



INNOVATION SCHOOL APPLICATION

May 6, 2011



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Included Attachments

- Attachment A ECHSI Core Principles
- Attachment B HTEC/DPS Curriculum Descriptions
- Attachment C HTEC Pathway Certificates
- Attachment D Project Based Learning Protocol
- Attachment E HTEC Brochure
- Attachment F HTEC Completion Competencies
- Attachment G HTEC School Calendar (separate)
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- Attachment I Family and Student Compact
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- Attachment K Five-Year Budget Forecast
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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.

INTRODUCTION

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

School Name: High Tech Early College (HTEC)

Principal: Mr. John Fry

Date Application Submitted: 5/11/2011

HTEC Design Team:

- Mr. Scott Springer, High School Designer: Microsoft Pathfinder Program Partnership, CTE and Early College Support
- Mr. John Fry, Principal: curriculum, community, and school climate and culture.
- Mr. Ed Freeman, DOTS Support
- Ms. Liz Mendez, Project Implementation Support
- Mr. Daniel Medved, Literacy and Language Interventions
- Mr. Antonio Vigil, High School Consultant
- Dr. Jeanette Cornier, Innovation Consultant

The following innovations will be described in this plan:

- The school is proposing an extended school year and school day.
- The school is proposing a number of innovations in the area of human resource management , including:
 - Offering at-will employment for all employees,
 - Adopting hiring practices to meet the needs of the school,
 - Offering supplemental compensation,
 - Supplementing District-provided professional development, and
 - Crafting job descriptions that differ from those provided in the DPS/DCTA Collective Bargaining Agreement.
- The school is proposing implementing a high-dosage tutoring program.
- The school is proposing exceeding District standards for student promotion and graduation.
- The school is proposing a governance model that includes an alternative to the Collaborative School Committee.
- The school is proposing an education program that includes intensive project-based learning.
- The school is proposing an alternative curriculum for English Language Development and Literacy Intervention.

HTEC Vision

HTEC will prepare all students to be collaborative and competitive in a four year college and in a 21st Century global economy.

The HTEC Vision captures the essential ingredient to being a successful school: That standing together is more powerful than standing alone – that collaboration among students, staff and community will create the best college preparatory and workplace readiness experience possible.

HTEC Mission

HTEC will create opportunities for students to attend a school that is centered on a process of applied rigorous learning and intense connections with business and industry. We require all students to earn dual high school and college credit leading to a High School Diploma, an Associates of Science or Associates of Arts Degree and certification that contributes to workforce readiness. HTEC will give all students the supports and skills that are necessary to complete up to two years of credit towards a Bachelors of Arts or Science Degree.

Intended Target Student Population and Community Served

HTEC's target population includes students and families in the Far Northeast (FNE) region and across Denver that desire a highly structured learning environment that emphasizes rigorous academics, workforce readiness and project based learning activities that reflect participation from families, business, and community leaders. We are seeking students who are first generation college students, and/or students from groups who are currently underrepresented in college admissions. Our goal is to prepare all HTEC students with the academic knowledge and workforce readiness skills to compete in and contribute to the 21st Century global economy.

HTEC Guiding Principles

The HTEC guiding principles and priorities are based on the research that was conducted by **Jobs for the Future**¹ in partnership with the Bill and Melinda Gates Foundation, on successful Early College High Schools. These principles are:

1. Early College students graduate with a high school diploma and up to two years of college credit
2. Early colleges prepare students for success in a rigorous, well-structured academic programs leading to high school graduation
3. Early colleges provide comprehensive student supports based on students' academic and social needs

4. Early colleges demonstrate effective instructional practices
5. Early colleges establish and institutionalize strong post-secondary partnerships to ensure students success
6. Early colleges engage students, parents, community, business, and public agencies in developing and sustaining the schools
7. Early college high schools develop plans for sustainability

See Attachment A for ECHSI Core Principles

HTEC will align with best practices for implementing an Early College Model High School. We will use the “Benchmarks for Early College High Schools”ⁱⁱ framework, developed by a consortium of early colleges from states such as New York, Washington, Texas, Oregon, North Carolina, Utah, and Georgia, to assess our adherence to the Early College principles. Additionally, HTEC will use metrics from a variety of Early College measures to evaluate the implementation of these principles in practice. See Table 1 below for a sample of Early College metrics or refer to www.earlycolleges.org.

TABLE 1 – EARLY COLLEGE METRICS						
Attendance	Persistence	Graduation	College Credit	Teacher Retention	Personalization	Educator Effectiveness
90% student attendance rate	90% student retention rate	90% on track to graduate	100% students graduating with college credit	90% Teacher Retention Rate	90% of students report feeling safe, respected, and challenged	Above 50 th Percentile in student growth
			90% graduating with one year of college completed		90% of parents report good communication, respect, and their child is challenged	
			90% with opportunity to pursue Associates degree			

Alignment to the DPS Mission

The Denver Public Schools mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. The vision is that DPS will lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation.

The HTEC vision and mission directly addresses the DPS vision and mission by explicitly providing an educational program emphasizing rigorous academic concepts and career and technical skills; this is the early college model. Upon completion of four years of high school, HTEC students will be college ready and be certified in skills that will enhance their workplace opportunities. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.

Importance of Innovation to HTEC Overcoming Barriers and Attaining Our Mission

As a new innovation school opening in a turnaround environment, we strongly believe that our FNE students and community deserve a premier high school educational opportunity; HTEC will meet all students at their varying levels of academic proficiency within content areas and accelerates their learning in order to prepare them for college and career success. We understand that opportunities directly out of high school are limited for those who do not have post-secondary education. The United States Department of Labor predicts that eight out of the ten fastest growing jobs and forty-eight out of the fifty highest-paying jobs will require at least one associate degree. To prepare students in the FNE for success in college and the workplace – students who have encountered significant barriers to success in the past – HTEC will create a culture of high expectations, systematic structures of support, and real world project based applications for all students. Students will be provided with intensive interventions to remove academic deficits and will be engaged in higher order problem-solving in authentic environments. HTEC students will be supported by knowledgeable and caring faculty as well as the broader HTEC community.

Innovation status will help our mission to overcome these barriers to learning in the following ways:

- A longer school day and school year will assist teachers by providing more classroom instructional time and opportunities to collaborate on instructional supports. This time is also essential to the success of students. In order to ensure they can be accelerated into rigorous college level work, we need the additional time to provide interventions in academic areas where they are weak. This extra learning time will also be important in allowing our teachers to go deeper with instruction and allow students the time to engage in project based learning.
- HTEC seeks the ability to create structured time to provide: (1) targeted interventions throughout the school day and (2) after school activities.
- HTEC seeks flexibility with staffing. We aim to hire staff who:
 - have expertise in a specific areas related to our student pathways
 - are committed to investing the effort needed to develop the support systems to ensure student success
 - possess the skills needed to engage in collaborative work with colleagues to develop a highly effective project-based learning environment.
- HTEC seeks to adjust staff schedules and course assignments to quickly respond to student needs.

Leveraging Innovation to Improve Culture to Accomplish the Mission and Vision

HTEC will leverage people, programs, time, and resources to create a college focused school culture that ensures that every student is a collaborative, yet competitive contributor in the global economy. Innovation status will be used to:

1. Create a team environment where students and staff are, “in it to win it!”; students and families are educated on their current proficiency levels and have a clear understanding of the strategies being used to raise achievement.

2. Hire staff with diverse backgrounds and skills that fully embrace HTEC core values, have a passion for success, and an unyielding expectation for learning.
3. Assign staff activities that focus on building relationships with students and families such as advisement, afterschool clubs, and community service activities.
4. Provide ten additional school days per year and a nine hour daily schedule with 360 minutes of instructional time followed by assigned after school activities that operate to 5:45 pm; students opting out of structured after school activities will be required to provide a parent or guardian excuse for non-participation.
5. Emphasize physical fitness, health and wellness as a critical element to academic, social and workplace success; all students will participate in an organized health and wellness program that includes, but is not limited to, Presidential Physical Fitness assessment, recreational activities development, and intramural sports.
6. Require teachers to adhere to and maintain a consistent and deliberate curriculum development, instruction delivery, and assessment process facilitated by structured shared planning time.
7. Require teachers to recognize and embrace the integration of core academic concepts with Career and Technical Education (CTE) skills; to collaborate in the development of Project Based Learning (PBL) that represent the synthesis of learning and the application of critical thinking, knowledge, and skills in the investigation, preparation and presentation of Project Based Learning Activities.

HTEC Commitments

HTEC emphasizes social and emotional skills development, uncompromising expectations for success, and creating 21st Century Pathways. We will achieve this by making the following commitments to our community. HTEC will:

- Invite parents, community members and stakeholders to participate in the start-up and development of the HTEC vision and mission.
- Provide a safe and caring learning environment; staff will collaborate as a team to ensure that all students develop positive pro-social skills that are essential for the 21st Century.
- Ensure that students design and build their educational and career pathways to meet both their academic and career interests; that students are able to clearly and confidently articulate their academic learning objectives, post-secondary plans, and the steps necessary to accomplish their objectives.
- Develop and evolve Project Based Learning as a reflection of student learning evidenced by the rigorous academics, integration of Career and Technical skills and the presentation of Project Based Learning Activities that represent the process of addressing real world problems.
- Collaborate with business and industry to establish a HTEC Work Study Program where students can apply for employment; the goal is to have employment available to every student completing 9th grade and create the capacity to continue employing all students at the completion of each grade level.
- Partner with the Community College of Aurora to provide concurrent enrollment in core academic courses and Career and Technical career pathway certification.

- Grow a Community and Business relations committee that works with HTEC to coordinate the work study program to create employment opportunities that link to concepts and skills being taught at HTEC.
- Prepare students to be successful in post-secondary settings and certified to pursue employment opportunities that have career potential.
- Hire teachers that fully embrace the HTEC core values and are committed to the success of every student; are willing to hold themselves and each other to the same high standards they expect from their students.
- Report to the school and community Key Performance Indicators that reflect monthly progress toward implementing the HTEC school vision.
- Emphasize student leadership and opportunities for students to apply leadership skills through the Student Leadership Committee, Project Based Learning presentations, peer tutoring, and other curricular and extracurricular activities.
- Promote a culture that mirrors what is expected in a business and industry working and learning environment.

INNOVATION: EDUCATION PROGRAM

Academic Programs to Produce Academic Gains

The HTEC educational program will include the current DPS core curricula in English Language Arts, Mathematics, Social Studies, and Science and the subsequent revisions that will be made by the District to ensure alignment with the new Colorado P-12 Academic Standards including the Common Core Standards in Language Arts and Mathematics. See Attachment B (HTEC DPS Core Curricula) for more detailed descriptions of courses and content.

HTEC is not requesting waivers from DPS core curricula.

HTEC will supplement the DPS curricula with: 1) Project-based learning; 2) CTE pathways; 3) Structured supports in literacy and mathematics for students who are not yet at proficient; and 4) Proven English language development curriculum.

HTEC is requesting a curriculum waiver to implement a non-adopted English Language Development curriculum and supplemental literacy intervention program (See Appendix A).

Overview of HTEC's Research-Based Education Program

The HTEC education program embodies the following elements of effective schools research and draws upon Early College research that highlights essential elements of successful Early College high schools.

- Direct instruction emphasizing best practice in implementing research-proven strategies to improve learning.

- Response to Intervention and progress monitoring of student learning objectives, differentiated instruction and emphasis on on-task behavior with frequent feedback points to monitor learning and model essential skills.
- Innovative teaching staff with diverse skills and experience in their content areas; master degrees in math, English, business and literacy and staff that are licensed in Career and Technical Education.
- Language development and reinforcement through intensive vocabulary connections, written expression emphasizing mechanics and structure, and oral presentation stressing academic language.
- Systematic and consistent delivery of academic programming to establish and maintain effective school culture; students, staff, community and stakeholders all support the school vision and mission.
- Advancement Via Individual Determination (AVID) strategies provided to all students blended with the use Microsoft One Note, a software program that helps organize and manage projects and information.
- Systematic approach to developing writing and language skills across the curriculum; students will learn basic writing structure and organization with an introduction to Step Up to Writing then be required to demonstrate more advanced techniques as essential skills are mastered.
- Clear articulation of learning objectives and levels of mastery needed to reach achievement goals as well as to pursue career interests and post-secondary goals.

Strategic Tenets of School Reform Embedded in the HTEC Concept:

HTEC is applying for innovation status to secure and leverage autonomies that are similar to those that exist in many of the nation’s top performing schools. The autonomies will be used to drive significant gains in student achievement to close the achievement gap. We aim to use five strategies (or tenets) which, taken as a whole, constitute a “blueprint” for school reform. This blueprint has been developed from research conducted by Dr. Roland G. Fryer Jr. and the Education Innovation Laboratory at Harvard University (EdLabs) and is the first attempt to distill the successful practices of high performing schools into a format that can be transferred to all schools in a turnaround setting.

EdLabs specializes in applying a research and development (R&D) model to education with the goal of identifying how to effectively close the achievement gap. While EdLabs’ work spans across a number of disciplines, the lab has recently focused its research on whole school reform. EdLabs’ evaluation of Harlem Children’s Zone (HCZ) was among the first studies to identify the impact that specific school-based interventions can have on student achievement. The study shows that Harlem Children’s Zone’s Promise Academy was able to close the achievement gap using school-based interventions. EdLabs has also recently conducted a comprehensive data collection exercise to identify what seem to be the driving factors of achievement among more than 40 schools in New York City.

From these studies and ongoing research, EdLabs has identified common trends in the actual practices of successful schools. The consolidation and comparison of these practices led to the creation of the blueprint mentioned above. Currently the blueprint consists of five tenets or specific focus areas, each associated with increased student achievement. The tenets include:

1. **A Focus on Human Capital:** Successful schools recruit top leadership talent, reward teachers for performance (monetary or otherwise), and hold teachers individually accountable for increasing student achievement.
2. **Increased Time on Task:** Effective schools require students to increase their time on task. Extended school days, weeks, and years are all integral components of successful school models.
3. **High-Dosage Tutoring:** Classroom instruction is supplemented with individualized tutoring or small learning communities, typically during the regular school day.
4. **High Expectations and a “No Excuses” Culture:** In successful schools, students buy into the school’s mission and into the importance of their education. This feature must permeate all other investments.
5. **Data-Driven Instruction:** Students are assessed often, assessments are broken down into discrete skills, and students are re-taught the skills they have not yet mastered.

With the help of the Blueprint Schools Network, an advisory group that partners with districts on how to roll out these strategies, we intend to use these five tenets as a foundation for HTEC’s reform efforts. As described in greater detail later in this application, achieving innovation status will be required to fully implement many of the reform strategies that make up the blueprint.

HTEC Education Program:

Overview

HTEC will combine a rigorous college preparatory academic environment with relevant career and technical skills and certification. The DPS curriculum will provide the foundation to build from while we also incorporate CTE coursework. HTEC will deliver much of the content using Project Based Learning (PBL) activities in which students will combine their academics with their CTE knowledge to project manage real world scenarios, just as communities and businesses do on an ongoing basis. Using this combination of content and instructional practice, HTEC will prepare students to become systems-based problem-solvers, effective communicators, and future leaders through an individualized learning pathway that provides an opportunity to earn dual high school and college credit and CTE certification.

Course Sequences and Career Pathways

For the 9th and 10th grades, HTEC will focus on mastery protocols that are applied throughout the four to five-year Early College experience. These mastery protocols are comprised of content knowledge benchmarks, internalization of key cognitive strategies, and academic behaviors and habits that all students will use as they navigate through more rigorous elements of their 11th and 12th grade years and their 5th year program should they decide to go for their AA or AS degree. The HTEC objective is to get students to be proficient by the end of their 10th grade year. The second two to three years are focused on the application of content knowledge through professional work experience and internships, college credit opportunities, and project-based learning in and out of school. Through the

advisement process, using their PEP’s and frequent performance checks, students will be aware of the required performance proficiencies; this data and student interest will guide course plan development such as the example below: The following chart outlines the courses students can take at HTEC.

TABLE 2 – HTEC Course Options				
<p>9th Grade</p> <ul style="list-style-type: none"> • DPS Credits <ul style="list-style-type: none"> - Algebra 1/Geometry - Honor’s Introduction to Literature - Earth Science or Biology - AP Human Geography/Research - P.E./Health - AVID or Skills Block • College Credits (7) <ul style="list-style-type: none"> - Intro to the PC - Intro to Computer - Information Systems - COMM 115 • Advising: PEP, Teamwork, Cohort, Tutoring, Leadership, Pre-Collegiate prep. • Assessment: CSAP, Accuplacer, Career & Academic Advising 	<p>10th Grade</p> <ul style="list-style-type: none"> • DPS Credits <ul style="list-style-type: none"> - Geometry/Alg 2 - AP American Literature - Biology or Chemistry - AP U.S History - AVID or Skills Block • College Credits (7) <ul style="list-style-type: none"> - Intro to PC Applications” - Presentation Graphics” - Windows Complete” • Advising: PEP Teamwork, Cohort, Tutoring, Leadership, meet w/Pre Collegiate Educational Case Manager • Assessment <ul style="list-style-type: none"> - Accuplacer (1st Semester) - CSAP, Career & Academic Advising 	<p>11th Grade <i>Business Technology Certificate</i></p> <ul style="list-style-type: none"> • DPS Credits <ul style="list-style-type: none"> - Algebra 2/Pre-Cal/Col. Algebra - World Literature - Physics/Chemistry - Civics (1 semester) - World History - AVID or Skills Block • College Credits (12) <ul style="list-style-type: none"> - Windows Compete - Business Communications and Report Writing - Introduction to Business - Principles of Management • Advising: PEP, Cohort, Pre-Collegiate Case Management • Assessment: Accuplacer (if needed), CO ACT 	<p>12th Grade</p> <ul style="list-style-type: none"> • DPS Credits <ul style="list-style-type: none"> - AVID or Skills Block • College Credits (24) <ul style="list-style-type: none"> - Col. Level Math: 7 credits - English: 6 credits - Arts, Humanities, History, Social Behavioral Sciences: 6 credits - Customer Service” - Electives: 6–9 credits - Business shadow/internship • Advising: PEP, Cohort, College in Colorado, Pre-Collegiate Case Management 	<p>5th Year (Encouraged) <i>Associate of Applied Science Degree</i></p> <p>College Credits (10)</p> <p>Social Behavioral Sciences: 3 credits</p> <p>Natural and Physical Sciences: 4–8 credits</p> <p>Electives: 3 credits</p> <p>Business shadow/internship</p> <p>Advising: Cohort, College in Colorado, Pre-Collegiate Case Management</p>

HTEC Career Pathways

HTEC career pathways begin in 9th grade and extend to advanced studies at the community college level and/or four year college level. HTEC Pathways will be developed in areas such as Business and Public Administration, STEM, Arts, Design & Informational Technology, and Hospitality, Human Services, and Education and others that match the curricular programs available at the community college level. Entry into a HTEC Pathway and the actual sequence of courses taken will be individualized based upon the interests and abilities of each student and the courses available.

The table below provides examples of the various HTEC pathways at the appropriate grade levels:

TABLE 3 – HTEC Pathways	
10-12 th Grades	13 th Grade
Certificate in Business Administration, Entrepreneurship	Associate of Applied Science in Business Technology
Certificate in International Business	Associate of Applied Science in Business Technology
Certificate in Business Technology – Microsoft Office Manager, Office Manager	Associate of Applied Science in Business Technology
Certificate in Computer Technology	Associate of Applied Science in Computer Information
Certificate in Information Technology	Associate of Applied Science in Information Technology
Certificate in Graphic Design	Associate of Applied Science in Graphic Design
Students who do not wish to pursue an Associate of Applied Science could work on their Associate of Arts degree.	

Please refer to the Attachment C for samples of HTEC Pathway Certificates.

- High School and College Course Credits:** HTEC courses count as credit toward a high school diploma. College courses at the community college count as credit toward one of the following degrees: Associate of Arts, Associate of Science, Associate of Applied Science, or Associate of Applied Business. Whenever possible, students will earn both high school and college credit from the same courses through a system of dual credit or concurrent enrollment. Dual credit is typically awarded to students who complete higher-level high school courses that also meet the course curriculum requirements of the community college, while concurrent enrollment allows our students to gain credit for courses taken at the community college. Instructors of general education dual credit courses must meet the licensure requirements of the school district and the credentialing requirements of the community college.
- DPS and the Community College of Aurora:** A partnership already exists with several dual credit agreements in place for career and technical education courses. These dual credit courses will be included in the establishment of Pathways leading from high school to CTE Plans at the community college level. Concurrent enrollment offers students additional opportunities to earn both high school and community college credit in the same courses. HTEC will employ different course titles and will require waivers to offer credit for students enrolled concurrently in community college core content area courses. Some courses in a student’s Pathway can be taken for community college credit only or in concurrent enrollment as a high school elective credit. Students must demonstrate readiness for college-level work on the Accuplacer placement exam to be enrolled in any course for which Community College of Aurora offers credit as a concurrent course. Students must earn a grade of “C” or above at HTEC to earn dual credit.

Project Based Learning (PBL)

Project Based Learning is an approach to apply academic concepts and increase understanding. Our deliberate choice to use PBL is based upon our extensive research and knowledge of best practices with similar models and student populations. HTEC will develop PBL using research based methods beginning with using the model of the Six A's of Designing PBL (Steinberg, 1996):

1. **Academic Rigor:** Projects address key learning standards related to college readiness and state standards to help students develop habits of mind and work associated with academic and professional disciplines.
2. **Authenticity:** Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
3. **Applied Learning:** Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.)
4. **Active Exploration:** Projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations.
5. **Adult Connections:** Projects connect students with adult mentors and coaches from the wider community.
6. **Assessment Practices:** Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance.

HTEC staff will become experts in PBL; staff will receive professional development and get the support necessary to ensure that Project Based Learning is a HTEC cornerstone.

See Attachment D, PBL Protocol Description

- **Daily Lesson Plans:** The academic schedule at HTEC is built around providing teachers structured shared planning time to collaborate on a daily basis. Through the School Leadership Team, teachers will commit to adhering to structured and intentional planning that allows for collaboration, feedback, and focuses in using data and student work samples. Examples of effective planning are: consistent use of the HTEC common lesson plan template that links instructional objectives to performance standards, the use and enrichment of content specific vocabulary, the ability for teachers to talk about student performance in a manner that target intervention strategies and/or enrichment activities. Following the best practices at high-performing public college preparatory high schools with similar populations, HTEC will subscribe to Understanding by Design to map and plan its curriculum.
- **HTEC Grading Policy:** HTEC will modify the District's grading policy. The HTEC grading policy will be A-F; however D's will not be awarded. It is assumed that all students, staff, and parents/guardians understand basic principles of right or good behavior, including standards of conduct with regard to academic integrity. Grades will reflect authentic student achievement that rejects plagiarism, deceit, or other morally objectionable behaviors. All students are expected to embrace an honest performance of their studies. Student grades will be based on a variety of assessment forms such as tests, quizzes, essays, projects, reports, discussions, labs, case studies, performances, and

exhibitions. Grades are based on the students' achievement of the standards and represent the district's instructional program by providing the following:

- ✓ Information for parents about the achievement of their children
 - ✓ Feedback for student self-evaluation
 - ✓ Documentation of students' performance to evaluate the effectiveness of instructional programs
 - ✓ An incentive for students to learn and maximize academic achievement
 - ✓ Guidance to teachers for instructional planning, re-teaching, and interventions
 - ✓ Data to plan for student matriculation, retention, and future course work.
- Grades will reflect individual student performance and progress toward meeting content standards and be based on work products collected during the grading period. Grades will not be based on a comparison of one student's performance with the performance of other students or behavioral considerations. Students will receive an academic education grade (letter grade) which will reflect their knowledge/skills of the Colorado State Model Content Standards or district curriculum for each subject area. Assessment data accumulated throughout the course will be used to calculate Grade Point Average. All classroom assessments, assignments, (including homework), and activities will be directly linked to the Colorado P-12 Academic Standards. Finally, process (how student to about learning the material, will be distinguished in the grading from product (what students can demonstrate and prove they know), and progress (the growth students have made). Student's final grades at HTEC will primarily reflect product and progress.
 - The Principal and faculty will use Infinite Campus and its procedures to record grades, report progress to parents, and determine the relationship of grades to extra-curricular activities. Grading procedures will take into consideration individual education plans and 504 plans for students with disabilities. All students with disabilities should receive grades that reflect the level of work they complete consistent with curriculum modifications and accommodations identified in the Individualized Education Program (IEP). This is true regardless of whether a child is receiving services in a general education or a separate class.

HTEC will also utilize the College Board Standards for College Success (CBSCS). These standards define the knowledge and skills students need to master in English Language Arts, Mathematics and Statistics, and Science to ensure college and career readiness. The CBSCS standards outline a clear and coherent Pathway to Advanced Placement (AP) and college readiness with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but to succeed in college and 21st-century careers. The College Board has published these standards freely to provide a national model of rigorous academic content standards that states, districts, schools and teachers may use to vertically align curriculum, instruction, assessment and professional development to AP and college readiness. *Student Supports and Expectations*

Beginning in ninth grade, all students will have a **HTEC Personal Education Plan (PEP)** that provides a pathway leading to a diploma and a certificated CTE Program, an Associate degree, and credits that can be applied to a Bachelor of Arts or Science degree. A HTEC PEP will document student activity, which includes performance against state academic standards, community service, internships, literacy levels,

project-based learning, and passing standardized testing and other areas pertinent to each student. Additionally, the HTEC PEP will internalize the importance in which all students monitor their coursework, grades, and credit accumulation. All students will meet regularly with an education staff during advisement to monitor the PEP and play a significant role in their lives as exemplary role models for behavior, professionalism, and scholarship.

- **On Track Graduation Monitoring:** Students not meeting proficiency will continue receiving high dosage tutoring to ensure growth toward proficiency; these students will also show growth in the Foundation Knowledge and Skills and other skills relevant to workforce readiness and continued CTE certification. Students will benefit from a block schedule that will provide for the selection of up to eight courses per semester as well as a selection of afterschool activities, some of which will be credit bearing offering concurrent enrollment with the community college. With this flexibility, students will have opportunities to complete core content coursework and CTE coursework. These opportunities figure prominently within the upper grades including a possible fifth year and link academic skills with the 21st Century Skills. An example of this sort of educational philosophy is witnessed in our college preparatory writing-across-the-curriculum approach. Students also meet weekly with their education staff advisors who monitor their PEP and professionally mentor them through graduation. The urgency and support of our advisors keeps all students accountable to the requirements of their program, and they ensure that all students receive the necessary support to graduate on time with the appropriate certification and college credit.

Grade Level Completion Competencies: The objective of grade level completion competencies is to connect HTEC Early College learning to celebration benchmarks representing progress toward completing their high school experience. Grade level competencies serve to motivate students to excel because they relate to celebrating the progress toward achieving their academic and CTE goals. HTEC students will have the expectation to “exceed grade level” completion standards by going “above and beyond” by completing various activities, certification standards, community service activities, and/or work study.

- **Academic Student Support: HTEC will do** whatever it takes to ensure that all students plan accordingly for their selected HTEC Pathway.
 - Students will monitor their HTEC PEP that outlines milestones for staying on their HTEC Pathway leading to a certificate or an Associate degree.
 - Students will have access to teachers through daily office hours and advisement, all students will receive:
 - 2:1 tutoring receiving supports that target learning deficits in math, the late shift teachers working a 9:00 am to 6:00 pm schedule will be assigned tutoring groups and co-teaching assignments to help strengthen in class learning supports.
 - Saturday tutoring sessions will be scheduled to provide additional time to meet with students as well as summer sessions aimed at ensuring that students are prepared for the upcoming school year.

- HTEC will implement AVID (Advancement Via Individual Determination) on a school-wide basis. All students will be required to adhere to AVID learning and study skill strategies; the AVID class will be an elective. The AVID elective classes will go more in depth with AVID strategies and focus on student performance and preparedness. AVID is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.ⁱⁱⁱ Check document to ensure footnotes are numerical and consistent from beginning of document until end
- **Student Behavior and Discipline:** HTEC students are expected to participate in creating and sustaining a positive learning environment on and off campus. Students entering HTEC in 2011 will fully understand and sign the HTEC Family Agreement and Student Code of Conduct Compact^{iv}. It is essential that our students feel a sense of ownership in the school, and they consistently demonstrate daily and long-term professional conduct. Those interrupting the learning of other students will be referred to their advisor or counselor. The advisor or counselor will work with students to identify the cause, solutions, and consequences for said interruption. During the students' individual advising time, they will have time for self-reflection, and they will take responsibility for their own behavior and learning. Teachers and students work together to make needed adaptations and document the adaptations in a HTEC Redirection Pact. Students referred to their advisor after a HTEC Redirection Pact is signed will require administrative and parental participation to redirect behavior more intensively.

All teachers will be trained in Positive Behavior Support (PBS), and the Student Leadership Committee will be well versed on Restorative Justice. Students will not be suspended from HTEC unless they are considered a safety issue to themselves, other students, or staff members. Clear and consistent student conduct issues will be communicated and enforced.

School Culture and Learning Environment

As stated in the mission and vision section, the HTEC culture is one of collaborative commitment to preparing student for success in college and career. Students will engage in shared learning experiences and will support each other in reaching personalized learning goals. Teachers, parents, peers, colleges, and business partners will work together to ensure that students master rigorous academic concepts and technical skills.

The HTEC culture will be fostered by the daily schedule that emphasizes engagement through relationship building, collaboration and teamwork, and encouragement to succeed and achieve. Students will engage in extended academic blocks conducive to PBL and collaboration and will receive daily academic labs focused on individualized intervention, enrichment, and advising needs. Students will engage in postsecondary education and will earn college credits or career and technical certification through multiple pathways.

Learning strategies and routines will be consistent from class to class; seating charts, classroom protocols and progressive discipline will establish a routine of success. This structured classroom environment will enable teachers to engage in innovative instructional strategies that use technology and Project Based Learning. Innovative instruction and technologies such as Netbooks, Promethean Smart Boards, and student networking tools will emphasize student interaction, project management, performance, and presentation.

In addition to engaging in team projects, students will attend classes at local colleges and participate in field based learning opportunities at local businesses. College faculty and business and community leaders will also provide instruction to students on the HTEC campus.

At the beginning of every school year, HTEC will conduct a “HTEC Culture Camp.” This weeklong session will introduce new incoming 9th graders to HTEC learning and behavior culture and set the expectation that incoming 9th graders are expected to recognize and support HTEC norms. Baseline skills assessments will be administered as well as a variety of team building and leadership activities. This first week will set the tone for the entire year. To implement this HTEC Culture Camp and increase the amount of instructional time, we will extend the year by an additional six days in August.

Class Structure

Class sizes in core subjects will average 20-25 in order to allow for small group instruction and personalized learning plan implementation. Classrooms will be highly structured, organized, and flexible and be responsive to the learning activity and environment. Innovations include scheduling for extended core instruction and project based learning as well as the use of technology to enhance learning and develop college and workforce readiness skills.

HTEC English Language Acquisition Program (ELAP)

HTEC is applying for a curriculum waiver (see Appendix A) to replace the DPS English Language Development (ELD) curriculum with the Edge curriculum developed by National Geographic.

HTEC has worked closely with the DPS ELA department on the development of the following English Language Acquisition Program. The ELA Department has confirmed that the following plan is in compliance with the DPS requirement that a minimum 45 minute block of time be allocated for students requiring ELD using a standards-based ELD curriculum. The ELA Department has confirmed

that the Edge Curriculum is based on ELD standards and has been successfully implemented in a DPS pilot school.

ELAP Program Overview

HTEC will meet the needs of all of its English Language Learners (ELLs) in compliance with Federal and State Laws (Section 22-24-105 of the Colorado Revised Statutes). The needs of ELLs will be met through the implementation of a comprehensive English Language Acquisition Program (ELAP). The program will focus on helping the ELLs at HTEC to make progress towards attaining grade level proficiency in the areas of reading, writing, speaking, listening, and critical thinking. Additionally, aspects of the program will be implemented school-wide with the goal of helping all students to develop academic language skills in the areas of listening, speaking, reading, and writing.

HTEC ELL Demographics and General Proficiency Levels

It is estimated that HTEC will serve a large number of ELLs who have varying language proficiency levels. If the school demographics reflect the current demographics of the Far Northeast region of DPS, ELLs may make up 20% to 40% of the school's student population. Therefore, school-wide and targeted academic programming for ELLs represent critical components of the school's plan for effectively meeting this student group's academic and developmental needs.

ELL Assessment and Identification Process

Upon enrollment at HTEC ELLs will be identified through their completion of the Home Language Questionnaire (HLQ). Students' responses will be sent to the Denver Public School District's (DPS) English Language Acquisition (ELA) Department, where it will be determined which students qualify to take the Colorado English Language Assessment (CELA). HTEC ELAP staff members and the Site Assessment Leader (SAL) will then administer the CELA Placement and Pro tests to all identified students (Levels 1-5). The CELA tests will be scored through the DPS ELA Department, and the results will determine the level of language support services ELLs will receive. The specific services are described in the following sections.

Program Components

The HTEC ELAP is anchored on two key components: school-wide sheltered instruction, through the use of the SIOP Model and Protocol and targeted English Language Development (ELD) classes. These two components are combined to provide a comprehensive framework for meeting the language needs of ELL students. The ELD class is the core element of the program, and it is where ELLs will receive explicit language development instruction. While the coinciding school-wide sheltering of core content instruction makes the general curriculum accessible to ELL students.

1. School-wide use of the SIOP Model

Curriculum will be made more accessible for all students, especially ELLs, through the school-wide use of the Sheltered Instruction (SI) through the SIOP Model®. The SIOP Model® helps all teachers to

shelter their instruction and structure their lessons and classrooms in a way that meets the language development needs of a variety of learners.

Evidence of teacher implementation of the SIOP Model® will include lesson plan and grade book documentation of the ELLs and their primary language needs, as well as evidence of instructional practice related to the eight “Components” of the SIOP Model: 1. Lesson Preparation, 2. Building Background, 3. Comprehensible Input, 4. Strategies, 5. Interaction, 6. Practice & Application, 7. Lesson Delivery, and 8. Review & Assessment.

In addition to understanding the SIOP Model’s® eight “Components,” teachers will also implement a number of the 30 SIOP “Features,” such as daily language objectives and content objectives (Features 1 & 2), adaptation of content to all Levels of student proficiency (Feature 5), links explicitly made between past learning and new concepts (Feature 7), and grouping configurations that support language and content objectives of the lesson (Feature 17), to name a few.

Finally, SIOP Model® implementation will be anchored with evidence through formal and informal classroom observations that encompass verifying SIOP Model® artifacts as part of the observation process. Observations will be conducted by administrators, the school Instructional/ Literacy Coach, and the HTEC ELA Program Coordinator by using the SIOP Protocol®.

2. English Language Development Classes

The National Geographic/ Hampton Brown *Edge: Reading, Writing, and Language* curriculum will be used as the primary language development curriculum for the ELD classes. The *Edge* curriculum is a research based language development and literacy curriculum that has been proven to meet the needs of both English Language Learners (ELLs) and striving / struggling readers and writers from a variety of regions across the country. A recent national study^v was conducted to examine the effectiveness of the *Edge* program on increasing reading and language skills of native English speakers and English language learners who are reading two or more years below grade level in grades 9 through 12. The study included 1800 9th-12th grade students from 18 districts across the nation. Approximately 57% of participating students were Hispanic, 7% were African American, and 70% were English language learners. The study found that both native English speakers and ELLs receiving *Edge* interventions made significantly greater gains in reading comprehension (3 times more), vocabulary (1.5 times more), and language (2 times more) than the matched control groups in one year’s time.

The *Edge* curriculum addresses the four primary domains of language: reading, writing, listening, and speaking. *Edge* also includes supporting materials: Grammar lab, reliable assessments, and cooperative learning activities, such as book groups and literature circles that can be used in conjunction with the class library set of novels. Though the *Edge* curriculum is specifically designed for high school ELL students and struggling readers, it also allows for a great degree of differentiation in meeting the needs of high school students with language abilities that range from primary to high school levels: *Fundamentals (K-3 ability)*, *Level A (3-5 ability)*, *Level B (5-7 ability)*, *Level C (7-10 ability)*. Three of the four levels (A, B,&C) closely align with the newly adopted Colorado 9-12 Reading, Writing, and Communication Standards as well as the Common Core Standards, which may allow students who

are enrolled in *Edge* ELD blocks to receive high school Intro to Literature credit. Likewise, ELL students enrolled in either of the ELD class may also meet their World Language requirement. Additionally, it should be noted that *Edge* also aligns to the WIDA Guided English Language Proficiency Standards. Finally, *Edge* supports a larger school view, as it is consistent with the Response to Intervention (RTI) model, providing opportunities for early intervention, progress monitoring, data-driven instruction, and a gradual approach to skill development.

- **Intensive English Language Development (ELD) Class**

Students in the Intensive English Language Development (ELD) class will receive the greatest amount of language development support. Students in this course will be CELA level 1 (Beginning), level 2 (Early Intermediate), and possible level 3 (Intermediate) ELLs. These students will participate in a daily 45 minute long ELD block. These daily ELD blocks will utilize the *Edge Fundamentals, Level A, or Level B* Curriculum (Whichever is most appropriate to the group's current language level). As previously mentioned, students enrolled in the Intensive ELD Class will also participate in general curriculum LA and content area classes, which have had the content and instruction "sheltered" in order to accommodate all students' language needs. Lastly, students in the Intensive ELD Class may be moved to the Moderate: ELD/ Literature Hybrid Class if a sufficient body of evidence exists, which suggests that their language skills are higher than the CELA results indicate. The body of evidence may be comprised of, but not limited to, Lexile SRI reading comprehension scores, *Edge* curriculum assessments and work samples, district language assessment data, progress monitoring language assessment data, teacher made language assessments, and ELA Teacher/ Coordinator observations and language assessments.

- **Moderate ELD/ Literature Hybrid Class**

Students who scores level three (Intermediate), four (Proficient), and possibly level five (above Proficient) on the CELA test will be placed in the Moderate ELD/ Literature Hybrid Class. They will receive support through a daily 45 minute long ELD/ Literature hybrid class that uses the *Edge Level B or C* curriculum, which both meets students' language development needs and is aligned with State Reading, Writing, and Language Arts Content Standards for high school. Higher ELL students (CELA 3-5) will remain on this track until they reach language proficiency, as evidenced by scoring a minimum of proficient on CELA and partially proficient on CSAP.

3. Monitoring Status and Exited ELLs

Students who test at the proficient level on CELA and partially proficient level on CSAP will be placed on monitor status for two years. In addition to CELA and CSAP results, Curriculum Based Measurements (CBMs) and standardized assessments, which may include but are not limited to LEXILE reading comprehension tests, *Edge* Curriculum assessments, reading running records, and informal reading, writing, and language assessments and observations done by qualified teachers, will be used to monitor former ELL students' progress and language proficiency. ELL Students' performance on these assessments will be tracked through the RTI process, which documents all students' achievement

and identifies students who are not succeeding in the general curriculum. Lastly, formerly identified and exited/ monitor status ELL students will continue to receive support through the school-wide use of SI techniques and the SIOP Model®.

Progress Monitoring

Students:

- ELL students will be knowledgeable about their ELL status and be able to articulate the strategies (from both SI and ELD classes) aimed at raising proficiency. The ELAP Coordinator will inform students of their proficiency level, and ELD teachers as well as general content area teachers will explicitly review with students why the various language strategies are used.
- Students' binders will contain artifacts of learning that reflect language growth and development.

Teachers:

- Education staff shall be knowledgeable about ELL students and their areas of language need. This information will be passed on to teacher by the ELAP Coordinator during meetings and Professional Development (PD) sessions. A spreadsheet that lists all of the school's ELL students and their abilities will be available on the school's server. SIOP Model® trainings will also be held during PD sessions on a monthly basis
- Teachers will be knowledgeable about the SIOP Model® and SI strategies relevant to their content area, and they will be able to incorporate appropriate strategies into their curriculum development, lesson planning, instructional delivery, and classroom assessments. Additionally, teachers will have a strong overall understanding of the HTEC ELAP.

Administrators:

- Current ELL progress will be monitored by ELAP Coordinator with the use of CELA, *Edge* curriculum formative and summative assessments, Lexile reading comprehension scores, district language and content area assessments, and CBM's.
- The ELAP Coordinator will report out to the administrative team and teaching staff on the status of ELL growth and development on a quarterly basis.
- The ELAP Coordinator will monitor language development of exited ELL students for a two year period.
- Instructional support and staff development will be provided on an ongoing basis through formal and informal SIOP Protocol observations, professional development sessions, coaching/ Co-Teaching SI practices, and other individual and group activities.

ELA Program Professional Development

Professional Development of teachers in regards to the SIOP Model® and awareness of the school's ELL population will happen initially during the teacher work week, that will follow the HTEC Freshman Academy, and then subsequently on a monthly basis. These trainings will take place during Wednesday morning professional development time blocks. Each training session will focus on one to two of the eight "Components" of the SIOP Model, as well as several specific "Features" from within the "Component(s)" that are being reviewed. Additionally, information about ELL performance and

progress will be shared in an open problem solving forum on a weekly basis during the Wednesday morning professional development blocks. Lastly, it should be noted that most of the SIOP Model® PD sessions will be held during the beginning of the school year, in order to prepare teachers to meet the needs of ELLs from the onset of the school year. However, program implementation and monitoring as well as refresher trainings will be done throughout the course of the year.

Instructional Services Advisory Team

HTEC will follow district policies by establishing and maintaining an Instructional Services Advisory (ISA) Team. In the first year, the ISA Team will be comprised of the HTEC Principal, the ELA Coordinator/ ELA-E Teacher, and the Language Arts teacher who will pursue highly qualified status for Linguistically Diverse Education. By the second year of operation at least one administrator and two ELA teachers will be on the team. The ISA Team members will collaborate to ensure that the needs of ELL students are being met and that the HTEC ELA Program is implemented with fidelity. The ISA Team will meet on a monthly basis to address the following areas: 1. Ensure correct placement of ELL students, 2. Monitor current and exited ELL student's language development and academic progress, and 3. Exit students from the ELA Program.

Special Education Plan

Students with IEPs will be provided the same opportunities as all other students through classroom based differentiation and accommodations, interventions, and personalized educational plans. Interventions within the school day and extended tutoring sessions after school and weekends are offered to all students at the High Tech , including students with disabilities.

In year one, HTEC will hire an academic coach, licensed and qualified in special education and literacy, to coordinate special education services in addition to a teacher licensed in special education and science. These two positions will provide consultation to teachers and direct special education services to students as needed to address individual educational plans. In year two, another special education teacher will be hired to work with students with mild and moderate disabilities in the least restrictive environment. Special Education students with Specific Learning Disabilities in Reading, Writing, Math, and Communication may also be supported through enrollment in the math tutoring blocks and ability based literacy intervention blocks, which will be taught by the Special Education Coordinator/ Literacy Coach on a daily basis. The special education coordinator will also collaborate with the student advisor in providing students with Emotional Disabilities with appropriate behavioral interventions. Finally, resource pull out will be available, but will only occur when dictated by a student's IEP. Students on IEP's will be monitored carefully utilizing the district's ENCORE progress monitoring system. Students will only be placed on IEP's after all RTI procedures have been exhausted and HTEC will follow the district's initial IEP process. HTEC will work in partnership with the district's Special Education programs to ensure that students with disabilities receive the necessary support to achieve at high levels.

Response to Intervention Plan

HTEC monitors at-risk students in a consistent and equitable manner according DPS RtI protocols. Once at-risk students are selected, their responsiveness to general education instruction is monitored. At the end of a relatively short period (e.g., eight weeks) of classroom instruction, at-risk students may

be administered a brief standardized achievement test in the area of risk. Responsiveness may be defined as “a score above the 16th percentile.” At-risk children unresponsive to classroom instruction are given more intensive instruction at a second tier, or level, either in or outside the classroom. Their performance during this more intensive, second-tier instruction may be assessed in a manner similar to how performance was assessed during first-tier instruction provided to all students.

Much of RTI assessment, therefore, is progress monitoring. It is a form of dynamic assessment because its metric is change in students’ level or rate of learning. Such information assists practitioners’ efforts both to design early intervention and to identify special-needs children. Regarding early intervention, progress monitoring can be understood in part as formative evaluation: Teachers use the data to determine whether they need to change their curricula, materials, or instructional procedures. Progress monitoring also generates diagnostic information that helps practitioners make classification and program placement decisions (e.g. moving students from Tier 1 universal instruction to Tier 2 targeted intervention or from Tier 2 to Tier 3 for intensive intervention).

Gifted and Talented Plan

Since a significant component to this school will be the partnership with the Community College of Aurora, highly gifted students would be provided an opportunity to accelerate their learning through earlier access to college coursework, which is allowable under the state’s Individual Learning Plan guidelines. Utilizing these opportunities allows Gifted and Highly Gifted Students to finish their Associate of Science degree by the end of their senior year. The project-based orientation of the school will provide opportunities for differentiated learning for stretching these areas of strength. Cross age grouping, accelerated coursework, and the flexibility allowing for cluster grouping will all reinforce success for gifted students.

High-Dosage Tutoring

All students and parents will be required to attend an orientation session where they learn what to expect from the school and how to hold us accountable for an exemplary learning culture. Furthermore, they are required to sign the HTEC Family Agreement and Student Code of Conduct Compact committing to the expectations the school has for students and parents/guardians. In addition to the code of conduct that sets high expectations for student behavior and effort, the compact includes an agreement to pursue the early college requirements, an agreement to complete all work and participate and work hard in the extended learning/skill building requirements (AVID/Skills Block, 9th grade academy, extended day and Saturday School learning sessions, keeping up with student progress via student/parent portal, student-led parent conferences four times a year, four student/parent college preparatory sessions).

Identification of Students for High-Dosage Tutoring

- Initial identification will be based on 8th grade CSAP scores. All students scoring Unsatisfactory and Partially Proficient will be placed in intervention courses during the school day, and required to attend after school tutoring, as well as Saturday mornings.
- Students will be monitored through teacher generated assessments every 2-3 weeks and interim assessments every quarter. Students will be assigned extra tutoring, or relieved from extra tutoring, based on these assessments.

- Tutors will be recruited from school staff, as well as local community members and parents.

Supplemental programs and curriculum

HTEC will supplement the DPS core curricula with: 1) project-based learning; 2) CTE pathways; 3) structured tutoring and interventions in literacy and mathematics for students who are not yet at proficient; and 4) proven English language development curriculum.

Supplemental interventions may include texts or books used to help students succeed in college level classes or used to help accelerate students through core curricular classes. HTEC teachers will need the flexibility to access materials as the need arises. HTEC utilize the DPS curriculum as the basis of the academic program.

INNOVATION: ASSESSMENTS

HTEC Assessment Plan

HTEC will participate in all DPS required assessments. No waivers are being requested at this time.

The primary purpose of assessment at HTEC is to improve teaching and learning. The student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a digital portfolio system, and classroom assessments. The plan includes internal, external, diagnostic, formative, and summative assessments. Diagnostic assessment will help the teacher and student determine what the student knows and is able to do and will be used in goal setting. Formative assessment will provide information throughout the teaching and learning process and will guide instructional decisions, time allocation, and selection of learning tools and resources. Summative assessment will provide a measure of progress at a point in time, providing information on accountability for students, teachers, and the school.

Assessment results will help parents monitor their student's progress. Results will also provide encouragement for students and help families make a positive connection with the teacher. Student assessment data will drive decisions related to curriculum implementation and revision, scheduling, grouping, staffing and professional development, and resource allocation. This comprehensive assessment plan is intended to raise and provide potential answers to questions, make reasoned decisions about necessary changes in instruction, curriculum, practices, and resources that will affect student performance. Assessments and their use in improving instruction are outlined below. The following table shows the annual assessment calendar.

Table 4: HTEC Assessment Schedule											
Assessments	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Acuity	X			X			X			X	
ACCUPLACER	X				X					X	
Performance Task Assessments		X	X	X	X	X	X	X	X	X	X
Classroom Assessments	X	X	X	X	X	X	X	X	X	X	X
Digital Portfolio	X		X		X		X		X		X
CSAP								X			
PLAN (SOPHOMORE)			X								
ACT (JUNIOR/SENIOR)								X			

HTEC Standardized Assessment Requirements:

- **Colorado Student Assessment Program (CSAP):** CSAP will be used to measure student progress. Results of the testing will be used to promote reflection on learning, setting goals for students, improving instruction, and identifying areas for professional development.
- **ACT PLAN:** The **PLAN**[®] program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.
 - As a "pre-ACT" test, **PLAN** is a powerful predictor of success on the ACT
- **ACT:** The **ACT** is a set of four multiple-choice tests. The English portion measures standard written English rhetorical skills; the math portion measures skills such as problem-solving, pre-algebra, algebra I, geometry, and some higher-level math. The reading section measures comprehension. The science section measures the interpretation and evaluation, reasoning, and problem-solving skills required in the natural sciences. ACT-Plus Writing adds a writing prompt that measures skills emphasized in high school and entry-level college composition. The ACT is used by an increasing number of colleges for admission, especially within Colorado public colleges and universities. It also provides formative opportunities for teachers and students.
- **ACCUPLACER:** The purpose of **ACCUPLACER** tests is to provide teachers with useful information about students' academic skills in math, English, and reading. The results of the assessment, in conjunction with students' academic background, goals, and interests, are used by academic advisors and counselors to determine course selection. Students cannot "pass" or "fail" the placement tests, but it is very important that they do their very best so we have an accurate measure of academic skills within the main content areas.
- **ACUITY:** The comprehensive, award-winning, **Acuity**[®] **InFormative Assessment**[™] solution is designed to guide classroom teaching and improve achievement for all students. Acuity is

designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities.

Acuity Assessments^{vi} are easily integrated into classrooms. Pre-built Acuity Predictive and Diagnostic Assessments provide valuable information about student progress relative to state standards and state accountability exams. In addition, Acuity enables us to build customized assessments relative to local curriculum goals. Students can be assessed online, using paper and pencil, with student response devices, or any combination of these methods. Engaging Acuity Instructional Resources support our teachers with intervention and practice activities.

HTEC Formative Assessment Requirements: HTEC will use a variety of performance measures aimed at providing feedback to prescriptive planning and data-driven instruction. Other performance measures will include various HTEC certifications related to college readiness and career and technical certifications.

- **HTEC Certifications:** These performance measures are tied to grade level completion requirements and offer students the opportunity to exceed grade level completion standards. Examples are keyboarding and computer application certification, Cardio and Pulmonary Resuscitation certification (this certification will emerge as a student lead instructor certification program that provides community service CPR and First Aid certification to community organizations), Career and Technical certification in various software application, and complete concurrent college courses that contribute to Associate of Arts or Associate of Business degrees at the Community College of Aurora.
- **Classroom Based Measurements (CBM'S):** Closely linked to the assessment process is the use of CBM's. These assessments will drive data collection that targets rigor and are differentiated to meet student needs. They are standard(s) specific and processed by teachers in their shared planning time so teachers can formulate appropriate interventions.
- **Performance task assessments:** Performance specific tasks will be identified for each project based learning activity. These performance tasks will be linked to specific content standards, post-secondary readiness and workplace readiness skills.
- **Digital Student Portfolios** are another assessment approach that aligns with the HTEC project-based learning. Portfolios will purposefully integrate a collection of student work showing effort, progress, or achievement in various areas. Students will select items for their portfolios, utilizing a process of self-reflection and with clear criteria for success. Students will use the HTEC server to store their portfolios electronically, before submitting it to a panel. The portfolio will be the focus of conversations between students and their peers, students and teachers, students and their families, and students and community members.

Assessment Evaluation: HTEC assessments will regularly include rubrics, established sets of parameters for scoring students' performance on a measurement scale, clear criteria (including performance descriptions for each criteria), and sample responses (anchors) that illustrate the levels of performance. Rubrics will integrate content standards and 21st Century Skills. HTEC will invite the Community and Business Relations Committee to provide feedback on performance task measurements and to participate in the evaluation of project-based learning activities.

Evaluation of Student Academic Progress

HTEC will measure and evaluate student academic progress through course grades focused on content and skills mastery. HTEC staff will disaggregate data by ethnicity, FRL, IEP, ELA, AVID, and gender to determine trends and to make improvements to the program.

- Students at HTEC will be assessed in reading and math regularly (roughly every three weeks) using questions from released standardized assessments that are in line with the lessons covered during that particular period. The data will be collected by the Executive Director of the FNE and his/her team. Blueprint Schools will use the student-level data to produce dashboards on student achievement for school leaders and individual teachers. Teachers will then use this to inform their instruction in order to guide students toward mastery of skills and objectives.
- In addition to regular interim assessments, HTEC students will be given two large-scale assessments before the state assessment is administered in March/April. The first of these assessments will take place at the very beginning of the school year during the first week of school. This diagnostic test will help teachers become acquainted with their students, drive initial tutorials, and provide students a starting performance point for the year. The second assessment will be administered halfway through the year (early December). This mid-year test will allow students to measure the additional growth needed to reach their goals.
- Monthly site visits conducted by the Blueprint team will provide a consistent source of qualitative data. Blueprint will send two-person teams to spend a full instructional day at HTEC each month. The Blueprint site visit agenda will include:
 - Review of school data and current goals/priorities
 - Observations of classrooms
 - Observations of tutorial rooms
 - Completed observation rubric for each classroom and tutor room that notes instructional strategies, student engagement, classroom environment, and student-teacher interactions
 - 30-45 minute focus group with 4-8 randomly selected students
 - 30-45 minute focus group with 4-8 teachers
 - 30-45 minute focus group with 4-8 tutors
 - 30-60 minute debrief with the administrative leadership team
- Data and information gathered at these monthly visits will be shared with the principal and the FNE Executive Director's team for use in supporting the school leadership team and tutor coordinator in improvement efforts. In addition, members from the central administration

team will conduct periodic site visits throughout the year to monitor progress and conduct planning sessions with the school leadership team.

- HTEC teachers will have structured, shared planning time to process student performance data that is derived from CBM's and other assessments as they are administered. The HTEC schedule has four Saturdays scheduled for after January 1st that are dedicated to preparing for accelerating student learning; those days will consist of working with students on literacy and math skills which we expect will contribute to increased academic performance on summative indicators such as CSAP, PLAN, and end of course grades.

INNOVATION: GRADUATION AND PROMOTION

Graduation and Promotion Policies

HTEC graduation requirements will adhere to the DPS graduation requirements. HTEC students will have the option to supplement district graduation requirements by providing grade level competencies that reflect certification in workforce and post-secondary readiness. Students desiring to fulfill their world language requirements will take language courses at the community college or at HTEC if circumstances are appropriate.

Students will be held to the DPS graduation and promotions standards. No waivers are being requested in this area.

Included in the Attachment E are sample HTEC Course Plans. Attachment C (HTEC Pathway Certificates) shows alignment with DPS promotion and graduation requirements. The HTEC sample course plans show students earning college credit beginning in 9th grade in a concurrent enrollment relationship with the Community College of Aurora.

As noted earlier, students will have the ability to exceed DPS grade level promotion standard by completing grade level competencies. Please refer to the Attachment F for HTEC Completion Competencies.

Additional Certifications

In addition to a high school diploma, HTEC students will have the opportunity to earn certifications or endorsements by demonstrating competencies in a variety of ways including but not limited to:

- Proficiency on the National Educational Technology Standards
- Competence with 21st Century Skills as evidenced by WorkKeys certification
- Completion of all HTEC grade level competencies
- Completion of a HTEC CTE Pathway
- CPR and First Aid with the possibility to be a CPR and First Aid instructor

- Microsoft Office User Specialty

The Personalized Education Plan (PEP) will reflect all completion requirements and success strategies to meet grade level promotion requirements. Examples are course plans such as the example provided, high frequency short duration assessments such as group monitoring to help support students for critical exams

Support for At-risk Students

Staying on track to graduation is critical for the success of our students; research^{vii} indicates that students who fail one or more courses in 9th grade, and/or students who miss 20 days of school or more are twice less likely to graduate. Teachers, in all content areas, will be required to utilize DPS's newly created ABC Stoplight Report to track all students and provide appropriate interventions for red and yellow light students. Students at HTEC will have opportunities for unit and credit recovery.

The HTEC afterschool and work study programs are aimed at inviting students to engage in a rich and meaningful high school experience. Also, as a new school with a strong emerging culture, school attendance and effective learning supports will identify students who are in jeopardy of falling behind.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

HTEC Annual Achievement Goals

Each of the following HTEC goals meets or exceeds the goals set by Denver Public Schools in the 2010 School Performance Framework (SPF) Rubrics. The following goals will drive all education and professional development plans for HTEC:

- 1. HTEC students will reach high levels of academic achievement.**
Reading: 80% or more students score P/A within 4 years (15% increase each year)
Math: 80% or more students score P/A within 4 years (15% increase each year)
Writing: 80% or more students score P/A within 4 years (15% increase each year)
Science: 80% or more students score P/A within 4 years (15% increase each year)
- 2. HTEC students will make adequate achievement gains to catch up with high achieving peers.**
Reading: 40% of students less than proficient will move up a CSAP performance level each year
Math: 20% of students less than proficient will move up a CSAP performance level each year
Writing: 30% of students less than proficient will move up a CSAP performance level each year
AYP: Adequate yearly progress will be made each year in reading and math
- 3. HTEC students that are currently not proficient will make adequate gains to close achievement gaps.**

Gaps: Achievement Gaps, once identified, will narrow by at least 5% each year
CELA: At least 35% of students taking CELA will move up one proficiency level each year

4. HTEC students will exceed the state average growth for academic peers.

Reading: Median Student Growth Percentile in reading will be above the state average of 50

Writing: Median Student Growth Percentile in writing will be above the state average of 50

Math: Median Student Growth Percentile in math will be above the state average of 50

5. HTEC students will graduate ready for postsecondary education and employment success.

ACT: 70% of students will score higher than the state average (20) on the ACT composite

Graduation Rate: 100% of students will graduate

College Acceptance: 100% will apply and be accepted to a college or postsecondary trade program

Employment: 90% summer employment; 90% employment for graduates applying to work

See Appendix D for HTEC achievement and organizational goals

Continuous Improvement Plan

HTEC’s achievement goals will be the foundation for future school performance and improvement plans that will be developed in accordance with state and district requirements. Progress toward goals will be reviewed quarterly by the School Leadership Committee and specific actions will be determined by the school to ensure continuous improvement. Implementation of improvement plans and impact of actions on student achievement will be part of the quarterly SLC conversations. A Unified Improvement Plan (UIP) will be developed by the school in future years.

INNOVATION: TIME

HTEC Use of Time to Increase Achievement

HTEC will provide extended learning time through a longer school day and calendar year. Extended learning time will be used to increase time on core academic instruction and 21st Century skills needed to be successful in college and the workplace. Below is a sample schedule with choices of afterschool activities:

7:15 am	Staff on Campus Office Hours Planning Time			
7:45 am	Students arrive turn in homework, morning assembly			
8:05 am	Student in class for roll call			
	Per	Course	Per	Course
90 min	1A	Math	1B	Language Arts
90 min	2A	Science	2B	Social Studies
60 min		P.E		Advisement
Lunch				
	3A	Graphic Arts	3B	Tutoring
	4A	AVID	4B	Business

	After school activities: <i>student participation required, unless permission received to be excused</i>
3:55 pm to 5:45 pm	Business, Graphic Arts, and enrichment labs School Clubs and Organizations CISCO KidsTek HTEC recreation Participation in a Recreation Center activity CHSAA sports at Montbello
6:00 pm	School Closes

HTEC classes begin daily at 8:05am and the regular school day ends at 3:55 pm on Monday, Tuesday, Thursday and Friday. On Wednesday, classes begin two hours late or end two hours early, reducing each core class time from 90 minutes to 60 minutes one day per week. All students will receive five days of instruction totaling 26 hours per week in the core content areas.

HTEC staff will collaborate to create the Wednesday late start or early release schedule, which will include a two hour period of structured professional development and shared planning time.

The daily schedule uses innovation to extend the amount of time students are engaged in school from approximately 35 hours a week (7 hour day) to 46 hours a week. By having staggered teacher schedules and a weekly late start, HTEC is able to provide extended instructional time for students and increased professional development and collaborative planning time for teachers.

- Early shift staff arrive at 7:30 am and leave at 4:30 pm; late shift staff arrive at 9:00am and leave at 6pm
- Students arrive at 7:50am
- Students turn in homework and are in their seat at 8:05am
- The daily schedule will consist of four 90 minute blocks for core content instruction; there will be a total of eight blocks in the student schedule; the schedule will alternate between A days and B days each having four academic blocks.
- Late shift staff members arrive at 9:00 am for shared planning time and 30 minutes of student tutoring to provide learning and behavior supports to students.
- At 11:00 am all teachers and principal have advisement or P.E. Students will have an alternating A day B day advisement and P.E. period before lunch; teachers will be responsible for advisement and supporting P.E activities under the coordination of the Health and Wellness P.E. teacher.
- The regular school day ends at 3:55; early shift teachers have shared planning time from 3:55 to 4:30 and late shift teachers engage in after school programs from 3:50 to 5:50 when students exit the campus; the facility closes at 6:00 pm.
- Students will be required to sign-up for one of the following afterschool activities, with the exception of those who opt-out with parent permission due to family circumstance: HTEC Graphics and Business Lab, CISCO Lab, HTEC intramural sports, academic enrichment and post-secondary readiness, or report to the recreation center for organized recreation time.

Students will attend a total 181 days of school. This is ten days longer than students attending a “traditional” district school. This additional time in class is essential to providing students the support and resources necessary to improve academic achievement and graduate high school prepared for success in college and career.

Students attending HTEC will have the opportunity to take advantage of the structured tutorial sessions, known as the HTEC Lab. There will be a morning and afternoon session to accommodate students who may be involved in extracurricular activities after school. Currently, teachers are required—and all students are expected—to attend intervention or enrichment tutoring. Students’ diagnostic scores will indicate which type of tutorial they must attend.

The HTEC Lab Schedule will be created with input from the staff. All teachers will be expected to work at least one Saturday per month to engage students in community service projects, clubs, tutorials, and enrichment activities.

HTEC master scheduling will facilitate effective execution of educational planning focusing on the PEP. Student scheduling will follow core academic course sequencing for each grade level as shown in the PEP.

Core Academic Time

HTEC students will receive 420 minutes of core content instruction 4 days per week and 300 minutes of core content instruction 1 day per week for a total of 1014 hours over 181 days of core instruction per year. The longer instructional blocks and collaborative teacher planning time allow teachers to develop in depth project based learning opportunities that support the effective implementation of the HTEC educational program.

Enrichment and Intervention Time

English language learners will receive 45 minutes daily of ELD curriculum and students who are struggling in literacy or math will receive 45 minutes or more of intensive tutoring or interventions, in addition to participating in core classes. Tiered interventions, other academic course offerings, college and career pathways, and athletics and recreational opportunities will be offered during a daily 60 minute advisement period during the regular school day and a 50 minute period after the end of the regular school day for a total of 110 minutes per day, 331 hours per year of additional interventions, enrichment, and advisement).

See Attachment G for the HTEC annual calendar and HTEC H daily schedule.

INNOVATION: STUDENT ENROLLMENT

HTEC participates in the Far Northeast enrollment zone and welcomes all interested families and students. It is HTEC’s desire to enroll 160 9th graders each year using DPS’s School of Choice

enrollment process. If more than 160 students wish to attend, HTEC will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round (January). The designed selection process may provide priority to the following family groups:

- 1) Far NE Residents who have a sibling currently attending and projected to return to HTEC.
- 2) Far NE Residents
- 3) Non-Far NE Residents who have a sibling currently attending and are projected to return to HTEC.
- 4) Non-Far NE Residents

After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity

Provided there is space, HTEC will accept students mid-year and students who wish to enter in the 10th, 11th and 12th grades.

The following table shows enrollment projections.

School Year	9 th	10 th	11 th	12 th	Total
2011-2012	160				160
2012-2013	160	150			310
2013-2014	160	150	140		450
2014-2015	160	150	140	130	580

After being accepted to HTEC through the open enrollment process, students and parents must sign the HTEC Family and Student Agreement and Code of Conduct Compact which outlines compliance norms for academic, behavior, and attendance expectations.

See Attachment I for the HTEC Family and Student Agreement and Code of Conduct Compact and Attachment J for the school’s welcome letter.

INNOVATION: HUMAN RESOURCE MANAGEMENT

HTEC Personnel Policies and Innovations

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

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

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

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

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at HTEC will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at HTEC if they do not secure a position through mutual consent.

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

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

As Described in this document, including Appendix E, HTEC is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. HTEC 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 HTEC students, staff, and programs.

- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school's culture as described in the Innovation Plan.

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

Staffing Plan

HTEC will implement a distributive leadership structure that requires all faculty members to take on leadership responsibilities. In addition to having deep knowledge of their subject area, teachers will be cross-trained in order to ensure that all teachers have the necessary skills to support the diverse learning needs of HTEC students. All teachers will be responsible for providing instruction in reading, writing, and math strategies and academic advising as well as for providing differentiated instruction for English language learners and students with disabilities.

Non-teaching positions that support the effective implementation of organizational systems include the principal, a secretary, and an office manager. The office manager will support the principal with accounting, bookkeeping, contracting, event planning, and financial management. Additional support for academic, emotional, and physical well-being and development of HTEC students will be provided by a counselor, part time social worker, part time nurse, literacy coach, instructional technology specialist, and tutor manager.

Attachment K reflects the school's five-year forecast.

Recruiting and Selecting Staff

HTEC will recruit and select staff members that have deep knowledge of academic concepts and a commitment to do whatever it takes to reach the rigorous goals outlined in this plan and to reinforce the school's vision and mission.

HTEC will provide full disclosure about the expectations, the challenges, and the opportunities for employees and the students that they serve. Recruiting will be done through DPS hiring fairs and job postings, word of mouth across professional networks, and by working with community partners to identify diverse staff members that represent the community.

Teacher Compensation System

HTEC teacher salaries will meet or exceed the DPS salary schedule. Teachers will be eligible for ProComp incentives. In addition, HTEC will provide stipends to teachers for additional time and

achievement of performance goals. Stipends will be aligned with the school's mission and achievement goals and are contingent upon available funding. In year one, teachers will receive stipends for 20 days of professional development prior to the start of school and for the 10 additional days in the school calendar.

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

Professional Development Plan

HTEC faculty will participate in extensive ongoing professional development to increase their knowledge and skills and ensure that all teachers are capable of supporting cross-disciplinary development of critical academic concepts and CTE skills.

All faculty members will participate in four weeks of professional development prior to the start of the 2011-2012 school year. The first week will include training on Microsoft Office software applications. The second week will consist of AVID training. The third week will be focused on HTEC school culture, mission, and vision. And the fourth week will be training on the LEAP evaluation system.

Each week of the school year, HTEC faculty members will participate in two hours of professional development differentiated based on staff knowledge and skills. Faculty members will develop areas of expertise and will be responsible for training their colleagues in these areas. Initial professional development priorities will include data analysis, progress monitoring, grade reporting, RTI/interventions, common instructional strategies, SIOP, KPI data collection and reporting, and project planning.

HTEC staff will have opportunities to expand their expertise by participating in national training programs in areas that they will be responsible for providing professional development at HTEC.

In addition, HTEC staff will be supported by collaborative instructional teams, a literacy coach with expertise in literacy, special education and English language acquisition, and an instructional technology specialist. The opportunity to be part of a collaborative team of professionals that are committed to doing whatever it takes to prepare students for postsecondary success will attract and retain highly effective faculty members.

In addition to the leadership opportunities and expectations for all HTEC staff members, members of the School Leadership Committee will receive additional mentoring and support from the principal in order to cultivate future school leadership capacity from within the staff.

HTEC will provide leadership within the FNE and across the District by sharing innovative practices and results on key performance indicators with other school leaders and publicly via the website, social networking, and community events.

Performance Management System

HTEC will have the flexibility to administer a teacher evaluation system that is in alignment with its mission, vision, values and educational program. HTEC intends to use LEAP, the district's teacher evaluation process, as a foundation and may adapt LEAP or adopt an alternative evaluation system in the future. If HTEC wishes to modify LEAP or adopt an alternative evaluation system, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District.

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

School Leadership Capacity

The HTEC school leader, John Fry, is an experienced and proven school leader with 20 years in school leadership. John has a successful track record of increasing achievement in persistently underperforming schools and communities. He restructured three schools and started three new schools including the highest performing alternative education campus in DPS where he served as the leader for the last 10 years. He is mission driven and committed to the success of HTEC. His leadership skills include: High expectations for every student, student centered decision-making, collaborative problem solving, rigorous and relevant curriculum and instruction, and the integration of core academic concepts and CTE skills.

Leadership Succession Plan

HTEC's leadership succession plan assures that the continuity of the new instructional system is maintained when 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 HTEC. This orientation will, in part, be intended to obtain formal and direct commitment from the community to the school's plan for student success. As a result, all subsequent hiring and promotions at HTEC will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

HTEC'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 HTEC Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support the school's mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Principal and Assistant Principal.

When a leadership position is vacated, the School Leadership Committee will convene to review the Leadership Profile to determine if any changes are necessary. Using the profile as a guide, a position description will be drafted and shared with existing school staff, the District OSRI team, and the immediate supervisor of the position. Recruitment using both DPS and external media will commence.

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

Strong and consistent leadership is critical to the success of HTEC. Therefore, it is essential that the Leadership Succession Plan ensures that the vision, mission, and core values of the school will be sustained through changes in personnel.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

School Governance

HTEC leadership believes that it is the combined responsibility of teachers, parents, students, community members, and business to create a safe and successful school environment. Supporting this mission requires a focused, participatory, and streamlined governance structure. HTEC will be governed by the DPS Board of Education in accordance with the school's Innovation Plan. The HTEC 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 Leadership Committee and the Executive Director of the Far Northeast innovation schools.

Participatory Leadership

All faculty members at HTEC will work with strong Instructional Team Leaders (ITLs) to share the decision making responsibility and provide professional leadership and expertise needed to ensure high student achievement. Although the principal will always remain accountable as the final decision-maker at HTEC, there is a commitment to participatory leadership in all aspects of school operations, especially instruction.

School Leadership Committee

The School Leadership Committee (SLC) will be the single school advisory committee; HTEC will not have a Collaborative School Committee as outlined in DPS policy BDFH. The SLC will be responsible for engaging key stakeholders, collecting and sharing student achievement data, advising on school programs and operations, and advocating and fundraising for the school. The SLC will coordinate the work of subcommittees as needed to ensure coherence and consistency with the school mission and vision.

Members of the SLC will include the principal, assistant principal, instructional team leaders, Principal, Assistant Principal, counselor, instructional technology specialist, literacy coach, and representatives from the student leadership, curriculum, instruction, and assessment, and community and business relations subcommittees.

Community and Business Relations Subcommittee: Objective is to establish partnerships with families, business, and community organizations that will produce a successful early college experience. Members of the subcommittee will include parents, community members, business professionals, and college faculty. The subcommittee will provide input and advice to the SLC on strategic goals, programming, and leveraging partnerships. The Committee will represent business and community interests in school development, and advocate for the school in the larger community.

Student Leadership Subcommittee: The Student Leadership Committee will reinforce the school's vision and mission and embody the learning potential of HTEC. Students will promote the relevance of business at the school and use of technology to communicate and report information.

Curriculum, Instruction, & Assessment (CIA) Subcommittee: This committee will develop curriculum with integrated project design descriptions. The subcommittee will develop Project Based Learning activities emphasizing technology integration, develop understanding of CCCS curriculum, and provide curriculum that supports CTE certification and core content dual enrollment. The subcommittee will structure PBL to support the HTEC Lab concept; students and groups demonstrate effective use of on-task time through project development, completion and presentation.

Parent and Community Engagement Plan

Family-School Partnerships

Family-school partnerships will focus on supporting student learning, communicating between parent and school, and encouraging involvement in school activities. Family involvement begins with the student's School of Choice Application. During meetings with the students in the middle and high schools in the FNE community, our representatives shared information about the HTEC mission and vision and Pathways to 21st Century Success.

Parents are encouraged to monitor their student's progress and affairs through Infinite Campus Parent Portal and by reviewing other printed material provided by the school. While on the Infinite Campus Parent Portal, parents can also send a message to the Principal or any HTEC faculty member. To account for the "digital divide" in our community, students and parents may check out HTEC laptops already connected to the internet for home reference and use.

Parents are expected to attend student-led conferences, major portfolio presentations and engage in other aspects of their student's learning experience, including academic course counseling and career exploration. They may serve as learning resources in the school—as classroom speakers, volunteer

mentors, and organizers of off-campus visits, job shadowing, and internships for students. Parents are essential towards creating positive school spirit and culture—decorating the school, painting posters for school events, or accompanying school teams to competitions or presentations. Interested parent representatives are included on the Community and Business Committee, and when appropriate, they are invited to join the community and business committee and get involved in other ways at the school. Parents also provide leadership for school fundraising activities, ranging from direct sales to proposal writing. Parent satisfaction will be gauged using an annual parent survey to be developed in summer 2012.

Parental Involvement

Innovation status will allow school leadership the flexibility to assign staff to various types of activities aimed at increasing parental involvement and support. Examples of promoting parent involvement include, but are not limited to, engaging parents in the development of personalized education plans and tracking student progress toward college and career readiness; inviting parents to participate in school activities such as project-based learning presentations, class activities, extracurricular functions; and parental involvement in the design and implementation of project-based learning and CTE projects.

Community Partnerships

HTEC will rely upon the involvement of the whole community to support student learning directly and to serve as advocates for the school:

- Direct Instructional Support: Business and Community Relations Committee professionals are invaluable participants in the project-based learning focus at HTEC. They will propose projects to the students and faculty; help with project design; teach through in-class lectures and demonstrations, conduct tours and field trips, and provide distance learning. They will provide coaching and support in person, over the phone, and via e-mail. They will participate in authentic assessment of final products. They will provide job shadowing, mentoring, and internship opportunities.
- Service Learning: HTEC students will learn citizenship and community involvement through opportunities to participate in service learning. Students will explore career and interest areas through first-hand work in non-profit organizations. The Principal and College Counselors will coordinate these opportunities once students are fully prepared.
- Advocacy: In the advocacy role, community partners will participate on the Community and Business Committee and on other advisory committees where needed. Community partners own a leading role in fundraising for the school to help the school with capital needs including technology and furnishings, with scholarships to underwrite college textbooks and extra tuition expenses, and with general support for the school's needs. Partners may include the Denver Museum of Nature and Science, the Colorado Department of Education, the Colorado Commission for Higher Education as well as the local higher education institutions – University of Colorado at Denver and Boulder, University of Denver, Metropolitan State College of Denver. HTEC will make an ongoing effort to attract and engage student teachers and practicum students.

- Work Study: HTEC will work with the Community and Business Relations committee to establish a work study program that provides employment to eligible students.

INNOVATION: BUDGET

Budget Narrative

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

Like "traditional" district schools, HTEC is allocated a per pupil funding base (SBB) and mill levy dollars. Additionally, the school may qualify for federal Title I and II dollars, which would be used to supplement core academic program. Additionally, as a new School, start-up funding is provided by the District in years one and two; start-up funding represents less than 15% of the budget. After year two, the School will operate primarily from General Fund and mill levy dollars.

HTEC is focused on hiring the most qualified, diverse staff to serve the needs of its students. The actual expense of such staff will be used to create the school's budget (rather than district average salaries). To the extent actual salaries are less than district averages, the difference ("savings") will be allocated to fund various innovations in this plan. Possible savings have not been included in the attached budget.

As mentioned in the innovation plan, the District is partnering with Blueprint Schools Network, an education services provider, to implement five tenets at HTEC that constitute a comprehensive strategy for school reform. HTEC believes that these tenets will produce significant gains in student achievement. Included in this budget are three tenets: An extended school year, an extended school day, and an intensive tutoring program.

The School is prepared to modify the above three tenets to respond to unforeseen budget restrictions. For example, the tutoring program may target a subset of the student population, student to tutor ratios may increase or the weekly calendar may include fewer days that are extended by an hour. Although HTEC is prepared to adjust the breadth of our plan if necessary, we fully expect to be able to implement the tenets as described in this application.

With increased budgeting flexibility comes increased responsibility. The School's budget includes an Office Manager and Secretary; both staff members will receive the necessary training to implement sound financial management practices and will work closely with the District's Budget Office to carefully manage the school's finances.

See Attached Five-Year Budget

HTEC Math Fellow Tutors

In addition to the other programs described in the innovation application, HTEC is adopting a 10-month residential tutor fellowship program that provides full-time, 2-1 tutoring to ALL students in Grade 9. The program includes:

- The implementation of a comprehensive in-school tutoring program, including defined processes and protocols around recruiting, selection, on-boarding, and evaluation of tutors.
- A tutoring curriculum and instructional guide in the area of mathematics for all students in grades 9-10 that is aligned with Colorado state standards.
- The selection and training of the program team and academic tutors.
- Procedural guidelines and “rulebook” for tutors.
- Data collection and analysis of the impact on student learning.

In the coming school year, tutors will receive an annual stipend of \$21,000, plus a benefits package including health care coverage, as well as training. Additionally, Fellows will be eligible to receive a \$4,000 bonus incentive based on monthly perfect attendance and student performance measures. Tutors will be eligible for this bonus upon successful completion of the 10-month commitment of service.

A newly created media website will serve as a vehicle to highlight the program, i.e., what to expect/testimonials, benefits of being a tutor, the specific educational and professional qualifications required, the application process, and other program-specific FAQs. Applicants can apply online through the website www.denvermathfellows.org.

To be eligible, tutor candidates must possess the following:

- Bachelor’s Degree
- Strong Math Skills
- Ability to Connect with and Engage Students
- Skilled at Supporting the Acquisition of Math Knowledge and Skills with Secondary or Elementary Students

All applicants have to pass through a review of credentials, including an earned Bachelor’s Degree. Locally-based applicants who passed the initial screen are then invited to participate in an on-site hiring event. The hiring event includes:

- A Resume/Cover letter screening
- 1 Hour Math Assessment
- Sample Tutorial (10-15 minute observation of 1x1 tutoring with student volunteers)
- Final Interview with school leaders

- DPS HR background checks and procedures

Prior to the start of school, tutors who are selected for the Math Fellows program complete 5-10 days of training that are designed to ensure a smooth transition to campus life. Several days are spent together as a cohort, so tutors can learn more about DPS culture and the expectations for the Math Fellows program. The remaining days are spent on-campus, where tutors are integrated with HTEC teachers to form as cohesive an instructional team as possible. Tutors will also participate in professional development courses, such as policies & procedures, curriculum planning & instruction, and parent engagement/communications.

HTEC will have a Site Coordinator who is responsible for the execution of all processes and oversight of the fellows.

We believe that providing our students with customized small group instruction will have a dramatic effect on their ability to learn, retain and apply core math concepts.

Students will be asked to sign an agreement for to activity participate in extra/co-curricular programs/activities, an agreement to participate in the required hours for internships, volunteering, or executive shadowing. Students wishing to participate in sports will be shuttled to Montbello High School after school pending satisfactory grades. Enrichment Activities and Clubs will be offered at HTEC after school for all students. As part of the CTE programs, students must participate in Co-Curricular activities such as FBLA (Future Business Leaders of America), and DECA, (the National Marketing Association)

WAIVERS

See Appendix E for a list of state, district, and collective bargaining agreement waivers

ADMINISTRATIVE AND FACULTY SUPPORT

As a new school, HTEC administrators, faculty, and staff demonstrate their support for the Innovation Plan by choosing to work at the school. All staff members are provided with information about the Innovation Plan prior to accepting employment. Additionally, as a new school, a Collaborative School Committee has not been established.

COMMUNITY SUPPORT

See Attachment L for letters of support.

APPENDIX A

HIGH TECH EARLY COLLEGE

Request Waivers in Curricular Materials & Instructional Design

This is a request that the National Geographic/ Hampton Brown *Edge: Reading, Writing, and Language* curriculum be used as an alternative/ non-adopted curriculum for the Literacy Intervention and English Language Development (ELD) at HTEC. However, HTEC may retain the use of specialized district-adopted literacy intervention and language development curricula, such as Wilson Reading for phonics instruction.

Instructional Design

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

The HTEC educational program includes a highly structured implementation of the DPS core curricula with project based learning applications to deepen conceptual understanding and strengthen 21st century communication, technology, and collaboration skills.

The HTEC educational program also includes systematic interventions based on student learning needs to support literacy, math, and language development.

HTEC is requesting curriculum waivers in order to use the Edge curriculum as an alternative / non-adopted curriculum for Literacy Intervention and English Language Development. HTEC students participating in the Edge curriculum may receive credit for Intro to Literature or World Language for ELLs.

2. Provide an overview of the core curriculum.

The HTEC educational program will include the current DPS core curricula in English Language Arts, Mathematics, Social Studies, and Science and the subsequent revisions that will be made by the District to ensure alignment with the new Colorado P-12 Academic Standards including the Common Core Standards in Language Arts and Mathematics. See the HTEC / DPS Core Curricula attachment (Attachment B) for more detailed descriptions of courses and content.

HTEC is not requesting curriculum waivers from DPS core curricula at this time.

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

Edge: Reading, Writing, and Language Curriculum

The *Edge* curriculum is a research based language development and literacy curriculum that has been proven to meet the needs of both English Language Learners (ELLs) and striving / struggling readers and writers from a variety of regions across the country. A recent national study^{viii} was conducted to examine the effectiveness of the Edge program on increasing reading and language skills of native English speakers and English language learners who are reading two or more years below grade level in grades 9 through 12. The study included 1800 9th-12th grade students from 18 districts across the nation. Approximately 57% of participating students were Hispanic, 7% were African American, and 70% were English language learners. The study found that both native English speakers and ELLs receiving Edge interventions made significantly greater gains in reading comprehension (3 times more), vocabulary (1.5 times more), and language (2 times more) than the matched control groups in one year's time.

The Edge curriculum addresses the four primary domains of language: reading, writing, listening, and speaking. *Edge* also includes supporting materials: Grammar lab, reliable assessments, and cooperative learning activities, such as book groups and literature circles that can be used in conjunction with the class library set of novels. Though the *Edge* curriculum is specifically designed for high school ELL students and struggling readers, it also allows for a great degree of differentiation in meeting the needs of high school students with language abilities that range from primary to high school levels: *Fundamentals* (K-3 ability), *Level A* (3-5 ability), *Level B* (5-7 ability), *Level C* (7-10 ability). Three of the four levels (A, B,&C) closely align with the newly adopted Colorado 9-12 Reading, Writing, and Communication Standards as well as the Common Core Standards, which may allow students who are enrolled in *Edge* ELD blocks to receive high school Intro to Literature credit or World Language credit. Likewise, it should be noted that *Edge* also aligns to the WIDA Guided English Language Proficiency Standards. Finally, *Edge* supports a larger school view, as it is consistent with the Response to Intervention (RTI) model, providing opportunities for early intervention, progress monitoring, data-driven instruction, and a gradual approach to skill development.

Curricular Materials

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

Edge (levels A, B, and C) align to the 9-10 Common Core standards for English Language Arts (see full correlation report #1). Furthermore, Edge levels B and C align to the 11-12 Common Core Standards for English Language Arts (see full correlation report #2). This is significant because the newly adopted Colorado Content Area Standards for Reading, Writing, and Communication were revised to align with the national Common Core State Standards initiative. Therefore, Edge meets the Colorado State standards as well as the national Common Core Standards. In addition to the Colorado and Common Core Standards correlation, Edge curricula (Fundamentals, Level A, B, &C) are aligned to the WIDA Guided English Language Proficiency Standards.

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

The most powerful indicator of rigor is that Edge’s alignment with Language Arts standards allows students in both literacy intervention and ELD classes to receive mainstream Language Arts course credit at the high school level. In contrast, the district adopted ELD curriculum, Shining Star, fails to meet the Language Arts content standards and requires supplementation in order to do so. Edge provides a comprehensive standards aligned curriculum, which can only be bolstered with further supplementation. Furthermore, Edge provides students with academic vocabulary development, critical thinking, and collaboration opportunities, which are all critical 21st Century skills and align with the HTEC vision, mission, and culture. Critical thinking is targeted through essential questions that guide each unit and through real world project based learning activities that require students to apply critical literacy skills. Collaboration is built into activities throughout the book, but it is especially demonstrated through the high-interest choices novels that align with each unit’s essential question, and can be used to structure student-led activities such as Literature Circles.

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

Students are better prepared for post-secondary readiness because Edge asks students to constantly consider applications to the adult education and career world. This is done primarily through the content of the texts which constantly support the message that students should plan for their future, develop skills, and aim for college. Likewise, the writing and speaking activities ask students to make connections between the content and their lives. Finally, the real-world project based learning activities that are weaved throughout each unit help students to apply literacy skills to contexts that are outside of the traditional school environment. These features are in addition to the key areas of academic literacy that traditional ELD and literacy intervention curricula address, such as listening, speaking, critical reading, academic vocabulary development, academic writing, and grammar and mechanics.

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

It is essential to note that Edge is not to be used as a substitute for the Spring Board Language Arts curriculum that will be used as the core curriculum. Rather, Edge will be utilized as a replacement curriculum for the district literacy intervention and ELD curricula. The primary goals for these curricula are to develop students’ language and literacy skills, affirm their cultures, and engage their interest in literacy through providing high-interest and relevant texts. Edge achieves all of these goals at a superior level. In addition, Edge aligns to State and National Standards for both Language Arts and English Language Development. Along these lines, students benefit from the fact that Edge (levels A, B, & C) will allow students to receive Intro to Literature, elective English credit, or a world language credit which supports students in progressing towards graduation.

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

Roughly 50-70% of the students at HTEC are projected to require literacy remediation. The school is also projected to have a large percentage of English Language Learners. Finally, a significant portion

of the student population will be African American. The Edge curriculum was designed to support all of these groups, and it was successfully piloted (in order to develop a strong research base) with a variety of groups in different regions of the country. Furthermore, one of the strongest indicators that this curriculum supports HTEC's specific student population is that two of the four program authors (Deborah Short and Alfred Tatum) are eminent experts in the field's language acquisition and African American literacy development. Deborah Short is one of the three co-designers of the SIOP Model, which will be used on a school wide level to support language development, and Alfred Tatum is the leading expert on literacy for Black adolescent males. The other two program authors have extensive experience in secondary literacy and English language acquisition.

As previously stated, a recent national study^{ix} was conducted to examine the effectiveness of the Edge program on increasing reading and language skills of native English speakers and English language learners who are reading two or more years below grade level in grades 9 through 12. The study included 1800 9th-12th grade students from 18 districts across the nation. Approximately 57% of participating students were Hispanic, 7% were African American, and 70% were English language learners. The study found that both native English speakers and ELLs receiving Edge interventions made significantly greater gains in reading comprehension (3 times more), vocabulary (1.5 times more), and language (2 times more) than the matched control groups in one year's time.

The Edge curriculum also integrates virtually all of the 15 features of effective adolescent literacy programs that are mentioned in the Carnegie Corporation secondary literacy research report, *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (2006). A few of the report features that fall within the scope of the Edge curriculum are: 1) direct, explicit comprehension instruction, 2) effective instruction principles embedded in content, 3) motivation and self-directed learning, 4) text-based collaborative learning (novel book groups and text book based collaboration), 5) strategies tutoring (both differentiation and online support), 6) diverse Texts (has both classic and contemporary young adult literature novels and text excerpts), 7) intensive writing (each unit has a 1-2 week writers workshop, 8) a technology component, 9) ongoing formative assessment, and 10) extended time for literacy. The remaining five components, which deal with school wide literacy program assessment beyond the curriculum, are also addressed in the HTEC Innovation Plan.

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

The Edge program's tight alignment to the Colorado P-12 Academic Standards, Common Core Standards, and English Language Development standards support students who move into or out of the school from or to other schools within the state and across the nation.

Additionally, the Edge programs track record of significantly increasing achievement in one year's time will support increased student achievement regardless of how long students remain at HTEC.

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

The Edge curriculum will be made available to all students who require enrollment in literacy intervention or ELD courses. Students will be placed in the class based upon a variety of assessment data and a strong body of evidence, which may include but is not limited to CSAP scores, CELA scores, district benchmark assessment data, College Spring Board Language Arts assessments, and trained literacy and language acquisition specialist's observations. The goal of Enrollment in the Edge curriculum is to support student's language development, and it is not to be used as a replacement for participation in College Spring Board general Language Arts course.

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

The curriculum is designed to support achievement of a diverse cultural and socio-economic student body. The content of the curriculum is highly relevant to urban students from diverse ethnic backgrounds. Furthermore, the curriculum is rigorous in nature, especially when compared to other literacy remediation and language development curricula, such as Read 180 or Shining Star. The curriculum has a proven track record of success in increasing academic achievement in diverse groups of students including Hispanic and African American students, English language learners, and students living in poverty.

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

Use of the Edge curriculum will decrease the chances of tracking for several reasons. The first is that the goal for all students' is that their participation in Edge will be temporary and they will be removed from the class once they reach grade level proficiency. In addition, as previously mentioned all students will continue to be enrolled in general education, RTI Tier 1 Spring Board Language Arts classes. Students in these general education classes who possess lower literacy skills will have the general content differentiated based on their needs, in order to allow them access to the general curriculum. Differentiation of general education content may be done through using SIOP sheltering strategies, AVID Critical Reading strategies, or other effective research-based differentiation techniques.

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

The total purchase cost of the Edge curricular materials is expected to fall between \$8,000 and \$15,000 for the first year, dependent upon the number of ELL students and students in need of literacy intervention who enroll. This will include comprehensive program elements, such as technology based supports, class library sets, text books, work books, and the grammar labs for each level (Fundamentals-Level C). The initial purchase of materials will be funded by the HTEC start up funds. Ongoing costs will be much lower (mostly for student logins) and will be funded by the normal curricula allocations for HTEC. No extraordinary costs are expected.

APPENDIX B
Assessment Waiver

Not applicable. School is not requesting a waiver.

APPENDIX C
Promotion and Graduation Waiver

Not applicable. School is not requesting a waiver.

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>CSAP Growth</p> <p><u>Reading</u>: Median Student Growth Percentile in reading will be at or above the state average of 50</p> <p><u>Writing</u>: Median Student Growth Percentile in writing will be at or above the state average of 50</p> <p><u>Math</u>: Median Student Growth Percentile in math will be at or above the state average of 50</p>
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act Colorado English Language Assessment (CELA) Adequate Yearly Progress (AYP) Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	<p>CSAP Proficiency</p> <p><u>Reading</u>: 80% or more students score P/A within 4 years (15% increase each year)</p> <p><u>Math</u>: 80% or more students score P/A within 4 years (15% increase each year)</p> <p><u>Writing</u>: 80% or more students score P/A within 4 years (15% increase each year)</p> <p><u>Science</u>: 80% or more students score P/A within 4 years (15% increase each year)</p> <p>Catch Up Growth</p> <p><u>Reading</u>: 40% of students less than proficient will move up a CSAP performance level each year</p> <p><u>Math</u>: 20% of students less than proficient will move up a CSAP performance level each year</p> <p><u>Writing</u>: 30% of students less than proficient will move up a CSAP performance level each year</p> <p>AYP: Adequate yearly progress will be made each year in reading and math</p> <p>Gaps: Achievement Gaps, once identified, will narrow by at least 5% each year</p> <p>CELA: At least 35% of students taking CELA will move up one proficiency level each year</p>

<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	<p><u>ACT</u>: 70% of students will score higher than the state average (20) on the ACT composite</p> <p><u>Graduation Rate</u>: 100% of students will graduate</p> <p><u>College Acceptance</u>: 100% will apply and be accepted to a college or postsecondary trade program</p> <p><u>Employment</u>: 90% summer employment; 90% employment for graduates applying to work</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student Satisfaction 	<p><u>Attendance Rate</u>: 90% average student attendance rate</p> <p><u>Student Satisfaction</u>: 90% or higher positive response rate (exceeds standard)</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>Not Included</p>
<p>Organizational & Financial Viability</p>	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<ul style="list-style-type: none"> • <u>Reenrollment Rate</u>: 75% or higher (meets standard)
<p>Financial</p>	<p>Not Included</p>
<p>Leadership & Governance Quality</p>	<ul style="list-style-type: none"> • 90% or higher teacher satisfaction as measured by a school created survey • 80% or higher teacher retention rate
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<ul style="list-style-type: none"> • 90% overall satisfaction on DPS parent satisfaction survey, especially in the areas of Academic Progress, Safety, Future Preparedness • 60% or greater response rate

APPENDIX E WAIVER REQUESTS

See attached Appendix E.



CORE PRINCIPLES

The Early College Vision

Every young person needs a postsecondary credential to thrive in today's world. Yet, as a nation, we fail to provide too many young people with the educational preparation they need and that our society demands. We, the founding intermediary organizations of the Early College High School Initiative, believe that an early college school is one innovation that provides traditionally underrepresented youth with a path to and through college.

Early college schools provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instructional and structural practices common to many small schools, but their designs go further, addressing the unique mission of the Early College High School Initiative: to raise the high school graduation and postsecondary success rates of underserved youth.

All schools in the initiative strive to remove the financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college. Already, early college students are showing us that more is possible and that, with well-conceived school designs that include sustained supports, a college degree is an achievable goal for every young person.

The Early College Core Principles

All early college schools adhere to five, interrelated Core Principles, which together constitute the fundamental beliefs of the initiative. Although all early college schools embrace these essential characteristics, they use a wide range of strategies for attaining them and for meeting the specific needs of their students, communities, and institutional partners.

The Core Principles that follow were developed collaboratively to provide a framework to guide others interested in planning and implementing early college schools. The document also offers strategies that are essential to attaining each principle.

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

- ❖ Early college schools recruit low-income students, racial and ethnic minorities, first-generation college goers, and English language learners.
- ❖ Early college schools recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).
- ❖ Student admission is not based solely on prior academic performance.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

- ❖ A formal, written agreement provides for full access to college courses, facilities, and support services.
- ❖ Dedicated representatives from all partner organizations meet regularly to review data, provide guidance, and make key decisions regarding planning, implementation, and sustaining the early college school.
- ❖ Faculty, staff, and community partners develop deep collaborations and participate, according to their role, in data-driven activities that advance instructional practice, curriculum development, staff development, and student support in order to build a college-going culture.
- ❖ All partners are actively engaged in developing sustainable funding for the early college school.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

- ❖ Secondary and higher education partners have aligned high school and college requirements and curricula, and they co-develop an academic plan that incorporates opportunities for dual credit.

- ❖ The academic plan ensures that students strive for two years and complete a minimum of one year of college credit in the core disciplines.
- ❖ There are strategies and structures in place that provide students with the opportunity to complete four-year degrees, (e.g., a graduation plan, transfer or articulation agreements).

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

- ❖ Early college schools develop and implement a proactive support plan that includes multiple academic and social supports to ensure students' progression through college, articulates how and where services are delivered, and clearly describes the roles and responsibilities of staff and partners in their implementation.
- ❖ Early college schools address barriers to students' learning and academic achievement inside and outside of school.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

- ❖ Early college schools collect and share data with initiative partners to help demonstrate effectiveness at the local, state, and national levels.
- ❖ Early college schools work with their intermediaries to develop communications plans that further the objectives of the movement.
- ❖ Early college schools and their intermediaries work collectively to influence state and national policy, including legislation, regulations, and the allocation of funds.
- ❖ Early colleges, with their partners, are involved in preparing teachers and leaders to effectively meet the unique mission of the early college movement.

ATTACHMENT B

HTEC / DPS Curriculum Descriptions

English Language Arts

English 9 English 10 English 11 English 12

- Students will focus on word recognition, fluency, vocabulary development, comprehension, literacy response, and analysis in the area of reading.
- Students will learn organization, focus, research and technology, evaluation and revision for the writing process, as well as different types of writing and their characteristics. Students will write using Standard English conventions.
- In the area of listening and speaking, students will deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning.
- Students will deliver polished formal and extemporaneous presentations that combine speech strategies of narration, exposition, persuasion, and description. Appropriate gestures, tone, and vocabulary will match the audience and purpose. Students will use the same Standard English conventions for oral speech that they use in their writing.

Mathematics

Both the Colorado P-12 Academic Standards and National Council of Teachers of Mathematics (NCTM) Standards will set clear learning expectations for students. The NCTM Standards will serve as a guide for teachers to develop students' conceptual understanding. Students who successfully complete Algebra 1 in the 8th grade will need to take a math class above Geometry.

Algebra 1

Students will deepen their understanding of operations with real numbers and use properties of real numbers to simplify algebraic formulas; solve linear equations to find the value of the variable, solve linear inequalities; solve word problems using linear equations, inequalities, and formulas; draw and interpret graphs of relations and understand concepts of a function, find domain and ranges; draw graphs of straight lines and relate equations to their slope and intercepts; solve pairs of linear equations in two variables using both graphs and algebraic methods; operate with polynomials, adding, subtracting, multiplying, dividing, and raising powers; understand the relationships among the solutions of an equation, factors of a polynomial, and zeros of a function; simplify algebraic fractions; draw graphs of quadratic, cubic, and rational functions; and use problem solving skills, including inductive and deductive reasoning.

Algebra 2

Students will graph relations and functions and find zeros; use function notations and combine functions by compositions and interpret functions in given situations; solve systems of linear equations and inequalities and use them to solve word problems; solve quadratic equations, interpret maximum and minimum values of quadratic equations, and solve equations that contain

square roots; write equations of conic sections and draw their graphs; use binomial theorem and solve polynomial equations; use negative and fractional exponents, simplify algebraic fractions and solve problems of direct, inverse, and joint variation; graph exponential functions, solve exponential equations, and solve word problems; define and use arithmetic and geometric sequences and series; use fundamental counting principles to compute combinations, permutations, and probabilities; and use a variety of strategies to solve problem and evaluate mathematical arguments and proofs.

Geometry

Students will find lengths and line midpoints, describe and use parallel and perpendicular lines, find slopes and equation of lines; identify and describe polygons, measure interior and exterior angles, find measures of sides, perimeters, and areas, use congruence, similarity, symmetry, and transformations; identify and describe simple quadrilaterals, use congruence and similarity, and find measures of sides, perimeters, and areas; identify and describe types of triangles, identify and draw altitudes, medians, and angle bisectors; prove the Pythagorean Theorem and use it to solve problems, and define and apply sine, cosine, and tangent; define radius, tangent of circles, prove theorems about circles, and find equations of circles; describe and make polyhedra and other solids; and use a variety of strategies to solve problems and develop and evaluate mathematical arguments and proofs.

Pre-Calculus

Students will use polynomial, rational, and algebraic functions to write functions and draw graphs to solve problems, find composite and inverse functions, and to analyze functions and graphs; solve word problems involving logarithmic and exponential functions; define trigonometric functions using right triangles and solve word problems and apply the laws of sines and cosines; define trigonometric functions using the unit circle and use degrees and radians; prove trigonometric identities, solve trigonometric equations, and solve word problems; define polar coordinates and complex numbers and understand their connection with functions; define and use arithmetic and geometric sequences and series, and solve word problems; model data with linear and nonlinear functions; and use a variety of strategies to solve problems.

Social Studies

World History and Civilization

Students will know and use key events and developments in the past that influenced peoples and places in subsequent eras; use and practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues analysis, and decision making; and examine key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

World Geography

Students will use maps, globes, graphs, and information technology as they study global patterns of physical and cultural characteristics; apply knowledge of geographic concepts to research, inquiry, and participatory processes; and understand the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

United States History

Students will build upon concepts developed in previous studies of American history; understand national development from the late nineteenth century into the twenty-first century; and know and understand key events, people, groups, and movements in the late nineteenth, twentieth, and early twenty-first centuries and relate them to life in Indiana and the U.S.

Civics

Students will understand the purposes, principles, and practices of American government as established by the Constitution; understand their rights and responsibilities as citizens; and know how to exercise these rights and responsibilities in local, state, and national government.

Economics

Students will examine the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and government agencies and understand scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Science

In each of these disciplines, students will understand how scientific inquiry operates through examples of historical events; understand that new ideas are oftentimes limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators.

Earth and Space Science

Students will investigate the universe, Earth, and the processes that shape Earth; understand and connect the concepts of energy, matter, conservation, and gravitation to Earth, the solar system, and the universe; and use knowledge of the materials and processes of Earth, planets, and stars in the context of the scales of time and size.

Biology

Students will know and understand the concepts, principles, and theories that enable them to understand the living environment; recognize that living organisms are made of cells or cell products that consist of the same components as all of other matter, involve the same kinds of transformations of energy, and move using the same kinds of basic forces; and investigate how living things function and how they interact with one another and their environment.

Chemistry

Students will conceptualize the general structure of the atom and the roles played by the main parts of the atom in determining the properties of materials; and investigate and understand the nature of chemical changes and the role of energy in those changes.

Physics

Students will recognize the nature and scope of physics; understand how physics describes the natural world using velocity, acceleration, force, energy, momentum, and change; develop skills that enable them to understand the physical environment; make predictions about natural phenomena by using physical laws to calculate or estimate these quantities; understand that

physics can be used in concert with the ideas of the other sciences; know how physics promotes new technologies; and communicate what they have learned orally, mathematically, using diagrams, and in writing.



ATTACHMENT C

HTEC Pathway Certificate in Business Associate of Applied Science

Note: College coursework in red italics

Sample

	9 th	10 th	11 th	12 th	13 th
Curricular	<ul style="list-style-type: none"> •Algebra 1 •Intro. Lit. •Science: Earth/Biology •Geography/Research •P.E./Health •AVID or Skills Block <p>•<i>BUS 115: Intro to Business</i></p> <p>•<i>COMM 115: Intro to Speech</i></p>	<ul style="list-style-type: none"> •Geometry •American Literature •Biology or Chemistry •U.S History •AVID or Skills Block <p>•<i>BUS 216: Business Legal Environment</i></p> <p>•<i>BUS 217: Business Communications and Report Writing</i></p>	<ul style="list-style-type: none"> •Algebra 2 •World Literature •Natural Science •Physical Science •Civics (1 SEM) •World History •AVID or Skills Block <p>•<i>ACC 121: Accounting Principles</i></p> <p>•<i>ACC 122: Accounting Principles</i></p> <p>•<i>BUS 226: Business Statistics</i></p>	<ul style="list-style-type: none"> •AVID or Skills Block <p><i>MATH 120/125 7 credits)</i></p> <p><i>ENG 121/122-6 credits)</i></p> <p><i>College Arts, Humanities, History, Social Behavioral Sciences (6)</i></p> <p><i>(1 Course from Arts/Humanities; 1 Course from History, 1 Course from Social Behavioral)</i></p> <p><i>History Course (3)</i></p> <p><i>ECO 201</i></p> <p><i>Macro Economics</i></p> <p><i>ECO 202</i></p> <p><i>Micro Economics Business (Job Shadow/Internship)</i></p>	<i>Associates of Arts/Science Degree</i>
Transferable College Credits	Total: 6 credit HRS.	Total: 6 credit HRS.	Total: 9 credits HRS. Award of Business Technology Certificate	Total: 27 credits HRS. Award of Associates of Applied Science	Total: 10 credit HRS. Total: 60 credits HRS. A.A.S.
Advising	PEP, Teamwork, Cohort, Tutoring, Leadership, Pre-Collegiate Prep.	PEP Teamwork, Cohort, Tutoring, Leadership, meet w/Pre Collegiate Educational Case Manager	PEP, <i>Cohort, Pre-Collegiate Case Management</i>	PEP, <i>Cohort, College in Colorado, Pre-Collegiate Case Management</i>	<i>Cohort, College in Colorado, Pre-Collegiate Case Management</i>
Assessment	CSAP <i>Accuplacer</i>	<i>Accuplacer</i> (1 st Semester) CSAP, Career & Academic Advising	<i>Accuplacer (if needed)</i> CO ACT		



HTEC Pathway Certificate in Business Technology and Associate of Applied Science

Note: College coursework in red italics
Sample

	9 th	10 th	11 th	12 th	13 th
Curricular	<ul style="list-style-type: none"> •Algebra 1 •Intro. Lit. •Science:Earth/Biology •Geography/Research •P.E./Health •AVID or Skills Block <p>•<i>BUS 115: Intro to Business</i></p> <p>•<i>COMM 115: Intro to Speech</i></p>	<ul style="list-style-type: none"> •Geometry •American Literature •Biology or Chemistry •U.S History •AVID or Skills Block <p>•<i>BUS 216: Business Legal Environment</i></p> <p>•<i>BUS 217: Business Communications and Report Writing</i></p>	<ul style="list-style-type: none"> •Algebra 2 •World Literature •Natural Science •Physical Science •Civics (1 SEM) •World History •AVID or Skills Block <p>•<i>ACC 121: Accounting Principles</i></p> <p>•<i>ACC 122: Accounting Principles</i></p> <p>•<i>BUS 226: Business Statistics</i></p>	<ul style="list-style-type: none"> •AVID or Skills Block <p><i>MATH 120/125 7 credits)</i></p> <p><i>ENG 121/122-6 credits)</i></p> <p><i>College Arts, Humanities, History, Social Behavioral Sciences (6)</i></p> <p><i>(1 Course from Arts/Humanities; 1 Course from History, 1 Course from Social Behavioral)</i></p> <p><i>History Course (3)</i></p> <p><i>ECO 201</i></p> <p><i>Macro Economics</i></p> <p><i>ECO 202</i></p> <p><i>Micro Economics Business (Job Shadow/Internship)</i></p>	<p><i>College Social Behavioral Sciences (3)</i></p> <p><i>College Natural and Physical Sciences (4-8); 1 Class Lab-Based</i></p> <p><i>Electives (3)</i></p>
Transferable College Credits	Total: 6 credit HRS	Total: 6 credit HRS	Total: 9 credits HRS Award of Business Technology Certificate	Total: 27 credits HRS Award of Associates of Applied Science	Total: 10 credit HRS Total: 60 credit HRS A.A.S.
Advising	PEP, Teamwork, Cohort, Tutoring, Leadership, Pre-Collegiate Prep.	PEP Teamwork, Cohort, Tutoring, Leadership, meet w/Pre Collegiate Educational Case Manager	PEP, <i>Cohort, Pre-Collegiate Case Management</i>	PEP, <i>Cohort, College in Colorado, Pre-Collegiate Case Management</i>	<i>Cohort, College in Colorado, Pre-Collegiate Case Management</i>
Assessment	CSAP <i>Accuplacer</i>	<i>Accuplacer</i> (1 st Semester) CSAP, Career & Academic Advising	<i>Accuplacer (if needed)</i> CO ACT		

ATTACHMENT D

Project Based Learning Protocols

- I. Produce Big Idea and Narrative for Project
 - A. Title and Description of Project
 - 1. Identify Big Ideas, Essential Understandings, and Colorado Academic P-12 Standards addressed within the overall project.
 - 2. Identify and track how each element of the project demonstrates proficient levels of learning and application for all addressed standards.
 - 3. Identify and track how each element and collaborative-based nature of the project demonstrates proficient levels of learning and application for 21st Century Skills.
 - B. Define Questions and Issues the Project Addresses
 - 1. Survey, define, and track how the question or issue is relevant to the local school and larger community.
 - 2. Outline and track what students are expected to know at the end of the project; outline and track educational objectives for the project (academic content and knowledge, CTE Learning Areas, or HTEC Core Values)
 - 3. Outline and track how duration of the project, which adults are involved and clear descriptors of their responsibilities; identify and measure the quality for project milestones.
 - C. Student Feedback and Support
 - 1. Identify and support with specific, measurable, and achievable measures for monitoring support and feedback for the timely completion of project.
 - 2. Define specific criteria for both process and product completion and success.
 - 3. Define and evaluate suitable methods for student exhibition and presentation of project-based learning.

Attachment E

Who Can Enroll?

Any current eighth-grade student can apply to enter the school in the fall of 2011 by completing the Far Northeast Preference Form. Enrollment will be capped at 125 ninth-graders, so a lottery will be held based on students' first choice listed on the Form.

What Is Expected of Me?

If selected, all students and parents will be required to sign a contract outlining academic and behavior expectations prior to enrolling.

How Can I Learn More?

- Web Site: <http://htec.dpsk12.org>
- Phone: 720.423.5960
- E-Mail: scott_springer@dpsk12



Introducing
Montbello's



Sample Student Pathway (Certificate in Business Technology and Associate of Applied Science Degree)

9th Grade

DPS Credits

- Algebra 1/Geometry
- Introduction to Literature
- Earth Science or Biology
- Geography/Research
- P.E./Health
- AVID or Skills Block

College Credits (7)

- Intro to the PC
- Intro to Computer Information Systems
- Spring Only - COMM 115

Advising

PEP, Teamwork, Cohort, Tutoring, Leadership, Pre-Collegiate Prep.

Assessment

CSAP

10th Grade

DPS Credits

- Geometry/Algebra 2
- American Literature

- Biology or Chemistry
- U.S History
- AVID or Skills Block

College Credits (7)

- Intro to PC Applications*
- Presentation Graphics*
- Windows Complete*

Advising

PEP Teamwork, Cohort, Tutoring, Leadership, meet w/Pre Collegiate Educational Case Manager

Assessment

Accuplacer (1st Semester)
CSAP, Career & Academic Advising

11th Grade

Business Technology Certificate

DPS Credits

- Algebra 2
- World Literature
- Physics/Chemistry
- Civics (1 semester)

- World History
- AVID or Skills Block

College Credits (12)

- Windows Compete
- Business Communications and Report Writing
- Introduction to Business
- Principles of Management

Advising

PEP, Cohort, Pre-Collegiate Case Management

Assessment

Accuplacer (if needed)
CO ACT

12th Grade

DPS Credits

- AVID or Skills Block
- Math: 7 credits
- English: 6 credits
- Arts, Humanities, History, Social

Behavioral Sciences: 6 credits

- Customer Service*
- Electives: 6–9 credits
- Business shadow/internship

Advising

PEP, Cohort, College in Colorado, Pre-Collegiate Case Management

5th Year (Encouraged)

Associate of Applied Science Degree

College Credits (10)

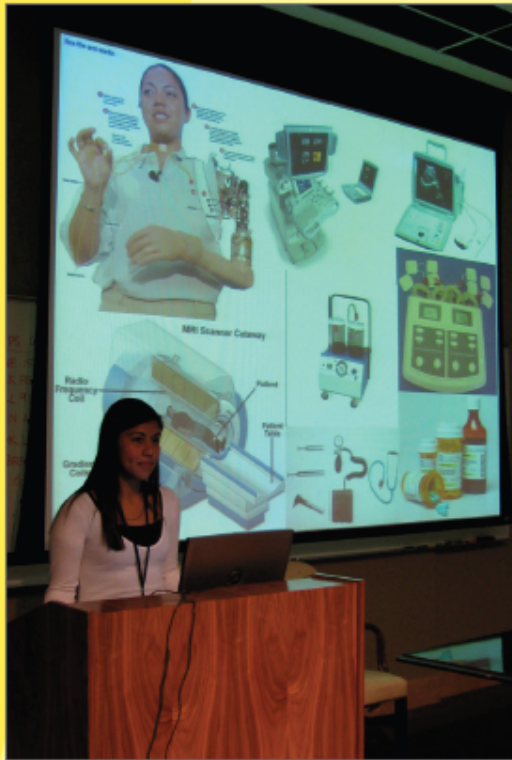
- Social Behavioral Sciences: 3 credits
- Natural and Physical Sciences: 4–8 credits
- Electives: 3 credits
- Business shadow/internship

Advising

Cohort, College in Colorado, Pre-Collegiate Case Management

The Pathway to 21st
Century Success





What is Montbello's New High Tech Early College (HTEC)?

HTEC is a school centered on a process of applied rigorous learning and intense connections with industry professionals in business, information technology and design fields—providing opportunities to earn dual credit through concurrent enrollment and offering opportunities to stay in the program for a fifth year, leading to an Associate of Applied Business or Applied Science degree.

This Early College Model allows students to earn up to 26 college credit hours, by the end of their junior year, to be applied toward a Certificate in Business. During the senior year, students can remain on the business pathway toward an Associate of Arts degree (AA), or an Associate of Science degree (AS).

Why High Tech Early College?

Eighty percent of today's professional jobs require education beyond high school. Our students in Denver Public Schools need to pursue real world experiences, global connections and creative endeavors that will help them excel academically and further their education beyond high school. Today our students need a minimum of a technical certificate at the post-secondary level to enter

Skilled Jobs Requiring Post-Secondary Education

80%

Skilled Jobs NOT Requiring Post-Secondary Education

20%

Source: Colorado Department of Labor



the skilled job market and we must help them realize that further education leads to numerous pathways in any industry. In order to enhance potential job opportunities and business options, our students can benefit from a strong focus on business fundamentals and the principles of entrepreneurship. This exposure

will include business coursework and applied experience through business internships, small business start-up opportunities and structured mentoring by local and worldwide business personnel.

What Kind of Diploma, Certificate, or Degree Can I Earn?

All students at HTEC will earn a traditional DPS Diploma.

In addition, all students will receive a certificate in a business



pathway by the end of their senior year.

Examples of business certificates include:

- *Certificate in Business Administration, Entrepreneurship*
- *Certificate in International Business*
- *Certificate in Business Technology—Microsoft Office Manager, Office Manager*
- *Certificate in Computer Technology*
- *Certificate in Information Technology*
- *Certificate in Graphic Design*

All students will have an opportunity to pursue an Associate of Arts degree (AA) in one of our certificate programs or an Associate of Science degree (AS). These degrees may transfer to all four-year colleges in Colorado, so students can enter four-year institutions as juniors.

APPENDIX F



Completion Competencies

HTEC students will exceed the grade level promotion standards by demonstrating the following:

9th grade completion competencies

- Student initiates NAVIANCE and begins goal setting and record collection/tracking and monitoring progress.
- Completes, updates, and maintains AVID binder and Personal Education Plan information.
- Enrolls in College of Colorado and initiates career planning; completes at least four career exploration activities and documents them in career development section of digital portfolio.
- Maintains a 95% attendance record in every class on a weekly, semester, and annual basis.
- Maintains a weekly goal for 90% homework completion weekly in HTEC AVID Advisory.
- Participates in the HTEC Health and Wellness program by engaging in Presidential Physical Fitness testing, recreation programming and intramural sports
- Completes CPR and First Aid Certification
- Certifies in keyboarding at 25 words per minute
- Successfully completes three afterschool programs through 90% attendance, active participation, and demonstrating student leadership.
- Family participates once per semester to update the Personal Educational Plan, support an exhibition of PBL, and other activities.
- Beyond course requirements, student reads at least one developmentally appropriate book approved by advisor and submits evidence as assigned by advisor for each semester (3 semesters X 1 book = 3 supplemental books per year).
- Documents at least 10 community service/service learning hours for the school year.
- After taking the Acuity in the fall, student and education staff advisor update PEP to assign the appropriate intervention for meeting proficiency levels for main content areas (Reading, Writing, and Math) by the end of the school year. Students who demonstrate proficiency or mastery levels will be allowed to take program-level community college courses.
- Attends one college night with family throughout the school year.
- If eligible, completes six credits of college coursework (2 college classes @ 3 credits each)
- Completes a minimum of five job applications and is employed or is job shadowing over the summer

10th grade completion competencies

- Student initiates NAVIANCE and begins goal setting and record collection/tracking and monitoring progress.
- Completes, updates, and maintains AVID binder and Personal Education Plan information.
- Enrolls in College of Colorado and initiates career planning; completes at least four career exploration activities and documents them in career development section of digital portfolio.
- Maintains a 95% attendance record in every class on a weekly, semester, and annual basis.
- Maintains a weekly goal for 90% homework completion weekly in HTEC AVID Advisory.
- Participates in the HTEC Health and Wellness program by engaging in Presidential Physical Fitness testing, recreation programming and intramural sports
- Completes CPR and First Aid Certification Instructor certification
- Certifies in keyboarding at 30 words per minute
- Successfully completes three afterschool programs through 90% attendance, active participation, and demonstrating student leadership.
- Family participates once per semester to update the Personal Educational Plan, support an exhibition of PBL, and other activities.
- Beyond course requirements, student reads at least one developmentally appropriate book approved by advisor and submits evidence as assigned by advisor for each semester (3 semesters X 1 book = 3 supplemental books per year).
- After taking the Acuity in the fall, student and education staff advisor update PEP to assign the appropriate intervention for meeting proficiency levels for main content areas (Reading, Writing, and Math) by the end of the school year. Students who demonstrate proficiency or mastery levels will be allowed to take program-level community college courses.
- Attends one college night with family throughout the school year.
- Documents at least 20 additional community service/service learning hours for the school year.
- Completes at least two job-shadowing activities throughout the school year.
- Investigates five colleges including requirements for admission and financial aid opportunities and completes college search packet.
- Investigates options for the Senior Project.
- Certifies in Microsoft Office User Specialty
- Completes a minimum of five job applications and is employed or is job shadowing over the summer
- If eligible, completes six credits of college coursework (2 college classes @ 3 credits each)

11th grade completion competencies

- Student initiates NAVIANCE and begins goal setting and record collection/tracking and monitoring progress.
- Completes, updates, and maintains AVID binder and Personal Education Plan information.
- Enrolls in College of Colorado and initiates career planning; completes at least four career exploration activities and documents them in career development section of digital portfolio.
- Maintains a 95% attendance record in every class on a weekly, semester, and annual basis.
- Maintains a weekly goal for 90% homework completion weekly in HTEC AVID Advisory.
- Participates in the HTEC Health and Wellness program by engaging in Presidential Physical Fitness testing, recreation programming and intramural sports
- Completes CPR and First Aid Certification Instructor certification
- Certifies in keyboarding at 35 words per minute
- Successfully completes three afterschool programs through 90% attendance, active participation, and demonstrating student leadership.
- Family participates once per semester to update the Personal Educational Plan, support an exhibition of PBL, and other activities.
- Beyond course requirements, student reads at least one developmentally appropriate book approved by advisor and submits evidence as assigned by advisor for each semester (3 semesters X 1 book = 3 supplemental books per year).
- After taking the Acuity in the fall, student and education staff advisor update PEP to assign the appropriate intervention for meeting proficiency levels for main content areas (Reading, Writing, and Math) by the end of the school year. Students who demonstrate proficiency or mastery levels will be allowed to take program-level community college courses.
- Attends two college nights with family member(s).
- Creates a college section in the digital portfolio with resume, transcript, and essay by the end of the school year.
- Investigates five colleges including admission requirements and financial aid opportunities and completes college search packet. Makes three college visits prior to the end of the school year.
- Completes a draft of his/her Senior Project.
- Completes nine credits of college coursework (3 college classes @ 3 credits each)

12th grade and 5th year completion competencies

- Makes application for enrollment to five post-secondary settings such as four year college, community college, or trade school.
- Documents at least 30 additional community service/service learning hours for the school year.
- Presents to advisement group a Senior Project and Senior Portfolio of best academic work.
- Completes 24-30 credits of college coursework (8-10 college classes @ 3 credits each)
- Exits HTEC Early College enrolled and/or employed

- Completes all graduation requirements
- Completes all Associate's Degree requirements

ATTACHMENT I

HTEC Family Agreement and Student Code of Conduct Compact



High Tech Early College
11200 E. 45th Ave
Denver, CO

Congratulations! You have been chosen to attend the High Tech Early College! As a student of the HTEC, there are certain guidelines you must follow.

Contract for _____ School year 20_____

As an Early College student, I accept the following minimum expectations for excellence and commitment:

- I understand that this program is a privilege and that I will faithfully attend my academic and career classes and perform to the best of my ability. Three or more unexcused absences will result in an attendance referral and jeopardize my continuation at HTEC
- Daily punctuality to class allows me to participate in a meaningful way and limits disruption to other students.
- I will have a positive attitude and I will respect my classmates, my teachers, and myself.
- I will adhere to the mandated dress code for High Tech Early College
- I will make this school a safe place to learn and grow, and I will follow the policies and guidelines of High Tech Early College
- I understand that I must follow all district policies concerning behavior.
- I will remain drug free at HTEC and understand any involvement with drug use may jeopardize my position at the school
- According to DPS policy, I understand that if I receive three referrals by teachers, paraprofessionals, principals, etc., I will automatically be placed on probation. If I receive additional referrals, I may be required to attend a review meeting with the administration.
- I understand HTEC is a “closed campus”
- I will maintain my grades at a ‘C’ or better. Three grades below a ‘C’ or two ‘F’s’ will place the student on academic probation.
- I understand that the CSAP test is mandated by state law and is used by the state as major criteria for evaluation on the state accountability reports. I understand that HTEC will receive a -.5 penalty score for any student who is enrolled at the school who does not take the CSAP test. Since our funding and other financial support is based on our state reports, I agree to participate fully in this test process and do my best.
- The Early College High School program is a rigorous academic program that requires self-discipline, self motivation, appropriate behavior, good attendance, and a commitment to academic growth. Should the student not thrive in this environment, the teaching, support, and administrative staff will conduct a careful review of the appropriateness of the placement to determine whether participation in the program should be continued.

Part Two – Strong Parental or Guardian Support

The academic program at HTEC is rigorous. Students are expected to devote themselves to their studies, maintain good attendance, participate in college readiness programs, behave according to DPS and school policies, and dress in the required uniform. When they attend college classes, field trips, or internships, students will be expected to be good ambassadors of HTEC and the community.

Students and parents must understand that the Early College is a college-prep high school with academic expectations over and above other DPS high schools. All students will be required to take the ACCUPLACER test to determine which college courses they can take. All students will be expected to take and pass college courses during their tenure at the Early College.

The Early College will operate under a cooperative agreement with the Community College of Aurora. The Early College will work diligently to provide tuition-waived and concurrent-enrollment programs to our high school students. Students and their families may be responsible for some fees and/or textbook and calculator costs for college classes. High Tech Early College will endeavor to keep the program affordable for all families.

Tuition-waived programs generally require students to pass placement tests in order to take college-level courses. If a student FAILS to pass a college-level course, the student and family will be responsible for paying tuition costs. It is therefore critically important for students to maintain good grades and to work hard at improving their proficiency.

Be aware that promotion from grade-to-grade at the high school level in Denver Public Schools (DPS) is only granted when students achieve a minimum of 60 credits. It takes a minimum of 240 credits to graduate from a DPS high school. Students who are not able to meet the rigor of High Tech Early College may be placed on probation in an effort to put required interventions in place to help the student succeed. **Students may be placed on probation for academic, behavioral, attendance, or other reasons.** Specifically, the Early College may place students on probation if they earn a GPA below 2.25 in 9th grade, below 2.5 in 10th grade, or below 2.9 in 11th grade.

Course selection is determined by DPS graduation requirements. Students must follow the prescribed plan of study in order to meet the qualifications for a college certificate and/or Associates of Applied Science Degree upon graduation. Factors such as maximum and minimum class sizes and the needs of the overall high school will drive schedule decisions.

Transportation to the Early College is provided through the Far North East Shuttle system. Buses run before school and after school, allowing students to stay for tutoring, when mandated, and allowing for students to travel to Montbello High School for athletic programs.

Parents and/or guardians are expected to actively support their sons and daughters as they progress through this rigorous program. They will be expected to guide their children toward post-secondary institutions and take advantage of the workshops offered by High Tec Early College with regard to college admissions, financial aid, and scholarships.

I have read the policy statements above, and I agree to them. I understand that the High Tech Early College academic program is rigorous, and I understand that my support is critical to _____'s success.

Applicant's Name (please print)

Parent or Guardian's Signature

Date

Student Signature

Date

ATTACHMENT J



WELCOME! HTEC 9th Graders!!

As a HTEC 9th grader you are invited to have lunch with the HTEC Principal, Tuesday May 10 during your lunch period! Are you ready for the most exciting high school experience possible? Here are some key dates to schedule to prepare you for HTEC.. Please share this information with your parents, we would like to have as much participation and involvement as possible. Looking forward to seeing and meeting all of you!

Innovation Plan Presentation to Community

- Date: May 14th, Saturday from 9:00 am to 11:00 am
- Location: Evie Dennis Center located at 4800 Telluride St. 80249
- Invited: Parents, students, community members, and business leaders.
- Purpose: To share the HTEC Innovation plan

HTEC Student and Parent Orientation

- Date: June 18th, Saturday from 9:00 am to 11:00 am
- Location: HTEC Campus at **11200 E. 45th Street, Denver, 80239**
- Invited: Parents and students
- Purpose: To review school start-up information, collect current contact information, invite parents to participate in school activities, students and parents meet teachers

Other important information:

- Enrollment: We are currently at 100 students; we want our enrollment to be 160. We need 50 more students! Talk to you friends, for those who don't know what high school they are going to or want to change, give them this information:
 - The enrollment process is at the Far North East Enrollment Office at the Evie Dennis Center
 - Contact Information:
 - Far North East Enrollment Office: Ph#: 720-423-3494 Website: <http://fne.dpsk12.org/>
 - Nichole Davis: Ph#: 720.215.9135 Email nichole_davis@dpsk12.org
- Visit the HTEC Website for up-to-date information: <http://hightechearlycollege.wikispaces.dpsk12.org/>
- Looking for students interested in helping with school start up initiatives:
 - HTEC Webpage design
 - Dress code
 - HTEC Physical fitness program and HTEC Recreational activities
 - HTEC After school programs
 - Team building activities and

John Fry
Principal
HTEC
303-888-1254
John_fry@dpsk12.org
<http://hightechearlycollege.wikispaces.dpsk12.org/>

ATTACHMENT L
LETTERS OF SUPPORT

May 3, 2011

HTEC Innovation Plan

Dear HTEC Early College Stake Holders:

My son, Lawrence Bernal, has recently been accepted to HTEC Early College. I cannot express how much this opportunity means to the both of us and what it means for me to know my son's hard work has brought him to a chance of a life time.

When we received Lawrence's acceptance letter, we were provided a letter describing the objectives, format and a personal call inviting us to a hands-on meeting. Mr. Fry, his faculty and guest speakers have all done an outstanding job of keeping the students and their parents informed on how terrific and educational this school truly is going to be.

Mr. Fry, also personally invited Lawrence to Cisco Systems to see and work with the technology that will be used in the school. I have appreciated the calls from Mr. Fry for feed-back and opinions for the summer school classes he would like to put into place. It is not only inspiring, but it is also reassures me as a parent to know that he is giving students every opportunity to not only become brilliant students, but successful individuals as they grow into their adult life.

I will support HTEC in every way possible with the backing from Microsoft, Apple, Cisco ETC. The new school will be a place where students receive the hands-on training they need. I believe their minds will absorb new knowledge and technology to only thrive for more! Having a high school where a student can earn college credits and a degree is the key motivation that students need to further their education. With this school, I believe the students will grow, prosper and mature well enough to represent themselves knowledgably and professionally in their future to come.

Sincerely,



Dorothy L. Bernal
15153 Lackland Place
Denver, CO 80239
Phone: 303-525-7942

May 4, 2011

To Whom It May Concern:

As a Colorado native (Sarah) and a DPS high school graduate (Chris), thank you for the opportunity to present our thoughts on the **Innovation Status Plan for High Tech Early College (HTEC)**. After moving around with the Air Force for a dozen years, we excitedly moved "home" to Colorado in 2003. We sought out a community in Denver that was diverse, safe and forward thinking – especially for the sake of our six children. Green Valley Ranch in the Far Northeast Community is more than just where we live; it is where we own two homes, where we bank, shop, have friends, and celebrate summers at concerts in the park. However, due to its poor educational opportunities, it has not been where we've sent our children to school – until now.

The myriad of new educational opportunities coming to our community has us very excited. We have become especially hopeful about HTEC. After attending HTEC's community meeting this spring we asked **Principal John Fry** to meet with us personally. Over a yummy Chipotle burrito, Mr. Fry told us about his vision for the school; his enthusiasm was catching. In addition, we have reviewed HTEC's Innovation Status Plan. This level of participation and research on our part is because we take our children's education and our neighborhood's school development seriously. In fact, we have such great faith in the potential of the HTEC model that after years of attending private schools, our son will be attending HTEC next year!

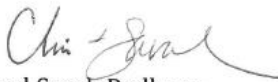
We both graduated from "traditional" Colorado high schools. Today, however, the national workforce is different. The world is different. A different kind of high school is needed if we want our students to be given every opportunity to succeed post-graduation. HTEC's focus on technology, dual-enrollment with college, work experience and real-world problem solving will help ensure students can competitively apply for college and their choice of career:

- Computer competency is not a luxury anymore – it is a necessity.
- Studies show a college education is also a necessity to attract the highest paying jobs. The opportunity to not only get "free" college credits but also an associate's degree through HTEC is enough to make one jump up and down and clap!
- The plan to mentor students and place them in meaningful employment starting in 9th grade will put them way ahead of their peers in work place experience and etiquette.
- Project Based Learning will also help them excel in real-world problem solving so they won't have to wait until they're 30 to meaningfully contribute to society.
- To accomplish the above, HTEC will require exclusive school day and teacher hiring policies.

It is our recommendation that High Tech Early College, with its unique focus and innovative plans, be allowed additional autonomy (when compared to traditional DPS school management) to be able to successfully implement their tested, high-performing educational model. We endorse the attached Innovation Status Plan Proposal.

This is an exciting opportunity for Denver Public Schools to support an innovative school that will greatly help the FNE community recover from its dismal academic record. In fact, I expect that in the coming decade our neighborhood will turn from one to avoid, to one to admire! Thank you for your consideration.

Sincerely,



Chris and Sarah Padbury
5201 Netherland St.
Denver, CO 80249
303-720-7779

ChrisandSarahPadbury.com



Board of Directors

Board Chair:
Nancy Sauer
President
D2Xchange

Secretary:
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CEO
LinerGroup, Inc.

Treasurer:
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LuciData

Cassandra Clayton

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Davis, Graham and Stubbs

Rodman Likes
Director, Sales
CA

Pat Maley
Wieggers Capital Partners

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Managing Director
St. Charles Capital

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Honorary Board
Robert C. Newman, Ph.D.
Greenwood Gulch Ventures

May 5, 2011

Mr. John Fry
Principal
High Tech Early College
Denver Public Schools
VIA EMAIL

Dear John:

I am writing in support of High Tech Early College on behalf of the KidsTek Board of Directors. KidsTek is a non profit that provides two types of computer skills training for Title 1 DPS and APS students:

- After school program for elementary and middle schools using the project based learning model and over 150 KidsTek developed lessons.
- In school day graduation credit classes where students can achieve technology industry certifications from Oracle/Solaris, Cisco, and others.

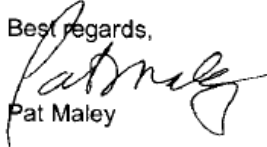
For the past two years KidsTek has worked with the faculty at Manual High School to deliver a program based around Oracle's Solaris computer operating system. Manual's Innovation status has been instrumental in optimizing the students' success and for their gaining entry level Systems Administrator certifications.

We see High Tech Early College with Innovation status as providing KidsTek with the best partnership model and the highest outcome for the students. Together we can provide students the opportunity to graduate with both industry certifications and college credit. It is our intent to provide an IT Essentials class for incoming freshmen that will introduce them to computer hardware and software. They will then enter the four semester Cisco Certified Network Administrator (CCNA) course followed by a one semester review course that will prepare them for completing the CCNA certification prior to high school graduation. The CCNA is also taught in Cisco Academies at local community colleges and for profit colleges and we anticipate that the students will also get college credit for these courses. A student with a CCNA is also directly employable in the networking industry post high school graduation.

On a personal note I have been very impressed with your program and you personally and accept your offer to join the HTEC Advisory Board.

We believe that the HTEC – KidsTek partnership will provide students with a path to a career in the high tech industry.

Best regards,



Pat Maley



ATTACHMENT M

Policies and Procedures

2011-2012

Mission and Goals

- DPS Mission
- DPS Overall Goal
- DPS 2011-2012 Goals
- HTEC Mission
- HTEC Core Beliefs

Responsibilities and Employment Expectations

- All Teachers
- CTE Teachers
- Staff
- Weekly Schedule of Instructional Staff
- Behavioral Expectations
- Staff Dress Expectations

SECTION TWO - GENERAL INFORMATION AND RESPONSIBILITIES

Advisory Committees

Anti-Harassment Policies

Attendance

- DPS Student Attendance Procedures
- HTEC Student Attendance Policy
- Attendance Reporting
- IC Attendance Codes
- Partial Absences
- Supporting Good Attendance

Breaks

Career Preparation and Career Counseling

Classroom Appearance and Maintenance

Classroom Book and Material Checkout System

Classroom Projects

Class Time Schedules

- Career Classes
- Academic Classes
- Other

Computer Assistance

Controversial Issues

Copyrighted Materials

Course Expectations and Behavior

Custodial Service

Denver Public Schools Policies

Emergency Class Coverage/Check-In During Inclement Weather

Energy Conservation

Equipment Checkout

Excursions

- Excursion Costs
- One-Day Excursions
- Overnight or Extended Excursions
- Confirming Excursions

SECTION TWO - GENERAL INFORMATION AND RESPONSIBILITIES.

Cont'd

Excursions, Cont'd

- Cancellations
- Excursion Attendance
- Excursion Forms - Other Legal Issues
- Use of HTEC Vehicles
- Teacher Transportation

Gift Acknowledgment

Grades and Credits

- Incompletes
- Variable Credit
- Reporting Grades
- Academic Credit in a CTE Program

Home School Calendar

Internet Usage

- Student Usage

Keys

Learning Resources

Material Safety Data Sheets (MSDS)

Outstanding Student Awards

Parking

- Staff Parking
- Visitor Parking

Printing Needs

Public Relations

Registration Procedure

Safety

Scheduling Meetings and Other Activities

School Closure Information

Security

Smoking

Social Committee

Staff Absences

- Teacher Absence – Illness
- Custodial Absence – Illness
- Clerical and Paraprofessional Absence – Illness
- Temporary Absences from the Building (All Staff Members)
- School Business and Personal Leave

Staff Update

Student Discipline

- Grounds for Suspension/Expulsion
- Other Grounds for Suspension/Expulsion
- Bicycles, Skateboards, Radios, Stereo, CD Players, Cell Phones, Pagers

Student Progress Reports

- Progress Reports
- Failure Notices
- Phone Calls

SECTION TWO - GENERAL INFORMATION AND RESPONSIBILITIES,

Cont'd

Student Transportation

- RTD Transportation

Supplies

Teacher Licenses/Credentials

- Licenses
- Credentials

Telephones/Calls

FAX Machine

Visitors

Adults

Students

Children

Workplace Experiences**SECTION THREE – SERVICES****Child Abuse**

Suspected Abuse

Suspected Abuse/Neglect by School Employee

Crisis Counseling Plan

Crisis Counseling Procedure

Drug Free Workplace**Employee Accidents**

Procedure For Using the Closed Medical System

Health/Wellness Support

Guidance and Counseling

Nurse/Social Worker/Psychologist

Medical/Health Procedures

Emergency Cards

Ill Students

Medical Emergency

SECTION FOUR - EMERGENCY PROCEDURES**Emergency Personnel****Emergency Procedures and Drills****Duck and Cover Drill****Fire Alarm and Drill**

Procedures

Special Supervision Assignments

Exit Instructions by Room Numbers

Evacuation of Students and Individuals with Disabilities

Location of Special Fire Equipment

Refuge Area Drills

Exit Instructions by Room Numbers

SECTION FIVE - INTERNAL ACCOUNTING PROCEDURES**Budget Structure**

Vocational Programs

The Formula

"Wish List Funds"

Purchases

Ordering Procedure for Magazines

Request for Consultants

General Procedures

Change

Check Cashing

Fees/Materials/Obligations

Payment of Bills

School Activity Fund/Club Accounts

Club Sponsor Financial Duties

Shop Class Procedures

Writing Work Orders

"Specials" Policy

Staff Development Funds

Travel

APPENDIX

HTEC Career Program/Academic Credit Contract

Attendance/Behavior Information

HTEC Building Map

Class Break Schedule

Closed Excursion Dates

Primary Administration Responsibilities

Progress Report and Grade Report Time Table

School Emergency Response Team

Special Supervision Assignments, Fire Drill

Staff Members Certified in First Aid/CPR

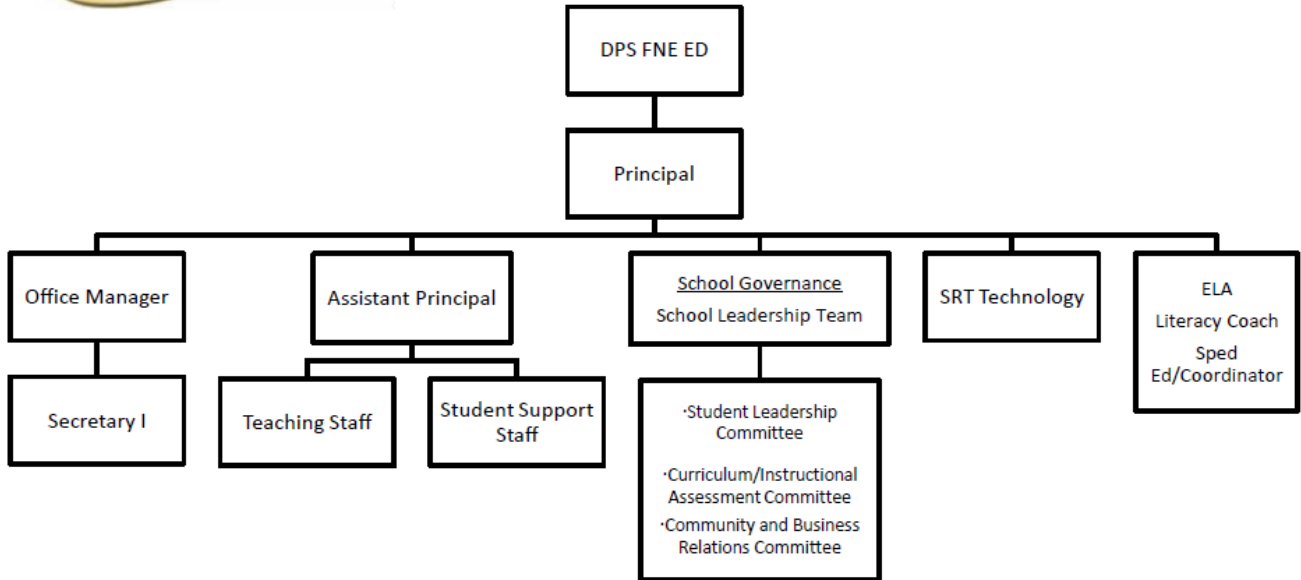
Supervision Schedule

The HTEC Way

ATTACHMENT N



HTEC Organizational Chart



End Notes

ⁱ www.earlycolleges.org

ⁱⁱ *ibid*

ⁱⁱⁱ http://www.avid.org/abo_whatisavid.html

^{iv} A copy of the HTEC Family Agreement and Student Code of Conduct Compact is reflected in Attachment B.

^v SEG Research (2008). *Improving the reading and language skills of high school striving readers and English language learners: A study of the effectiveness of Hampton-Brown Edge*. New Hope, PA: SEG Research.

^{vi} www.acuityforschool.com

^{vii} Hirschman, Pharris-Ciurej, & Willhoft. (2006). How many students really graduate from high school? Research funded by the Andrew W. Mellon Foundation and the Bill and Melinda Gates Foundation.

^{viii} SEG Research (2008). *Improving the reading and language skills of high school striving readers and English language learners: A study of the effectiveness of Hampton-Brown Edge*. New Hope, PA: SEG Research.

^{ix} *ibid*