used to recommend at least two qualified candidates to the Superintendent.

Whenever possible, the new school leader will begin prior to the departure of the existing school leader in order to effectively transfer the institutional leadership knowledge. The incoming and outgoing principals will meet together daily to discuss the transition and will participate together in meetings of the SAB, PTO, staff, and data teams. The outgoing principal will work with the SLT and other teacher leaders to ensure that someone is assigned to be the point person on each area of leadership responsibilities (e.g. culture, blended learning, data team processes, instructional supervision and evaluation, special education, ELA, and GT processes, etc.).

By empowering the School Advisory Board, including the School Leadership Team, with the authority to recommend future school leader candidates to the superintendent, as opposed to having the district select and assign a school leader, the innovation plan ensures that the vision, mission, and goals of the school will continue while still holding the school accountable to student achievement outcomes.

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

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

As an Innovation School, GBMS will be governed by the DPS Board of Education in accordance with the school’s Innovation Plan. The GBMS principal will have the authority set forth in the Innovation Plan to manage all aspects of the school. The principal will be held accountable to the Innovation Plan and will be supported by the School Advisory Board and the Office of School Reform and Innovation.

The GBMS School Advisory Board will include: the school principal, 1 representative from the school leadership team, the school business manager, 2 teachers, 3 elected parent and family representatives from the diverse communities within the school’s boundaries, and 2 community business associations and/or strategic non-profit partners. The school advisory board will provide input on the school’s improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.

The School Advisory Board will replace the Collaborative School Committee and the Professional Standards Committee. Former members of the CSC will be founding members on the 2012-2013 School Advisory Board.

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

GBMS outreaches and engages parents and families in a variety of traditional as well as creative ways. Some of our strategies include:

- Elementary feeder school outreach to potential GBMS students and families
- Spaghetti dinner/talent show
- Parent engagement nights
- Open house for the entire GBMS community that provides food, fun activities for all ages as well as relationship building with staff.
- Web site with Grant Parent Group page announcing all parent group activities and meeting.
- AmeriCorps members specifically outreaching to GBMS parents as well as entire community through phone calls and door knocks.
- Professional communication brochures
- Back to School parent night (with child care as well as Spanish interpretation) with a supervised school dance
- Personal phone calls inviting parents to attend conferences
- Family/student curriculum nights with dinner to allow for better understanding of curriculum and community building
- Specific outreach to Spanish speaking parents and inclusion in Grant Parent Group
- Participation on School Advisory Board as well as Innovation Team from Platt Park Education committee

GBMS also engages parents to support the school's vision and work with the school's leadership to reach our goals by agreeing to and signing a student/teacher/parent compact. See attached sample of the current Beacon Compact.

Parents and community have been involved in the innovation planning process since its inception. Parents and community members participate in on the Innovation Planning Team and the Collaborative School Committee. Surveys have been conducted of existing parents and parents from feeder elementary schools, regular updates have been sent home in weekly communications, neighborhood parents were engaged at the local Farmer's Market on Sundays and in community meetings at the school.

Parents and community members will continue to be involved in promoting student learning and positive behavior through involvement in curriculum nights, school events, and engagement in projects and assignments.

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

Innovation status will allow school leadership the flexibility to enhance activities aimed at increasing parental involvement and support. Examples of promoting parent involvement include, but are not limited to, inviting parents to participate in school activities such as project-based learning presentations, class activities, extracurricular functions; parental involvement in the design and implementation of projects; and engaging parents in facilitation of extra-curricular activities. Parents will also be key partners in school fundraising efforts.

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.

Community Partners that have expressed interest to date:

- **Colorado Ballet:** 10-12 week residency program that could include dance clothing and tickets to a performance.
- **Colorado Youth Symphony Orchestra:** Violins are provided through a grant from Denver Foundation. Has been in 6 elementary schools and looking for a middle school to branch out into.
- **Denver Center for Performing Arts:** Several opportunities for creative art integration classes that are curriculum oriented such as: "hip-hop anatomy", Shakespeare storytelling, play writing.
- **Denver Workforce Center:** Exciting opportunity to bring 8<sup>th</sup> graders "business training" classes in: job readiness, career exploration, financial literacy, resume writing, etc.
- **Snelling Class Act Program (CAP):** Classroom mentorship program through local businesses and corporations around job training.
- **Earthforce Service Learning Curriculum:** Community action and problem solving curriculum on intentional service learning and ongoing projects in collaboration with businesses and nonprofits in the area.

Additional Community Partners many include: (adapted from DPS Community Resource Connections)

- Alliance for Colorado Theatre

- Class Act Program – Snelling Foundation
- ArtReach
- Arts Resource Council
- Art Students League of Denver
- Buntport Theater Company
- Children’s Museum
- Colorado Youth Citizenship Award
- Denver Art Museum
- Denver Center Theatre Academy
- Denver Public Library
- Larimer Arts Project
- Learning Landscapes
- Metropolitan Jazz Orchestra
- Museum of Contemporary Art
- Outward Bound
- PlatteForum
- Resource Area for Teaching
- Shadow Theatre Company
- Sol Vida Dance!
- Su Teatro
- Think 360 Arts
- VH1 Save the Music

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

Not Applicable

**INNOVATION: BUDGET**

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

Money Innovations:

- Additional Compensation: Stipends for Extended Time
- Difference Between Average v. Actual Salaries Restored to School Budget
- Innovation Related Grants
- Select District Services from a Menu
- School-based accounting & purchasing
- Fundraising – Parents and Community Partners

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 5 year budget

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

The GBMS budget includes additional costs associated with carrying out the innovative vision, mission and education plan. The budget allocates resources to ensure that: 1) reading, language arts, and math classes remain small (20-25 students) by adding electives and enrichments; 2) rigorous academic curriculum and instruction are provided through research-proven methods and programs; 3) multiple electives and enrichment classes are offered; 4) intensive reading interventions are provided to students who are struggling; and 5) cutting edge technology is used in teaching and learning.

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.

## Revenue

### Actual v. Average Salaries

GBMS will budget using actual salaries and will regain the approximately \$100,000 difference between actual and average salaries in its school based budget. GBMS leadership recognizes that if there is no turnover in staff, this margin would be reduced each year. The estimate of \$100,000 is used across years assuming that there will be some staff turnover and that there will be some additional funding provided by the state and district in future years to support salary increases.

### School Improvement Grants

GBMS is eligible for a School Improvement Grant from the district for up to 3 years at a time. GBMS has been encouraged by district leadership to apply for a SIG to implement the Innovation Plan. The estimate of \$200,000 is used each year, assuming that GBMS will be eligible to reapply for a district SIG in 3 years.

### Walton Innovation Start Up Grant

GBMS applied for and received a Walton Innovation Planning Grant for \$20,000 this year. Upon approval of its Innovation Plan, GBMS will be eligible for a Walton Start Up grant. GBMS leadership is working with district leadership on accessing the full \$300,000 over 3 years that Walton has made available to new innovation schools.

### Carmel Hill Grant

GBMS is in its first year of a three year grant from Carmel Hill that will match funding that the school allocates to Technology and Books in its budget. GBMS anticipates allocating \$60,000 of the Walton Grant to Technology and Books over the next two years in order to increase technology necessary to implement PBL and blended learning instruction.

### University of Colorado Boulder i3 Innovation Grant

GBMS is the recipient of a CU Boulder i3 Grant that funds two staff members and technology to support the implementation of Collaborative Strategic Reading strategies. The estimated revenue generated by this grant is \$150,000 per year.

**DPS Extended Day Grant**

GBMS will pursue a District Extended Day Grant to support extended learning time.

**Additional Revenue – Not Included In Budget**

**District Funds for Staffing**

The district has indicated that it will provide additional resources for a .5 Spanish teacher.

**School Fundraising**

The school currently raises approximately \$2,000 through parent led efforts. GBMS anticipates significantly increasing fundraising capacity by: 1) hiring a Director to establish and oversee community partnerships and write grants to fund community-led enrichments; and 2) mobilizing the successful fundraising efforts from feeder elementary schools.

GBMS Additional Revenue	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average v. Actuals Budget	100,000	100,000	100,000	100,000	100,000
SIG Grants	200,000	200,000	200,000	200,000	200,000
Walton Grant	100,000	100,000	100,000	-	-
Carmel Hill Match (Technology & Books)	30,000	30,000	-	-	-
Other (CSR grant 2 FTE & PD; Transportation Savings \$10,000)	160,000	160,000	160,000	160,000	160,000
<b>TOTAL REVENUE</b>	<b>2,734,560</b>	<b>2,780,394</b>	<b>2,753,844</b>	<b>2,780,406</b>	<b>2,781,006</b>

**Budget Contingency Plan**

In the event that the GBMS does not reach funding goals, the following steps would be taken to reduce costs:

- 1) Fewer Community-Led Enrichment Classes would be offered. Class sizes in end of the day enrichments would be larger Monday – Thursday and the majority of classes would be taught by staff instead of external providers.
- 2) Instead of adding a full time business manager to administer the extended time enrichment program, a half time business manager would be added to run the reduced sized program.
- 4) The Read 180 curriculum would not be purchased. Reading interventions would continue to be developed by intervention teachers.
- 5) The Humanities and Math Facilitators would be reduced to half time.



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

### **Additional Operating Costs**

#### Professional Development

Additional costs associated with professional development in PBL, reading, writing, and ELL are estimated at \$40,000 per year.

#### Extended Time Stipends

\$3,000 stipend per teacher for extended day and year schedule.

$\$3,000 \times 24 \text{ FTE of teachers} = \$72,000$

\$1,000 stipend per teacher for 8 teachers selected for 7<sup>th</sup> & 8<sup>th</sup> grade Summer Academy.

\*6<sup>th</sup> grade summer academy teachers are paid for by the District.

Total Stipends: \$80,000

#### Community-Led Enrichments

Director of Community-Led Enrichments (Business Manager) to coordinate all aspects of administering enrichments: planning, implementation, and evaluation. Position cost estimated to be \$82,536. Contracts with community providers to deliver student services, estimated to cost \$40,000 annually. The Director of Community-Led Enrichments will be responsible for writing grants and soliciting funds to support continuation of the program.

#### Technology-Integration / Blended Learning

Increase Technology Teacher from half time to full time. Position cost for .4 FTE estimated at \$26,641. Purchase hardware for 15 computers per core class with high speed internet access to provide small group online instruction and assessments. Estimated cost of technology for blended-learning model is \$90,000 in Year 1, \$45,000 in Year 2, and \$22,500 in Year 3.

#### Read 180 Curricular Materials

A 60 license READ 180 Next Generation Stage B Program is an estimated one-time cost of \$40,000 for student licenses. Once you purchase the program you own the licenses forever, you never pay for them again. The Basic Instructional and Technical Support is \$2,100 per building, per year.

Professional development: Training costs \$5,000.

#### World Languages

Add a half time Spanish teacher (\$33,000 position cost) to teach Spanish 1A/1B, 1, and Spanish for Heritage Speakers.

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).

GBMS will budget using actual salaries and will regain the difference between actual and averages, approximately \$100,000, in its school based budget.

The cost of transportation is reduced by extending the day for all students. Estimated minimum savings is \$10,000 for one less bus route.

GBMS will seek waivers from the district to enable the school to opt out of district services such as professional development, purchasing of curriculum and assessment materials and services, hiring and supervision of itinerant staff, and other services that the school advisory board determines should be outsourced to ensure the most efficient and effective management of the school. When the school opts out of district services, the corresponding budget amount will be provided to the school in order to purchase services directly.

GBMS will have the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight through routine reporting to the Office of Budget. Direct management of accounting will create more efficient and responsive receipt and payment of funds.

GBMS will make decisions about the use of funding in accordance with the school's mission and goals and sound fiscal practices.

- 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.

With increased budgeting flexibility comes increased responsibility. Ultimately, the principal is responsible for overseeing school finances. The GBMS principal has a degree in accounting and finance and experience in managing finances.

GBMS also has a bookkeeper and is planning to hire a business manager with the necessary training to implement sound financial management practices. The business manager will report directly to the principal and participate in School Advisory Board meetings. GBMS leadership will work closely with the District's Budget Office to carefully manage the school's finances.

## INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

- A. Describe any other programs, policies, and/or operational documents at the school that would be affected by the proposed innovations, how these programs, policies and/or

operational documents would be affected, and how the changes will lead to increased student achievement.

Not Applicable

## WAIVERS

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

1. Please complete **Appendix E**.
  1. As stated in Appendix E, the Innovation School Act (22-32.5-108(4)) states that “each district of innovation that receives a waiver ... shall specify the manner in which the innovation school ... shall comply with the intent of the waived statute or rules and shall be accountable to the state for such compliance.” For each state waiver, specify how the school intends to comply with intent of the statutes being waived.

## ADMINISTRATIVE AND FACULTY SUPPORT

**XIV. Provide evidence of administrative and faculty support**

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

## COMMUNITY SUPPORT

**XV. Provide evidence of community support**

- A. Provide a letter of support showing majority of members support innovation status from the school’s CSC.
- B. Provide letters of support from community based organizations.
- C. If applicable, provide other evidence of community support.

## **APPENDIX A**

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

*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.*

GBMS is not pursuing specific curriculum waivers at this time. The school leadership will work directly with the appropriate IS and CAO to request curriculum waivers, as needed, in the future to carry out the Innovation Plan and reach the school's achievement goals. See the Education Plan section for more details.

## APPENDIX B

### Request Alternative Benchmark Assessment Program

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

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

1. Identify *valid and reliable* assessments your school proposes to use to assess student learning needs and progress throughout the year. Explain how these assessments align with the school's curriculum, performance goals and state standards.
2. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.
3. Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.
4. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

GBMS is not pursuing assessment waivers at this time. The school leadership will work directly with the appropriate IS and CAO to request assessment waivers, as needed, in the future to carry out the Innovation Plan and reach the school's achievement goals. See the Education Plan section for more details.

## APPENDIX C

### Request Alternative Graduation & Promotion Standards

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

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

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

The GBMS Beacon Contract requires that all students maintain a 95% attendance rate, complete assignments or participate in required homework recovery classes or Saturday School, and reach achievement targets or participate in mandatory two-week summer academy and intervention classes.

Any student who does not fulfill the requirements of the Beacon Contract will be retained and/or be required to attend the GBMS Summer Academy and intervention classes.

Students who are retained will participate in intervention and remediation in order to ensure that they develop missing skills and accelerate academic achievement necessary for success in high school, college and career.

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

8<sup>th</sup> Grade Continuation Requirements:

- Meet Achievement Targets (or Participate in Summer Academy)
- 93% Attendance Rate
- Maintain an Electronic Portfolio of work
- Complete 8<sup>th</sup> Grade Capstone Project

Note: 8<sup>th</sup> grade students who have not yet met the 8<sup>th</sup> grade academic standards will be required to participate in the Summer Academy prior to entering 9<sup>th</sup> grade. Students who complete the Summer Academy will be promoted.

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

By requiring students who are missing significant amounts of school or are not reaching achievement targets to participate in intensive intervention classes prior to promotion, GBMS is ensuring that students move on with critical academic skills necessary for success in high school, college and other postsecondary opportunities.

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

Not Applicable – Middle School

**APPENDIX D**  
**School Performance Framework Goal Setting Worksheet**

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<b>Academic Performance &amp; Success</b>	
<b>Student Growth Over Time Toward State Standards</b> , including the following measures: <ul style="list-style-type: none"> <li>CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act</li> </ul>	CSAP Growth (Median Growth Percentile) Reading will increase MGP to 60 Writing will increase MGP to 65 Math will maintain MGP of greater than 60
<b>Student Achievement Level/Status</b> , including the following measures: <ul style="list-style-type: none"> <li>CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act</li> <li>Colorado English Language Assessment (CELA)</li> <li>Adequate Yearly Progress (AYP)</li> <li>Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups)</li> </ul>	CSAP Achievement (% Proficient and Advanced) Reading % P/A will increase from 41% to 50% Writing % P/A will increase from 31% to 40% Math % P/A will increase from 45% to 55% Science % P/A will increase from 23% to 33% Achievement Gaps Reduce achievement gaps between ELL and non-ELL population by 6% Reduce % of unsatisfactory scores by 10% Colorado English Language Assessment (CELA) 60% of ELLs will move up a level on CELA 5% of ELLs will score a level 5 on CELA
<b>Post-Secondary Readiness</b> (for high schools)	Not Applicable
<b>Student Engagement</b> <ul style="list-style-type: none"> <li>Attendance rate</li> <li>Student satisfaction</li> </ul>	Student Engagement 95% Attendance Rate 90% Student Satisfaction on District Survey
<b>School-Specific Educational Objectives</b> (must be based on <i>valid, reliable</i> measures)	
<b>Organizational &amp; Financial Viability</b>	
<b>School Demand</b> , including the following measures: <ul style="list-style-type: none"> <li>Enrollment rate</li> <li>Re-enrollment rate</li> <li>Continuous enrollment rate</li> </ul>	Student Enrollment 100% Enrollment: 450 students, full capacity 90% Re-enrollment Rate
<b>Financial / Fundraising goals</b>	
<b>Leadership &amp; Governance Quality</b>	
<b>Parent &amp; Community Engagement</b> , including the following measures: <ul style="list-style-type: none"> <li>Parent satisfaction</li> <li>Parent response rate on DPS Parent Satisfaction Survey</li> </ul>	Parent Engagement 90% Parent Satisfaction on District Survey 80% Parent Response Rate on Survey
<b>School-Specific Organizational Objectives</b>	

## APPENDIX E WAIVER REQUESTS

<b>APPENDIX E BOARD POLICY WAIVERS</b>		
<b>Policies Waived</b>	<b>Areas of Impact</b>	<b>Replacement Policies and/or Practices</b>
<b>BDFH: Collaborative School Committees</b>	School Governance	<ul style="list-style-type: none"> <li>• The School requests waivers from policy BDFH.</li> <li>• As described in the Innovation Plan, the School’s Collaborative School Committee will be replaced by the School Advisory Board to support the implementation of the Innovation Plan.</li> </ul>
<b>CFBA: Evaluation of Evaluators</b>	Human Resource Management: Teacher Evaluation	<ul style="list-style-type: none"> <li>• The School requests waivers from policy CFBA.</li> <li>• The School has the authority to identify, prepare and evaluate its own evaluators. The School’s evaluation system will meet the standards of SENATE BILL 10-191.</li> </ul>
<b>DF: Revenue from Non Tax Sources</b>	Budget	<ul style="list-style-type: none"> <li>• The School requests waivers from policy DF.</li> <li>• The School has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</li> </ul>
<b>DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships</b>	Budget	<ul style="list-style-type: none"> <li>• The School requests waivers from policy DF-R.</li> <li>• The School has the authority to collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget.</li> </ul>
<b>GCB: Professional Staff Contracts &amp; Compensation</b>	Human Resource Management: Hiring, Compensation, Job Descriptions	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCB.</li> <li>• The School has the authority to issue its own employment offer letters to newly hired teachers. The School’s letter will outline the terms of employment.</li> <li>• The School has the authority to establish its own additional compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</li> <li>• The School will meet minimum statutory requirements.</li> </ul>
<b>GCF: Professional Staff Hiring</b>	Human Resource Management: Hiring	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCF.</li> <li>• School has the authority to develop and implement its own policies and procedures for hiring staff, including creating a hiring schedule that best meets the needs of the School.</li> <li>• The School has the authority to adopt policies and procedures to ensure that background checks are completed for all personnel.</li> </ul>



<b>GCID: Professional Staff Training, Workshops and Conferences</b>	Human Resource Management: Professional Development	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GCID.</li> <li>• The School has the authority to develop and implement its own professional development program that supports the education plan.</li> <li>• The School retains the option to participate in any professional development programs offered by the District.</li> </ul>
<b>GDD: Support Staff Vacations and Holidays</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests a waiver from policy GDD.</li> <li>• The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook.</li> </ul>
<b>GDK: Support Staff Schedules and Calendars</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests waivers from policy GDK.</li> <li>• The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</li> </ul>
<b>IC/ICA: School Year/School Calendar</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IC/ICA.</li> <li>• The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</li> </ul>
<b>IE: Organization of Instruction</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IE.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IEA: Alternative Grade Level Organization in Neighborhood Schools (K-8 Policies)</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IEA.</li> <li>• The School has the authority to adopt a grade level configuration that aligns with the Innovation Plan.</li> </ul>
<b>IF: Voluntary School Initiated Designs</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IF.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting</li> </ul>

		<p>curriculum and textbooks.</p> <ul style="list-style-type: none"> <li>• The School’s education program will meet or exceed minimum standards of the District and state.</li> </ul>
<b>IGA: Curriculum Development</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IGA.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IGD: Curriculum Adoption</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IGD.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IIA.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>IIA-R: Instructional Materials (Textbook) Procedures</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IIA-R.</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</li> </ul>

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

<b>IKE: Promotion, Retention and Acceleration of Students</b>	Graduation and Promotion	<ul style="list-style-type: none"> <li>• The School requests waivers from policy IKE.</li> <li>• The School has the authority to adopt a policy for promoting, retaining, and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state.</li> <li>• Following the District’s process (which is a process that is separate from the process of securing innovation status) described in Appendix C, the school may request the flexibility to adopt its own promotion and graduation policies.</li> </ul>
<b>IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures</b>	Graduation and Promotion	<ul style="list-style-type: none"> <li>• The School requests a waiver from policy IKE-R.</li> <li>• The School has the authority to adopt a policy for promoting, retaining, and accelerating students that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state.</li> <li>• Following the District’s process (which is a process that is separate from the process of securing innovation status) described in Appendix C, the school may request the flexibility to adopt its own promotion and graduation policies.</li> </ul>

<b>APPENDIX E DPS/DCTA COLLECTIVE BARGAINING AGREEMENT WAIVERS</b>		
<b>Agreement Articles Waived</b>	<b>Area of Impact</b>	<b>Replacement Policy or Practice</b>
<b>Article 1-2 Definition of Teacher</b>	Human Resource Management: Hiring and Job Descriptions	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 1-2.</li> <li>• The School has the authority to create a broader definition of a teacher that aligns with the Innovation Plan.</li> </ul>
<b>Grievance (Article 7): Establish Dispute Resolution Procedures</b>	Human Resource Management: Dispute Resolution	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 7.</li> <li>• The School will develop a dispute resolution process for newly hired teachers that permits association representation of faculty members and an avenue to appeal to the Superintendent’s designee.</li> <li>• Disputes between faculty members and the District may be brought directly to the Superintendent’s designee. The faculty member is entitled to representation by the Association.</li> </ul>
<b>Professional Standards (Article 8): Sets Teacher</b>	<ul style="list-style-type: none"> <li>• Calendar &amp; Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 8.</li> <li>• The School has the authority to establish its own calendar and daily</li> </ul>

<p><b>Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load</b></p>	<ul style="list-style-type: none"> <li>• Human Resource Management: Staff Assignments</li> <li>• Human Resource Management: Teaching Load</li> <li>• Human Resource Management: Leadership Structure</li> </ul>	<p>schedule, provided it meets or exceeds minimum statutory standards.</p> <ul style="list-style-type: none"> <li>• The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.</li> <li>• The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. As described in the Innovation Plan, School Advisory Board will replace the Professional Standards Committee.</li> </ul>
<p><b>Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)</b></p>	<ul style="list-style-type: none"> <li>• Governance &amp; Human Resource Management: Leadership Structure</li> </ul>	<ul style="list-style-type: none"> <li>• The School requests waivers from Articles 5, 13, and 29.</li> <li>• The school has the authority to create committees that align with the Innovation Plan.</li> </ul>
<p><b>Teacher Evaluation (Article 10): Describes the Evaluation Process for Teachers</b></p>	<p>Human Resource Management: Teacher Evaluation</p>	<ul style="list-style-type: none"> <li>• The School requests a waiver from Article 10.</li> <li>• The School has the authority to create its own evaluation system, provided such system meets the standard provisions of SENATE BILL 10-191.</li> <li>• The School has the authority to adopt its own remediation plan to support teachers and the implementation of the Innovation Plan.</li> </ul>
<p><b>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</b></p>	<p>Human Resource Management</p>	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 11.</li> <li>• The School has the authority to establish policies and procedures on teacher leave and corrective action for newly hired teachers.</li> </ul>

<b>Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers</b>	Human Resource Management: Hiring & Staff Assignments	<ul style="list-style-type: none"> <li>• The School requests a waiver from Article 13.</li> <li>• The School has the authority to hire staff as vacancies become known and/or adopt a hiring schedule that best meets the needs of The School.</li> <li>• The School has the authority to implement recruitment and selection policies and procedures that support the Innovation Plan.</li> </ul>
<b>Summer school teaching positions (Article 14): Restricts Hiring Process and Moves Decision-Making for Hiring Teachers Offsite (14-1-1-1, 14-1-1-2, 14-1-1-3)</b>	Human Resource Management: Hiring & Staff Assignments	<ul style="list-style-type: none"> <li>• The School requests waivers from Articles 14-1-1-1, 14-1-1-2, &amp; 14-1-1-3.</li> <li>• The School has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.</li> </ul>
<b>Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force</b>	Human Resource Management: Staffing	<ul style="list-style-type: none"> <li>• The School requests a waiver from Article 20.</li> <li>• The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school's leadership and be made in accordance with School policies and the Employee Handbook.</li> </ul>
<b>Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time</b>	Human Resource Management: Staff Assignments	<ul style="list-style-type: none"> <li>• The School requests a waiver from Article 25.</li> <li>• The School has the authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.</li> </ul>
<b>Extra Duty Comp. (Article 32.): Sets Rates for Extra Duty Compensation</b>	Human Resource Management: Compensation	<ul style="list-style-type: none"> <li>• The School requests waivers from Article 32.</li> <li>• The School has the authority to determine its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.</li> <li>• The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</li> </ul>
<b>MOU dated April 8, 2011: LEAP Implementation</b>	Human Resource Management: Teacher Evaluations	<ul style="list-style-type: none"> <li>• The School has the authority to determine the implementation of LEAP beginning in the 2012-2013 school year.</li> </ul>

**APPENDIX E STATUTORY WAIVERS**

<b>State Statute</b>	<b>Area of Operational Impact</b>	<b>Replacement Policy or Practice</b>
<b>Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel</b>	Human Resource Management: Teacher Evaluations	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-9-106.</li> <li>• The School’s evaluation system will meet or exceed the minimum standards of SENATE BILL 10-191.</li> <li>• The school will have the authority to adapt LEAP or adopt an alternative evaluation system, provided such system meets the standards of SENATE BILL 10-191 and is approved by the District.</li> <li>• The School will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.</li> </ul>
<b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b>	Human Resource Management: Staff Hiring, Compensation	<ul style="list-style-type: none"> <li>• The School requests a waiver from 22-32-109(1) (f).</li> <li>• The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206).</li> <li>• The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</li> </ul>
<b>Section 22-32-109(1)(g): Handling of Money</b>	Budget	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(1) (g).</li> <li>• The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</li> <li>• The District may conduct an annual audit and require the School to provide quarterly trial balances to the Office of Budget.</li> </ul>
<b>Section 22-32-109(1)(n): Schedule and Calendar</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(1)(n).</li> <li>• The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</li> <li>• School has the authority to determine the number of professional development days, days off, and late starts/early release days.</li> </ul>

<b>Section 22-32-109 (I)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(II)(A).</li> <li>• The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>Section 22-32-109 (I)(n)(II)(B): School Calendar</b>	Calendar & Schedule	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(II)(B).</li> <li>• The School has the authority to create its own annual calendar.</li> <li>• The School’s annual calendar will meet or exceed the minimum standards for the District and state.</li> </ul>
<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(t).</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</b>	Education Program	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(aa).</li> <li>• Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks.</li> <li>• The School’s education program will meet or exceed the minimum standards of the District and state.</li> </ul>
<b>Section 22-32-109(jj): Identify Areas in which the Principal/s Require Training or Development</b>	Human Resource Management: Professional Development	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-109(jj).</li> <li>• The School has the authority to design and implement its own principal development program.</li> <li>• The School may select to participate in District professional development programs.</li> </ul>
<b>Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel</b>	Human Resource Management: Staff Dismissals	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-32-110(1)(h).</li> <li>• The School has the authority to discharge newly hired employees according to its personnel policies.</li> <li>• The School may seek the support of District Human Resources and Legal Department when dismissing a staff member.</li> </ul>



<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-License Required-Exception</b>	Human Resource Management: Hiring and Teacher Qualifications	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-201.</li> <li>• School will comply with federal laws regarding teacher qualifications, including NCLB requirements that all core content teachers meet highly qualified requirements.</li> <li>• The School has the authority to identify employees as administrators.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision</b>	Human Resource Management: Hiring, Contracts and Employment Offer Letters	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-202.</li> <li>• The School has the authority issue its own employment offer letters for newly hired employees. The School’s employment offer letter will outline the terms of employment.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract</b>	Human Resource Management: Dismissals	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-203.</li> <li>• All newly hired teachers will be on annual contracts.</li> <li>• School has the authority to dismiss teachers in accordance with the School’s employment terms and personnel policies.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation</b>	Human Resource Management: Direct Placement of Teachers	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-206</li> <li>• The School is not subject to the transfer of teachers within, into or out of the school by the District; the School’s leadership has the authority to make all decisions regarding transfers within the School.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</b>	Human Resource Management: Dismissals	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-301.</li> <li>• All newly hired teachers will be on annual contracts.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and Judicial Review</b>	Human Resource Management: Dismissals	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-302.</li> <li>• All newly hired teachers will be on annual contracts.</li> <li>• The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School’s Employee Handbook.</li> </ul>
<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-</b>	Human Resource Management: Compensation	<ul style="list-style-type: none"> <li>• The School requests a waiver from Section 22-63-401.</li> <li>• The School has the authority to determine its own compensation system for all employees, including adjunct faculty. The School will meet or</li> </ul>

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