

INNOVATION SCHOOL APPLICATION



DCIS Montbello

April 4, 2011

TABLE OF CONTENTS

Overview.....	Page 3
Introduction.....	Page 4–5
Innovation: Vision & Mission.....	Page 6–13
Innovation: Education Plan.....	Page 13–19
Innovation: Assessments.....	Page 20–22
Innovation: Graduation and Promotion; Academic Achievement Goals and Gains.....	Page 22–25
Innovation: Time.....	Page 25–26
Innovation: Student Enrollment.....	Page 26–27
Innovation: Human Resource Management.....	Page 27–37
Innovation: School Governance and Parent Engagement.....	Page 37–41
Innovation: Budget.....	Page 41–45
Innovation: Other Programs, Policies, Operational Documents.....	Page 45
Waivers.....	Page 45
Administrative and Faculty Support.....	Page 46
Community Support.....	Page 46
Required & Additional Attachments List.....	Page 46
Appendix A: Request Waivers in Curricular Materials & Instructional Design.....	Page 47
Appendix B: Request Alternative Benchmark Assessment Program.....	Page 48
Appendix C: Request Alternative Graduation and Promotion Policies.....	Page 49–51
Appendix D: School Performance Framework Goal Setting Worksheet.....	Page 52–53
Appendix E: Waiver Request Template.....	Page 54

OVERVIEW

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

That Act provides schools the opportunity for increased flexibility by providing a clear path to waive certain state statutes, district policies and union contract provisions that may otherwise inhibit a school's ability to implement strategies and tactics that may produce significant gains in academic performance. For more information on the Innovation Schools Act of 2008, please visit:

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

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

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

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

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

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

Completed innovation school plans should be submitted to:

Denver Public Schools
Office of School Reform and Innovation
Attention: Peter Piccolo
Peter_Piccolo@dpsk12.org
750 Galapago St.
Denver, CO 80204

- I. **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: Denver Center for International Studies at Montbello (DCISM)

School Leader: Trent Sharp, Principal

Date of Application: April 4, 2011

Overview:

The DCISM Innovation Plan development process has included three distinct phases. In phase one (July 2010 – November 2010) Principal, Trent Sharp conducted extensive classroom observations at the original DCIS, interviews with key DCIS staff who drafted the performance school application, consulted with key far northeast community members, and researched national best practices in order to define a general direction the new school might take under innovation. In phase two (November 2010 – January 2011), the school board formalized that DCISM would be one of the new turnaround options at Montbello High School. Based on longitudinal student outcomes, Trent Sharp consulted with a broader circle of far northeast community members, DCTA representatives, key DCIS personnel, and national consultants in order to refine the plan and include more targeted engagement, literacy, and numeracy strategies and programming. In phase three (January 2011 – present), the plan is being vetted with community members and new DCIS faculty in order to make final revisions to the plan before the March 10th submission date.

Design Team Members:

- Trent Sharp, Principal
- Dan Lutz, DCIS Founder
- Maria Elena Thomas, Principal, DCIS at Ford
- Jennifer Portillo, DCTA Vice President and future faculty leader at DCISM
- Kate Farmer, DCIS Communications Director
- Kourtney Johnson, Executive Intern for Student Voice
- Thad Jacobs, Community Member
- Stacy Gilmore, Community member and external partner
- Sarah and Chris Padbury, Parents and community members
- Stand for Children
- Educators for Social Responsibility
- International Studies Schools Network

The following table outlines the roles and responsibilities of the design team members.

Team Member(s)	Role and Responsibilities
Trent Sharp	Primary author – responsible for engaging a diverse team of stakeholders to guide the direction and content of the plan.
<ul style="list-style-type: none"> • Dan Lutz • Maria Elena Thomas • Jennifer Portillo • Kate Farmer 	Drafting team – advised on content and key components of plan and provided copy editing support.
<ul style="list-style-type: none"> • Kourtney Johnson • Thad Jacobs • Stacy Gilmore • Sarah and Chris Padbury • Stand for Children 	Community advisors – provided language and helped shape the mission, vision and community commitments and provided feedback on educational program.
<ul style="list-style-type: none"> • New faculty and staff 	Draft review – Provided feedback on educational program and innovations requested.

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

VISION:

By 2014, the Denver Center for International Studies at Montbello (DCISM) will be nationally recognized for our academic achievement, student empowerment, innovative educational program, vital community partnerships, and global impact.

MISSION:

The Denver Center for International Studies at Montbello's mission is to create a diverse, respectful, and socially responsible community of learners where students and teachers are honored as individuals and actively involved in improving our rapidly changing world. We are committed to inspiring and empowering students to make critical decisions about their futures with the knowledge and skills to succeed in college and beyond. We believe it is the combined responsibility of teachers, parents, students and community members to create a safe and stimulating school environment.

COMMITMENTS TO OUR KIDS AND OUR COMMUNITY:

- DCISM will provide a safe, innovative, and student-centered environment of excellence where all students develop the resilience and skills necessary to lead and succeed in our rapidly changing world.
- Our students will be known as learners and as individuals and are connected to significant adults who are invested in their futures.
- Our educators will support positive youth development and purposefully cultivate a common culture of respect, professionalism, collaboration, and shared decision-making.
- Our rigorous international studies curriculum will honor student voice, affirm cultural identity, interconnect knowledge, integrate new media, and make learning personally meaningful.
- We will foster partnerships that expand learning beyond school walls through career exploration, college immersion, and international travel.
- We will ensure that our stakeholder's thoughts, feelings, and interests are central to our educational environment.

ALIGNMENT OF DCISM AND DPS:

The language, focus, and expectations for students undergirding the statements above align to DPS' mission, vision and core beliefs as articulated in the 2010 Denver Plan. For example DCIS' focus on using new media and an international curriculum to develop students who are ready to lead and succeed in a rapidly changing world supports the DPS mission of ensuring all students are ready to thrive in a 21st Century college and career environment. The DCISM mission and vision also reflects a similar strategic vision and approach to how our program will be implemented in collaboration with the Far Northeast community.

SPECIFIC BARRIERS:

DCISM's mission and vision each are comprehensive in their approach to student learning and support, engaging students in an international studies curricula, providing integrated and expanded learning opportunities, and involving the whole community and the whole world in the educational program. As a member of the International Studies Schools Network (ISSN), DCISM is able to monitor our program implementation and progress towards sustainability utilizing the ISSN school design matrix (attached). However, state, district, and DCTA policies and practices around time, grading and accreditation, budget, and human resources impede our ability to execute on our mission and vision and to fully implement the ISSN school design.

DCISM is committed to addressing these barriers and is confident that innovation status can serve to create the space for necessary reforms.

Time

In order to ensure that all students enter their life after high school with the knowledge and skills to succeed in college and beyond, DCISM will offer an additional hour of instruction each day, one full hour of math tutorials each day, an additional hour and a half of extended learning opportunities each day, and an additional 5–10 days of instruction during its first three years of innovation. After three years, the DCISM School Governance Board (SGB) will gather student performance data and input from students and stakeholders to determine whether or not we will implement the extended year for the next three years of our innovation cycle. In order to support our students' college and career preparation and planning process, DCISM will offer student advisements for 35 minutes each day. Lastly, DCISM will extend its daily schedule in order to provide robust opportunities for teacher collaboration, professional development, and planning to occur within the school day. Current DPS and DCTA policy do not allow sufficient flexibility in the schedule to allow us to simultaneously offer the DCIS curriculum and these critical structures and supports. DCISM believes that providing additional time for student exploration, remediation and teacher professional development is critical to creating a learning-centered culture that is ritually focused on increased achievement and student and teacher growth.

Curriculum

DCISM will utilize DPS curriculum during the 2011–2012 school year during which time the faculty and SGB will conduct a gap analysis to determine whether or not the curricula meet the needs and expectations articulated in our mission and vision. Should it be determined that an alternate curriculum is needed to best meet student needs, DCISM will complete the required approval process through the Chief Academic Office to secure curriculum waivers. DCISM also believes that it is essential that our teachers are able to draw on an international pool of expertise and a broader range of materials that are not available during the traditional school day and during traditional school hours. To this end, DCISM will expand our curricula and delivery in the following ways: First, we will provide anytime, anywhere learning opportunities in math and science through the Kahn Academy (www.khanacademy.org) – a free, web-based collection of lessons that allows students to advance or catch-up through a customized, self-paced learning plan. DCISM will provide the necessary technology students need to access the content when and where they need it. Secondly, we will involve our students in the process of identifying and presenting TED Talks (<http://www.ted.com/>) that they believe connect and expand upon what they are learning in their classes. Lastly, DCISM will coordinate with our community partners to provide access to a broad array of curricula including robotics, health sciences, environmental sciences, digital media, and more during our extended learning time each day. Innovation status allows DCISM the flexibility to formalize and recognize learning that occurs outside the parameters of the traditional school model in such a way that provides students with more opportunities to connect with content and experience success. DCISM expects these innovations to have a positive impact on course passing, attendance, and engagement.

Grading

Measuring the student outcomes outlined in the DCISM vision and mission requires comprehensive measures of success that show how students are connecting personally to their study, how they are interconnecting knowledge and integrating new media, how and where students have expanded learning beyond school walls and most importantly how they have demonstrated proficiency in the required skill and content areas needed for graduation and post-secondary success. DPS grading policies provide, not a barrier, but a starting point off of which DCISM intends to add portfolio assessments and additional requirements that are reflective of our vision and mission. DCISM intends to deliver a more comprehensive, portfolio-based and proficiency based grade reporting process that integrates a broader range of learning styles and products. DCISM expects for this grading system to be the primary driver of student growth.

Course Credit

As will be described throughout this innovation plan, learning at DCISM is no longer bound exclusively to the classroom, but can be demonstrated across media and across borders outside of the school day and outside of the context of direct teacher facilitation. These new learning spaces align with DCISM's overarching strategy to provide students with numerous ways to connect, discover their passions, and experience success in a global, networked, 21st century environment. Currently, DPS defines specific parameters for what constitutes credit-bearing courses and defines credit recovery as happening on-line or in a classroom. DCISM requests the autonomy to grant course credit based on our students' demonstration of mastery of content and skills that occur and are measured across a variety of traditional and non-traditional modalities and venues. DCISM expects for this broadened portfolio of credit options to result in significant and sustained increases in our graduation rate.

Promotion

Connected to the underlying issues around grading and course credits, the threshold for promotion from one course to the next in any given discipline is currently defined by seat time and achieving a passing grade in the course and receiving course credit. DCISM is concerned about the impact of this policy on two student groups that it will serve: students in need of acceleration and students at-risk of dropping out. Both student groups either disconnect from their learning or engage in disruptive behaviors – one group feeling under-challenged and the other overwhelmed by the prospect of extra semesters just to catch up. DCISM believes that academic boredom and feelings of futility are avoidable. DCISM is committed to providing students access to the full range of DCISM programming as students' needs and interests evolve, regardless of traditional grade-level assignments. We request the flexibility to promote a student from one grade to the next once he/she has demonstrated grade-level proficiencies as measured by our proficiency-based assessment system, which will be described in detail later in this document. DCISM for this student-centered approach to promotion to result in sustained increases in graduation rates.

Graduation

DCISM is committed to providing students with a comprehensive, expansive high school experience that builds skills and proficiencies that extend beyond the current DPS graduation requirements. Therefore, in addition to meeting the DPS graduation requirements, DCISM requests the autonomy to recognize our graduates completion of the DCISM course sequence by granting the DCISM International Studies Diploma. The DCISM Diploma provides all DCISM graduates with an advantage over students completing the traditional graduation sequence. DCISM expects that the additional requirements will result in a higher percentage of students being accepted to and attending 2 and 4-year universities.

Budget

Developing a sustainable school model that integrates international studies and new media puts DCISM in a unique position. In order to ensure success for students and staff, funding for technology refreshment and professional development in technology integration and internationalizing curriculum is critical. DCISM works alongside the DCIS Foundation, the International Studies Schools Network, and multiple community-based organizations in order to develop grants and business partnerships. Moving forward, DCISM will work with teachers, students, and community members to develop innovative business models that will provide revenue for DCISM programming. One business model will include providing professional development consultation and publishing academic texts, films, mobile applications, etc. The current DPS fiscal policy includes several constraints that limit DCISM's ability to create sustainable and innovative business models, partnerships, and budgets. First, the process for developing school-based partnerships is lengthy and the criteria for approval are not based on DCISM vision and mission priorities. DCIS requests the autonomy to form direct Memoranda of Understanding with community and/or business organizations (subject to DPS oversight). Secondly, DPS policies do not allow for teachers or schools to collect royalties for publications written on school time. DCISM requests the autonomy for the school to receive royalties for professional publications and products that are produced by school personnel. Additionally, as DCISM grows to scale we anticipate the potential for additional revenue to support professional development will be available by budgeting actual salaries instead of district averages. DCISM will conduct an analysis during the 2011–2012 school year to determine whether or not this specific budget autonomy serves our mission and vision. Lastly, during our first year of operations DCISM will conduct a thorough analysis of all services provided by DPS in order to determine whether or not the services support the DCIS mission and vision and may choose to fund those services directly in future years to ensure that the school receives the highest quality of service for the lowest cost, maximizing the impact of resources. DCISM believes that sustaining a diversified funding stream and maintaining a disciplined focus on mission and vision provides the stability and consistency necessary for long term growth and improvement.

Professional Development

DCISM is committed to supporting a collaborative and professional adult learning culture that informs our shared decision-making processes. DCISM will foster professional growth by collaborating with diverse teams (PLCs), providing all adults in the building with leadership roles, engaging in collegial inquiry about our practice, and mentorship for new teachers.¹ The DCISM professional learning system will be sustained, comprehensive, and entirely embedded in the school day² The PD system is designed explicitly to build teacher leadership capacity, maximize

¹ Drago-Severson, E. (2009) *Leading Adult Learning: Supporting adult development in our schools*. Thousand Oaks, CA: Corwin

² Darling-Hammond, L. (2006) *Powerful teacher education: lessons from exemplary programs*. San Francisco: Jossey-Bass.

alignment of instruction and interventions, maintain a student-centered focus, and to minimize teacher absenteeism, teacher turnover, and reliance on external service providers. Full implementation of the DCISM professional learning system will take three years, during which time Educators for Social Responsibility (ESR) and the International Studies Schools Network (ISSN) will be providing additional capacity, guidance and support. DCISM believes that a focused and disciplined adult learning system is a prerequisite for sustained student growth and academic achievement.

Hiring and Staffing

The comprehensive nature of the DCISM mission and vision requires a unique community of educators who are committed to the academic and social-emotional well being of every student and to making meaningful connections with parents and community. We will also require educators with 21st century mindsets and skills, to effectively implement our educational model that includes extensive use of new media and facilitating and supporting learning across a variety of modalities and venues. In order to maintain the integrity of the level of services and supports we expect to provide, we require the autonomy to hire outside of the established district cycles and processes, develop specialized roles and responsibilities, and dispute resolutions.

First, DCISM is currently subject to DPS staffing cycle, which occurs according to historical patterns, not the timely needs of the school. We request the flexibility to access the open market and hire as needed. In addition, we are currently subject to the DPS direct placement process, which does not allow us to ensure that every staff member is reflective of our vision and mission. DCISM requests to be exempted from direct placements as of the 2011 staffing cycle. Secondly, due to the unique structure of our program we may choose to designate specialized duties or roles for teachers related to facilitating the use of new media and/or extended learning opportunities. DCISM also has partnerships with multiple community-based organizations that have highly qualified employees facilitating engaging and relevant content, but do not have teaching licenses. DCISM requests the autonomy to grant elective credit for non-core courses for extended day learning courses that are taught by these highly qualified professionals (Pending background check through CBI; Please also note that these professionals will not be assigning grades and will not be teachers of record). Core classes will be taught by teachers who meet NCLB highly qualified criteria. Finally, DCISM needs to develop additional teacher evaluation metrics that measure the 21st century competencies we are seeking to develop in our teachers to be successful in our model. DCISM will participate in LEAP in the 2011–2012 school year. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SB 191, and will seek approval from the District.

Currently, these domains are defined by the DCTA agreement with Denver Public Schools and the State Statute governing teacher licensure, teacher tenure and other working conditions. DCISM believes it is critical that work conditions are defined at the school level by those who have the most direct and positive impact on student achievement.

Leadership and Succession

DCISM is committed to developing a sustainable human resources system that ensures the aligned and relevant succession of teachers and administrators while providing the flexibility to innovate when necessary. Currently, DCISM falls under DPS policy, wherein the process for leadership succession is managed centrally with varying degrees of feedback from community stakeholders who champion the vision and mission of the school. DCISM believes that long term student achievement is dependent upon maintaining the continuity of the new instructional system through a succession process that is developed by student, teacher, faculty, and parent representatives on the school's School Governance Board.

Governance

As stated in the DCISM mission statement, we believe it is the combined responsibility of teachers, parents, students and community members to create a safe and stimulating school environment.

Supporting this mission requires a focused, participatory, and streamlined governance structure. Current DPS policy separates governance into school-based governance in the School Leadership Team (SLT) and community/school advisement through the Collaborative School Committee (CSC). DCISM will maximize our focus on student achievement by collapsing the functions of these two bodies into a single School Governance Board (SGB) that will be singularly focused on supporting the school vision and mission. This new SGB body will ensure representation from teachers, administrators, parents and community members that meets or exceed the current representation standards for these bodies.

SCHOOL CULTURE:

In each case described above, the vision and mission are at the center of systems design and school decision-making. Innovation status will allow DCISM to establish and sustain a high-performing school culture by allowing us to be intentional about shaping the practices, norms, values and shared systems that define our globalized 21st century learning environment. Additionally, innovation status allows us to implement the core tenants of the ISSN school model with fidelity, which will ensure the results achieved by the majority of our network schools. These results were most recently documented by the Consortium for Policy Research in Education and Hopothesi, Inc. analyzed ISSN data from 2004–08, comparing results from these schools to out-of-Network schools with similar demographic profiles within the same school districts. Across grade levels and core subject areas of English, math,

science and social studies, ISSN schools showed greater academic achievement in 85% of all cases.

We are confident that articulating a clear vision and mission, assuring all stakeholders understand and uphold our agreements, and tending to the school culture will allow DCISM to focus on its primary purpose: increasing student achievement.

INNOVATION: EDUCATION PROGRAM

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

RESEARCH-BASED EDUCATIONAL PROGRAM OVERVIEW:

DCISM offers a student-driven, technology-rich, international studies curriculum that infuses service learning and career exploration in digital media, the arts, engineering, environmental sciences, and health sciences. Our students help to shape a rigorous, experiential and project-based learning environment that is aligned to their interests and that empowers them to design solutions to real world problems. Because nations and regions are interdependent, DCISM inspires students to understand and evaluate perspectives that shape world events, global debates and international issues. Beyond the core curriculum, DCISM offers an additional strand of social studies electives and a robust world language program that includes Arabic, Chinese, English, French, and Spanish. In addition, hands-on instruction in technology and new media literacy will be interwoven throughout our curriculum. The DCISM educational program is modeled on the original DCIS campus in downtown Denver, where, since 2006, 100 percent of DCIS' graduating seniors have been accepted by at least two colleges.

INSTRUCTIONAL PHILOSOPHY AND APPROACH:

The DCISM instructional philosophy emerges from the overlap of three pillars that drive every element of our instructional program. **First**, we expect and insist on portfolio-worthy products in every course, in every grading period. **Secondly**, we provide multiple paths to learning and allow for multiple ways to demonstrate proficiency. **Lastly**, we provide multiple options for students to produce work that counts toward credit anytime, anywhere, with anyone provided it demonstrates proficiency. The objective is to dramatically increase the likelihood of student engagement, connection, and regular production of college level work. What follows is a graphic depiction of our educational philosophy as well as an unpacking of the specific details underneath each pillar and implications for innovation.



Expect and Insist of Portfolio-Worthy Products

As a member of the International Studies Schools Network (ISSN), DCISM is one of 28 schools nation-wide who will implement (or are implementing) the Graduate Portfolio System (GPS). GPS provides a clearly described set of expectations and criteria for student work that demonstrates college readiness and global competence. Aligned with the Common Core standards, the GPS serves as benchmarks for students to demonstrate proficiency within and across subject areas as well as specific demonstrations of global leadership. We have adopted David Conley's definition of proficiency, which is competency demonstrated over time where learners are required to demonstrate a set of skills, not just an individual skill or isolated piece of knowledge. At DCISM, "portfolio-worthy products" are those products that demonstrate proficiency according to the standards described in the GPS. A key indicator of DCISM's success will be the accumulation of these high-quality products in each student's portfolio in every grading period. Innovation status enables the high-quality implementation of this pillar by providing additional and flexible time for reflection, refinement and remediation of student products and the assignment of grades and credit based on demonstrated proficiency. Additionally, the discipline of compiling portfolio-worthy work provides all DCISM graduates' with a robust story for college and career recruiters. DCISM expects for the portfolio system to be a primary driver for aligning student achievement with the mission and vision of the school.

Multiple Paths to Learning and Showing Proficiency

DCISM's educational model honors the development realities and needs of all learners – students and adults—and the fact that each learner is at a unique place in their individual development. For adolescents who are experiencing a wavering sense of their own competence and identity it is imperative that they have ritualized and intentional opportunities for success. Using Gardner's theory multiple intelligences as a foundation, each student and adult will identify how they best learn and process information and where they feel they are most skilled in creating and presenting new knowledge. To compliment this reflective practice, each unit of study and each phase of professional development will have multiple options for how learners enter into the new learning and how they demonstrate what they have learned. Over time, it is the expectation that each learner is expanding their repertoire of learning styles and preferences as they are demonstrating their proficiencies. Again, the flexibility of time allowed by innovation status is pivotal if we are to allow for varied approaches to learning. Additionally, providing multiple pathways to learning has implications for how students are assessed and how teachers and administrators are evaluated. Lastly, when students' needs flex outside of the capacity of the faculty and staff it is imperative that the school have the flexibility to tap the appropriate community expertise to facilitate student learning, whether they have appropriate certifications or not. DCISM expects for this element of our educational program to build our students' sense of self-efficacy and to have an immediate and positive effect on reducing student failure rates and ensuring that all students are on track to graduate.

Learning Anytime, Anywhere, with Anyone

Having adopted the clearly articulated performance outcomes in GPS and expecting demonstrations of proficiency in each discipline and in each grading period creates a foundation from which innovative approaches to teaching and learning can emerge. For DCISM, this means that students' ability to demonstrate proficiency is no longer bound by specific times, physical space, or teachers with certifications. In the DCISM educational program, any student is able to demonstrate proficiency in any discipline through multiple venues in an out of the traditional school context. For example, a student who is participating in graphic design during the extended school day may be able to demonstrate proficiencies in geometry. A student who shoots a documentary film while traveling with her family in Morocco may be able to demonstrate competencies in her human geography or anthropology course. In each case, the venue and facilitation of learning are secondary to the demonstrated proficiencies. DCISM is currently collaborating with the International Studies Schools Network in order to design and implement the structures and processes that will undergird the DCISM proficiency-based assessment system (PBAS). The core driver of the PBAS is the DCISM Graduate Portfolio development system. DCISM is currently coordinating with ISSN in order to identify which assets are already in place to implement PBAS and what the scope of work will be in order to fully implement PBAS

by July 2013. Additionally, DCISM is collaborating with ISSN in order to secure funding from the Bill and Melinda Gates Foundation in order to fund the first two years of implementation. (See attachments for a model of the DCISM Graduate Portfolio System, current assets, and a scope of work for July 2011 through July 2013).

Another mechanism that supports this flexible and student-driven approach to learning is a practice that is in place at the original DCIS called, Passages. In Passages, students are inspired by a topic that they encounter and are able to design their own course of study in order to demonstrate proficiencies in clearly articulated standards. While they have a teacher of record, students manage their own learning by organizing a committee of peers and adults who approve the student's Passage proposal, help to guide the project, and evaluate the final product. DCIS alumni who are currently attending four-year universities overwhelmingly report that the Passages experience was the single best preparation for college-level work.

Lastly, DCISM will take advantage of the free, web-based instructional platform called, The Kahn Academy for students who are in need of additional support in mathematics and/or science as well as advanced content for students who are prepared to accelerate. The Kahn Academy includes dashboards for students, teachers, and tutors to monitor student progress and is available 24/7/365. DCISM's technology structure is designed intentionally to provide students access to the appropriate technologies to support this work.

Providing students with concrete proof that learning happens everywhere and that it keeps happening your entire life is a core objective of this element of the DCISM educational program. DCISM believes that providing students more opportunities to succeed will result in increased student success.

Full implementation of these pillars of the DCISM educational philosophy will be iterative and driven by students, faculty and stakeholder leadership in the SGB. DCISM will engage its external partners and DPS teaching and learning staff in external evaluations and refinement of the DCISM approach to ensure the highest levels of student achievement.

SCHOOL CULTURE AND LEARNING ENVIRONMENT:

As described above, the norms and practices that will drive school culture all involve options for personalization and for creating and presenting information in multiple venues. These elements of the school's culture carry over into the design of lessons, master schedules, professional development plans, and the physical plant. In each instance, learners are able and expected to vacillate between individual explorations and idea creation, to small group project teams, to whole class discussions, to international student coalitions. The learning environment will range from

independent studies (Passages) to classroom-based projects, to web-based collaborations, to experiential learning around the city, the nation, and the world. The variety of interactions and venues creates a learning environment that is characteristic of college and career life. Innovation status supports this style of learning environment by allowing flexibility of schedules and time and ensuring that student work produced outside of the school day counts.

DCISM believes that the relevance and variety of our learning opportunities creates an environment where students want to active, engaged and present. DCISM expects for our learning culture to have a significant and positive impact of student achievement, attendance, and college readiness.

CLASS SIZE AND STRUCTURE:

A typical DCISM student schedule consists of one language arts, two social studies, one science, one math and one world language course. Each course consists of 25–30 students and one teacher. All 6th and 9th grade students will engage in high dosage math tutoring (2:1 student to tutor ratio) each day for an hour for the first three years under innovation. All students will be a member of a student advisory that consists of 15–17 students, one advisor, and one tutor who assists in academic advisement and case management. All teachers will offer office hours every day and will offer a one reteach period every week that is mandatory for students needing additional assistance. Lastly, each day concludes with 90 minutes of extended learning opportunities that are facilitated by community based organizations and teachers.

DCISM believes that this integrated system of engagement and support structures creates the necessary conditions to support the growth of all students while closing gaps between student groups.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS:

DCISM is unique in that all students are second language learners, so a culture of mutual respect (not isolation) pervades student life. However, the moral imperative to develop our English Language Learner's (ELLs) disciplinary knowledge and academic English is of particular, urgent importance if they intend to meaningfully and equitably participate in post-secondary life.

DCISM' plan for educating its linguistically diverse student population is informed by Claude Goldberg's (2008) summary of two major research reviews conducted by the National Literacy Panel and the Center for Research on Education, Diversity, and

Excellence (CREDE).³ Core components of the DCIS ELL support plan are integrated into the school's RtI structure. Key details of the plan include:

- Great instructional practice that includes clear goals and learning objectives; meaningful and motivating contexts; rich curriculum; well-designed and appropriately paced instruction; active engagement and participation rituals; opportunities to practice and apply new knowledge; consistent feedback; frequent embedded assessments; and structured student interactions.
- Reading and writing intensive language arts coursework taught in Spanish.
- A separate English language development block that is focused on oral English development and includes a balance of direct teaching (syntax, grammar, vocabulary, pronunciation, norms of usage, etc.) and meaningful and motivating opportunities to communicate in English.
- Preview and review of academic vocabulary for science, math and social studies courses. Tutors who are paired with advisors to provide intensive support and case management provide this support.
- Daily mathematics tutorials with bilingual tutors for one hour daily.
- A weekly reteach block for students needing additional support.
- Extended school day and extended school year that includes an additional hour of instruction per day and an additional six days of instruction per year.

At DCISM, multilingualism is an explicit goal and educational program approaches languages other than English as assets, not barriers. DCISM believes that the combination of our global values, high expectations, and personalized support provides an environment where linguistically diverse students thrive.

SUPPORT FOR SPECIAL EDUCATION STUDENTS:

DCIS teacher and administrator practice is grounded in coherent and predictable learning and behavioral supports that are articulated in the DCIS RtI, PBIS, and Guided Discipline framework (attached). The framework is explicitly designed to ensure due diligence in decision making by providing clarity about students' actual learning and behavioral support needs, to maximize inclusion in the core academic program, and to minimize over identification for Special Education. Only after tier one and tier two supports have proved insufficient shall any student receive diagnostic testing or referral to a mental health professional.

Students who are placed in Special Education programming will receive accommodations and aids that are aligned to their interests, learning styles and learning preferences. Specific attention will be paid to differentiating the delivery of

³ Goldberg, C. (2008) *Teaching English Learners: What the Research Does – and Does Not – Say*. American Educator, Summer 2008.

content and the presentation of new knowledge. A Special Education intervention teacher will provide embedded classroom support as needed and will monitor the fidelity of implementation of each student's IEP through classroom observations and weekly grade level planning sessions.

SUPPLEMENTAL ACADEMIC SERVICES OR PROGRAMS:

By August 2014, DCISM expects to have migrated its entire curriculum and instructional program to a paperless, web-based system. For the 2011–2012 school year, DCISM will supplement existing DPS curricula with the Kahn Academy, TEDTalks, Passages, career and interest explorations during the extended day, and travel and service learning opportunities. During the first year, DCISM faculty will research additional supplemental materials and will determine whether or not the adopted DPS curricula are aligned to the DCISM mission and vision. If it is determined that different curricula and materials are required, DCISM faculty will bring forward a recommendation to the SGB in January 2012 and will complete the required DPS approval processes through the CAO as described in Appendix A.

DCISM will opt out of district professional development and principal professional development and will outsource those supports to ISSN for training on lesson design and alignment to GPS, and Educators for Social Responsibility (ESR) for leadership support, classroom management training, training in a pedagogy of engagement, and establishing student advisories. The implementation for each of these professional services is designed to taper off dramatically over three years and to become fully integrated into our embedded professional development system. By 2014, DCISM expects to be positioned to generate additional revenue by providing professional development services to other schools and organizations.

The systems and structures that undergird the DCISM educational philosophy and approach are designed intentionally to increase student engagement in their educational process, to increase the options and expands the venues for success, and to create sufficient space for reflection, revision, and remediation. These elements combined with clearly articulated standards and high expectations for portfolio-worthy work produces an environment within which we expect to see drastically diminished drop-out rates and longitudinal growth rates on attendance, course passing rates, student growth, ACT scores, graduation rates, college acceptance rates, and parent and teacher satisfaction rates.

IV. Describe the school's assessment plan and how it is critical for the school to produce gains in academic achievement.

ASSESSMENT OVERVIEW:

As described in our mission and vision, DCISM offers both informational and transformational learning opportunities. Informational learning aims to prepare students for college-level content knowledge and skills. Transformational learning aims to shift students' ways of knowing and interacting with the world. In order to understand more clearly about how our students are progressing in these domains, DCISM will implement a more comprehensive assessment system than is required by DPS. The assessment plan incorporates both direct assessment methods (CSAP, ACT, and juried graduate portfolios reviews) and in-direct assessment methods (student reflection, focus groups with the principal, surveys on school culture, etc.).

DCISM believes that external evaluations are critical and will participate fully in state assessments for each grade level, each year. DCISM will hold a series of community forums in August of each year where DCISM administration and SGB representatives will share the school's CSAP results as well as any modifications to the instructional program. All DCISM students will participate in the ACT preparation sequence (Explore, Plan, and ACT) from grades 9–11. The 2013–2014 school year will serve as a baseline for ACT results and the SGB will develop performance targets in subsequent years. For the 2011–2012 school year, DCISM will continue to participate in Acuity – the CSAP predictive exams. The DCISM SGB will determine over the course of the first year whether or not Acuity is the appropriate assessment to drive our continuous instructional improvement and apply to opt out through the appropriate DPS processes, if necessary.

In addition to these external assessments, all DCISM students will participate in baseline reading, math, and English proficiency (if necessary) assessments at the beginning, middle and end of each year. CELA will be the landmark assessment that will be used to determine students English proficiency. From there, instructors will use this data to determine appropriate next steps in the areas of Listening, Speaking, Reading, and Writing. Teachers will use performance based assessments to monitor growth and progress in these four areas. Such performance assessments can include: content area book talks, dialogue journals, running records on instructional text, and grade level writing prompts. DCISM will consult with DPS and our external partners during April of 2011 in order to determine which assessments are most reliable and appropriate.

DCISM is also committed to capturing a more comprehensive picture of student growth, and so, all DCISM students are responsible for designing and maintaining a web-based Graduate Portfolio. As a member of the ISSN, DCISM will be receiving extensive support for continual refinement of GPS performance outcome rubrics and calibration of teachers' processes for evaluating student work. With these standards as a foundation, all students will be trained in web development during the first semester of either their 6th or 9th grade year and are expected to produce and document one portfolio-quality demonstration of his or her learning in each class, in each grading period. The Graduate Portfolio will serve as the primary focus of student-led parent conferences and as well as the student's college application process.

In order to gauge the overall health of the school, DCISM will participate in all elements of the School Performance Framework (SPF). Additionally, as a member school of the International Studies Schools Network, DCISM will be assessed in its development according to the rubric of the ISSN school design framework. The assessment will be conducted by ISSN site visits in the spring of the first year and the spring of the third year. The framework will be used in a school self-evaluation every other year thereafter with the support of ISSN. Summary reports will be submitted to the Instructional Superintendent for DCISM and will contribute to revisions of the DCISM Unified Improvement Plan (UIP) and the focuses of professional development for both school administration and faculty. The goal for DCIS is to achieve proficiency in all 39 areas of the six categories of the school design.

MEASURING AND EVALUATING ACADEMIC PROGRESS:

As mentioned above, DCISM will utilize both direct and indirect assessment methods to gauge academic growth. In addition to the CSAP and ACT the primary driver for monitoring individual student progress will be portfolio assessments at the end of each 9-week grading period and embedded formative assessments and one-to-one student conferencing on a daily basis. These embedded assessments will be aligned to a proficiency-based grading system that are aligned to the GPS performance outcomes for language arts, math, science, social studies, world language, and global leadership (See attached Content Area Rubrics). In this system, student progress in any given area is measured within 4 domains: Emerging, Developing, Proficient, and Advanced. DCISM places a premium on the consistent implementation of our grading system and is committing significant professional development time to ensure that the system is calibrated.

With the consistent application of the embedded formative assessments and grading practices as a foundation, DCISM will use Infinite Campus to pull grade-level queries on course grades on a three-week cycle. On that third week, DCISM will utilize the Thursday early release described below to develop grade-level action plans. DCISM

will utilize the autonomy requested in this application to redirect time and resources each three-week period based on student need.

At a school level, the faculty will convene each quarter to engage in a self-assessment utilizing the ISSN school design framework. DCISM educators will convene for a two day retreat in June of each year to analyze the summative school evaluation conducted by ISSN as well as our annual SPF results and to refine our UIP as needed. The updated UIP will be presented to the DCISM SGB in June of each year.

ANALYZING OF DATA:

A primary focus of DCISM instructional practice will be ensuring that students are required to demonstrate mastery before moving on to new content. Thus, collecting diagnostic and formative data occurs on a daily basis. Analysis of these two data points occurs on a weekly cycle in two venues. First, each discipline has one hour of common planning time every day and will be utilizing two of those planning periods for data analysis. Secondly, each Thursday includes two hours of grade-level planning during which time teachers triangulate their individual observations in order to design collective interventions.

Formative assessment of each student's Graduate Portfolio will occur twice annually through student-led conferences with the student, parent, and advisor. Summative assessments of Graduation Portfolios will occur during jury reviews annually in late May and/or early June.

Predictive (currently Acuity) and summative (CSAP) data will be collected and analyzed on the current DPS cycle.

DCISM has a comprehensive approach to assessment that will provide a thorough analysis of students strengths and needs in order to determine the best tools to show mastery of learning and close leaning gaps.

INNOVATION: GRADUATION AND PROMOTION

V. Describe the school's proposed graduation and promotion policies.

PROMOTION POLICIES AND STANDARDS:

DCISM is requesting a waiver to the District's promotion policies and has completed Appendix C of this Innovation Application. DCISM students will be promoted from one grade to the next after having earned an overall Proficient rating for each of their courses as defined by the GPS performance outcomes. A three-tiered intervention system will ensure that all students matriculate with their cohort and

are on-track to graduate. For students progressing more quickly, DCISM will offer APEX end of course exams where—in a student achieving 80% mastery or better will be awarded course credit and accelerated to the next stage in that subject area's course sequence. Parents and students will be notified immediately if there is need for remediation or acceleration.

GRADUATION EXIT STANDARDS:

DCIS students completing specific elements of the seven-year sequence will be awarded "milestone" certificates that are aligned to the DCIS graduate profile and skills defined in the GPS. Students completing all requirements of the middle school level (8th) will be presented with a special continuation certificate in International Studies. Students completing all requirements of the school at the end of high school will be awarded the Diploma of International Studies, which is already established at the current DCIS. DCISM graduates will also receive a DPS high school diploma that is issued to all students satisfying the high school graduation requirements for Denver Public Schools.

COMMUNICATION TO PARENTS:

The DCISM promotion and graduation requirements will be available for parents and students to consider on the DCISM website at www.dcismontbello.org. New families who are considering DCISM as an option for their student(s) will have opportunities to discuss the graduation and promotion criteria with DCISM faculty and administration during a series of community open houses to be held from November through February each year. Additional outreach opportunities include (but are not limited to) a faith campaign, press releases in local English and Spanish media outlets, and information booths at community supermarkets.

POLICIES AND PROCEDURES FOR AT RISK DROP OUTS OR NOT MEETING GRADUATING CRITERIA:

The DCISM SGB is responsible for shaping policy, directing resources, and adjusting the educational program as necessary in order to ensure that ALL students are able to make critical decisions about their futures with the knowledge and skills to succeed in college and beyond. Doing so requires integrated systems of support that ensure students are connected to significant adults and peer groups, engaged in academic work that is personally fulfilling, and on track to graduate. At DCISM, the student advisory program serves as the primary point of departure for these systems. Advisors serve as first responders for absenteeism, course failure, and social-emotional complications. The student and advisor meet weekly to discuss positive and negative data trends and to develop action plans and provide follow-up. Advisories also serve as the primary venue for students to reflect and get to know themselves as learners – their strengths, weaknesses, interests and passions. It is

the advisor's responsibility to connect his or her advisees to programming that is aligned to their unique learning needs.

When the first tier interventions are insufficient, autonomies requested in this proposal to adjust time and resources as necessary in order to support our at risk students. Potential adjustments include required reteach periods during the 7th and/or eight block of the day, web-based tutorial support through the Kahn Academy, Saturday mastery camps, etc.

When tier two interventions prove insufficient, the appropriate DCISM faculty and administrators will work with the student and parents to research an educational option – such as Emily Griffith or a multiple pathway center – that is more targeted to their specific needs.

DCISM believes in rigorous promotion and graduation standards as well as frequent and clear communication to parents so that students graduate from DCISM college ready.

INNOVATION: ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

As you will see in Appendix D, DCISM has set rigorous yet attainable goals that meet or exceed District expectations as measured by the SPF indicators.

CONTINUOUS QUALITY IMPROVEMENT:

The central tenants of the continuous quality improvement (CQI) approach to management undergird the DCISM educational program. DCISM understands that processes, not individuals, sustain organizations. To that end, DCISM has established a system that provides a redundancy of opportunities for students and educators to collaboratively analyze their personal growth and the growth of their community. The core elements of the DCISM system include: the DCISM SGB; teacher leadership committees in each domain of the DCISM educational program; regular time built into the school day for cross-disciplinary groups of students and teachers to analyze data, identify and leverage strengths to support weaknesses, create action plans, and to close the feedback loop through progress updates in the following meeting; student and teacher progress data that includes real-time tracking of student proficiencies, predictive state measures, and portfolio assessments; and lastly, transparent reporting systems through student-led conferences and progress reports to the SGB. DCISM believes that the disciplined implementation of this system creates a learning-centered culture that will drive student achievement and continuous improvement.

The DCISM SGB is the primary entity responsible for monitoring the implementation of all major improvement strategies. In addition, the SGB is responsible for approving adjustments in implementation and for designing corrective action procedures if the school falls short of its goals. The DCISM SGB will meet in the summer of 2011 to define protocols and procedures for progress monitoring, which will be subject to renewal annually.

DCISM's ability to streamline the CQI process is made possible by the governance innovations requested in this plan. DCISM believes that tightening decision-making, progress review, and mid-course correction processes through the SGB provides the necessary infrastructure required to respond quickly and appropriately to student needs. DCISM expects for these school based processes to have a direct and positive impact on student achievement.

As a new school, DCISM does not currently have a UIP, but will engage in a collaborative process with the DCISM faculty and SGB during the summer of 2011 in order to develop our UIP for the 2011–2012 school year to ensure continued student achievement.

INNOVATION: TIME

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

DCISM is applying for innovation status in order to extend the school day and school year. We believe in the straightforward concept that more time in school means more learning opportunities for students. We aim to close the achievement gap for our students and recognize that this task will require a significant increase in instructional time.

LENGTH OF SCHOOL DAY:

The DCISM academic school day for students begins at 8 A.M. and ends at 3:50 P.M. Additionally, all students are expected to participate in an Extended Learning or extra-curricular activity of their choice from 4:00 P.M. to 5:30 P.M. Teachers will serve students and community from 7:45 A.M. to 4:15 P.M. daily. In addition, each teacher will coordinate with peers in their discipline in order to offer a reteach period one day per week from 4:00 P.M. to 4:45 P.M. DCISM teachers will be compensated for their additional service. DCISM is currently finalizing agreements with multiple community-based organizations who will provide student support and coverage from 4:00 P.M. to 5:30 P.M. daily.

FOCUS ON CORE INSTRUCTION:

The DCISM schedule offers five days of instruction for all core subjects and world languages. Each subject meets for a total of 293 minutes each week and each subject area provides an additional 45 minute reteach period weekly. The 5-day schedule provides a continuity of instruction and focus, which is critical for adolescents. The longer class periods allows for both depth and additional space for integrating projects and labs. In order to maintain the quality of these longer periods, all teachers have one hour of departmental planning time each day as well as 1.5 hours of grade level planning time on Thursdays, which is designed to drive the tiered intervention work described below. DCISM believes that the combination of coherent instruction, extended periods, and ample teacher planning time creates the necessary culture for sustaining student growth.

SERVICES PROVIDED OUTSIDE OF THE COMMON CORE:

Services provided outside of the common core are designed explicitly to personalize student supports while creating a highly engaging menu of career and interest exploration opportunities where students can apply their learning and “try-on” identities in multiple fields. This system includes 293 minutes of tutorials in mathematics (during the first three year cycle) as well as an additional 450 minutes of career and interest exploration to be facilitated by community-based partners. The system is designed to honor the realities of adolescent development as our students are grappling with their autonomy and identity formation. As stated in the Educational Program section, the intent is to provide as many opportunities for engagement and success as possible. DCISM believes that the combination of high engagement and high support further strengthens our learning-centered culture and will drive our continuous improvement.

INNOVATION: STUDENT ENROLLMENT

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

DCISM serves as one of the new, high-quality options in the far northeast enrollment zone. In the zone, incoming 6th and 9th grade students in the region select their first, second, and third choices and are assigned to one of those choices in the region through a District coordinated lottery process. DCISM does not have enrollment requirements that would impede any student who lives in the Far Northeast from enrolling and attending. DCISM is limited, however, by our physical

space. Our expectation is that enrollment will not exceed 800 students. DCISM will phase-in with the following numbers of students at each grade level:

Grade	2011-2012	2012-2013	2013-2014	2014-2015
6 th	120	120	120	120
7 th		115	115	115
8 th			110	110
9 th	125	125	125	125
10 th		115	115	115
11 th			110	110
12 th				105
Totals	245	475	695	800

Attached to this application is the DCISM Enrollment Agreement that clearly articulates a commitment pledge signed by DCISM students and parents/guardians to ensure excellence.

INNOVATION: HUMAN RESOURCE MANAGEMENT

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

Teachers are the bedrock of DCISM. While efforts to improve education may focus on factors such as better facilities, smaller class size, enhanced social services, and increased parental involvement, these factors matter little without engaged, motivated personnel who are in command of their subjects and in control of their classrooms. DCISM is applying for innovation status to ensure that we are able to use practices to effectively recruit, develop and retain top teacher talent.

PERSONNEL POLICIES:

To meet the needs of all students and to achieve the outlined performance goals outlined in section XI and in Appendix D, DCISM requires maximum flexibility to design and implement human resources policies and procedures that align with our vision, mission, and educational plan.

DCISM is committed to recruiting, hiring, and providing exemplary professional development and support to individuals who understand and are prepared to meet the demands of creating a school that provides transformative educational experiences and produces sustained academic growth for all students.

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

Employment Status. Teacher's employment with DCISM 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 DCISM and the Denver Public Schools for any reason at any time. DCISM 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 DCISM 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 DCISM if they do not secure a position through mutual consent.

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

The employment of custodians and facilities managers with DCISM will be "at-will." DCISM 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 DCISM will be determined by District policy and the applicable collective bargaining agreement (custodians) or memorandum of understanding (facilities managers).

As described in this document, including Appendix E, DCISM 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 DCISM Innovation Plan.
- Post all vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's 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.
- Create a professional development program that supports the Innovation Plan. The school will have the option to participate in District-provided professional development.
- Create a process to address under-performing employees.
- Establish the calendar, work year, work week, work day, job assignments, class size and teaching loads to align with the Innovation Plan.
- Create a governance and leadership structure that aligns with the Innovation Plan.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria.
- Create a professional development program that supports the Innovation Plan. The School will have the option to participate in District-provided professional development.
- Establish compensation rates and other methods of rewarding performance and extra work time, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school's culture as described in the Innovation Plan.

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

DCISM faculty and staff are our most precious resources and we believe that the innovations described in this policy provide the necessary conditions for maintaining a high-quality family of educators who are able to continually foster growth and student achievement.

NON-TEACHING STAFF POSITIONS:

All DCISM educators are expected to be active participants in professional learning communities that are charged with fostering a strong, evolving clarity about the DCISM vision and mission. DCISM non-teaching staff plays a critical role in ensuring a continuity of service and support as well as in providing extended and student-driven learning opportunities. Non-teaching staff includes:

- The Office Manager and secretarial staff who play a critical role in providing exemplary customer service and providing a check and balance to ensure the integrity and consistency of attendance and course progress data.
- The school social worker will play a critical role in ensuring the high quality implementation of tier two and three interventions in the DCISM Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) system.
- During the 2011–2012 school year, DCISM will offer Arabic and French by retaining staff through independent service contracts. In subsequent years, DCISM will continue to utilize independent contracts to expand and target student services and support.
- Lastly, DCISM has established relationships with multiple community-based organizations who will be co-facilitating career and interest explorations that will provide students with concrete examples for how their unique skills and interests translate into adult work in the real world.

DCISM will continue broaden school staffing to include youth development specialists, learning coaches, virtual mentors, etc. based on student need. All DCISM non-teaching staff will have ritualized opportunities to collaborate with faculty in order to provide a coherent, personalized standard of service and supports for all students. DCISM believes that by fully integrating the non-teaching staff into providing academic and social emotional supports dramatically increases ALL students' likelihood of success. Innovation status provides the necessary flexibility to think creatively about non-teaching staff roles and responsibilities and to direct their energies to specific student needs.

ORGANIZATIONAL STRUCTURE:

The DCISM organizational structure (attached) is anchored by the stakeholder representatives in the SGB. DCISM believes it is critical that students and community are explicitly called out as playing key roles within campus operations. Doing so gives shape to our shared decision-making processes as well as how we will ensure that the whole organization regularly reflects and refines our practice to accomplish our mission and realize our vision. DCISM believes that integrating students, teachers and parents into core decision-making processes provides the necessary conditions for long term stability and resource allocation that is precisely designed to increase student achievement.

IDENTIFYING AND RECRUITING TOP TALENT:

DCISM's primary identification strategy involves leveraging our national and international networks with schools and organizations that share our mission and vision. These networks include ISSN, ESR, Peace Corps, TEDActive, Teach for America, Big Picture Schools, and the Partnership for 21st Century Learning. Once identified, candidates are provided with a verbal overview of our mission, vision, approach to teaching and learning, and robust professional development system. The DCISM website (www.dcismontbello.org) provides additional information for candidates in need of additional information.

Like all critical decision-making at DCISM, the faculty selection process is shared. Each fall, the SGB will identify a stakeholder hiring panel who will be charged with shepherding candidates through the hiring process, which includes a resume review, an interview with appropriate faculty members and students, and a 30 minute teaching demonstration that will be evaluated by the principal and a student and faculty representative. This process serves as yet another opportunity for DCISM stakeholders to align decision-making to our mission and vision. The rigor of our selection process is designed in such a way where all stakeholders are responsible for new faculty success and it is this shared commitment and accountability that will drive our increased student achievement.

SELECTION CRITERIA:

DCISM is committed to recruiting and retaining a diverse faculty, staff, and administration. In order to realize the DCISM mission and vision, all educators will be identified based on their proven track record of:

- Facilitating or supporting learning opportunities that promote positive intercultural relations, global awareness, and community service.

- Participating productively in professional learning communities and personally demonstrating high professional standards and expectations for student learning;
- Facilitating or supporting high quality instruction; taking responsibility for student learning; and providing personalized learning and behavioral supports and interventions to all students in their charge.
- Contributing actively to school-wide efforts that promote a safe, respectful, welcoming, and disciplined school climate and a high achieving, college going culture, and;
- Supporting students' personal, emotional, social, ethical, and healthy development.

All faculty and staff are expected to be active participants in the staff selection process. Criteria are subject to annual review by the SGB.

INCENTIVE AND REWARDS SYSTEM:

As a primary incentive for all educators in the school, the DCISM administration is committed to providing a respectful, high-functioning, collegial climate and culture that includes powerful relationships with students and families. Additionally, we are committed to leveraging innovation status in order to create the systems and structures to maximize efficiency through embedded planning structures, which will allow for our faculty and staff to maintain a healthy life/work balance.

DCISM will provide an additional \$5,000 in compensation to teachers for the 2011–2012 school year. It is the intention of DCISM to provide teachers additional compensation for the extended work year and work day beyond the 2011–2012 school year.

Additionally, in partnership with the DCIS Foundation and Frontier Airlines, DCISM faculty will have multiple opportunities to travel abroad during their tenure at the school. During these excursions, faculty will be asked to design standards-based units of study that incorporate travel experiences, global perspectives, and resources to expand the student learning experience.

PROFESSIONAL DEVELOPMENT PLAN:

DCISM believes that the most direct path to supporting student learners is to support the adult learners who are with them day in and day out in the classroom. DCISM will provide a comprehensive and personalized learning experience for all educators that will be collaboratively designed in each teachers three-year professional development plan. The plan is intended to empower teachers to define their learning and serves as a symbol of our

commitment to providing long-term support for all adult learners and includes several domains that are specific to our mission and vision. The domains include expectations for continuous faculty growth in designing units of study that are international in scope and aligned to the proficiencies articulated in the GPS, delivering a pedagogy of engagement, conducting regular formative assessment, supporting students social-emotional learning, and integrating 21st Century skills and technologies. A robust corpus of research supports the implementation of each of these domains in order to improve student achievement and attainment. DCISM believes that the integration of these domains in each teacher's practice creates the necessary conditions for challenging, supporting, and engaging all learners.

DCISM recognizes that the successful implementation all of these core strategies requires significant cognitive demand intense professional development. DCISM administration is currently collaborating with ISSN and ESR in order to develop a scaffolded three-year professional development plan. As with all DCISM systems, the DCISM SGB will conduct an analysis of student achievement data in order to inform mid-course corrections in the DCISM professional development plan.

As stated earlier, DCISM is unique in that all students are second language learners, so a culture of mutual respect (not isolation) pervades student life. However, the moral imperative to develop our English Language Learner's (ELLs) disciplinary knowledge and academic English is of particular, urgent importance if they intend to meaningfully and equitably participate in post-secondary life. During Professional Development teachers will be focused on using data to inform instruction to meet the needs of all learners. Teachers will determine the high-yield instructional strategies that will lead to increased proficiency. To support ELL learners, teachers will discuss how to modify these high-yield strategies to make them more comprehensible for ELL learners (i.e. graphic organizers, sentence starters, oral rehearsal, modified content text, cooperative learning).

SUPPORTING PROFESSIONAL GROWTH:

DCISM's professional culture is driven by the belief that adults must also have a personalized learning experience. DCISM administration is committed to directing professional development to specific teacher needs that are articulated in their three-year professional development plan rather than a one size fits all experiences. DCISM administration will minimize confusion and increase productivity through consistent implementation of embedded time for planning, peer observations, analyzing student data, developing student interventions, celebrating victories, and keeping one another accountable for our commitments. Lastly, DCISM will maintain a growth orientation towards all learners that is honest about the data, but non-judgmental and solution

focused. DCISM expects for our personalized and professional adult culture to have a direct and positive impact on sustained student growth.

Cultivating future leadership capacity:

The driver of DCISM's leadership development strategy is to provide a menu of ways that faculty can take on leadership roles that are critical to the school's mission and vision. Opportunities include, but are not limited to:

- Serving on the SGB and guiding key decisions around budget, instruction, and policy
- Facilitating data analysis during departmental and grade-level planning time
- Coordination and design of the advisory program and curriculum
- Serving as a model class for one of the five domains in the professional learning plan
- Co-chairing the Rtl team with the social worker and AP
- Co-facilitating parent outreach and communications efforts, etc.

DCISM will leverage budget autonomies in order to incentivize faculty who are emerging in their leadership abilities and will direct professional development resources to support their continued growth. The DCISM succession plan (below) describes the process for elevating leaders within the organization.

Spirit of Collaboration:

DCISM expects to generate important knowledge about implementing high-quality proficiency-based assessments, integrating international studies and new media, and extending learning beyond school walls. A core element of the DCISM communication strategy is to maintain a steady stream of new content from student work, which will be complimented by faculty action research. The administration is committed to providing the necessary time and support for faculty to publish their findings and spread lessons learned through the district and beyond.

Also, DCISM will open its doors to teachers and administrators from around the district who are grappling with similar programmatic elements.

DCISM PERFORMANCE MANAGEMENT SYSTEM:

Establishing individual employee goals:

During a preservice day each year, all DCISM faculty, staff and administration will develop personal, professional, and student performance goals. The underlying purpose of this policy is to formalize the relationship between personal and professional growth and improved student outcomes. Personal

goals will emerge from a facilitated writing, reflection and discussion experience that is focused on those elements of our personal growth that hold the most promise for energizing the school vision and mission. Professional goals will be grounded in 1–2 of the five domains described in the 3–year professional development plan. Lastly, student performance goals will be developed collaboratively through an analysis of state assessments and student Graduation Portfolios. Once drafted, the whole faculty will cluster into smaller teams with similar targets in order to engage in a tuning protocol designed to clarify the implications and feasibility of the goals. This triad of three personal goals will be the focus of professional development, peer coaching, and administrative support for that school year.

For the 2011–2012 school year, DCISM will participate in the DPS teacher Effectiveness program (LEAP). During school's first year of operation, the faculty, in collaboration with the SGB, will assess LEAP to determine if it is sufficient to drive teacher growth and meet the expectations of the school's vision and mission. The outcome of this review may prompt DCISM to adapt LEAP to better meet the school's needs or to adopt an entirely new teacher effectiveness program. If necessary, in May of 2011, DCISM administration will convene a team to begin drafting an alternative teacher effectiveness program. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SB 191, and will go through the necessary processes to opt out of and obtain approval from the District.

Providing effective feedback:

In addition to the formalized evaluations defined in LEAP and the Employment Offer Letter, all faculty, administrators and staff will engage in regular dialogue from a trusted group of peers to provide them frank feedback on how they are progressing towards their goals. These conversations will occur during the embedded professional development time enabled by our extended school day. While these conversations don't carry weight in a teachers evaluation they will help to establish a culture of transparency, honesty, and growth and to create a safe space for both vulnerability and celebration.

Lastly, each educator will be responsible for a summative self-assessment. DCISM administration will collaborate with faculty and staff to define the processes and expectations for this assessment in the Employment Offer Letter.

Employee remediation policies and procedures:

Leadership and teacher performance will be addressed quarterly in sync with student grading. Faculty conversations will include the administration, the faculty member, and a small peer group who have committed to serve as critical friends. Administrative conversations will include the members of the school governing board and the instructional superintendent.

As a new school, DCISM administration will wait until 100% of the faculty has been hired in order to engage the team in defining the DCISM remediation process. The remediation plan will be subject to revision annually by the SGB.

OVERALL FOCUS:

DCISM's performance management system keeps student and adult learning at the center of a disciplined and reflective process. This reflects DCISM's belief that maintaining a balance of personal and professional growth for educators has a direct and positive impact on school culture and improved student outcomes. This is consistent with a well-established and robust corpus of research showing the positive links between adult learning and improved student achievement.

SCHOOL'S LEADERSHIP STRUCTURE:

DCISM's leadership structure is flat (see attached org chart) and based on reciprocal relationships between all stakeholder groups. The inclusive design of the SGB results in a collective of stakeholders who share accountability for key policy, fiscal, and instructional decisions. This transparency of decision making offers yet another opportunity for stakeholders to reengage the school's mission and vision as well as and to share ownership over continuously improving student outcomes.

SCHOOL LEADERSHIP QUALIFICATIONS AND CAPACITY:

Over the course of Year One of the Innovation plan, the DCISM Leadership Profile will be developed that specifies the attributes necessary at DCISM to ensure that there is leadership in place to support the mission, vision, values, and goals. While most schools view this as a "Principal Job Description", the DCISM profile will assume that leadership of the school will start with the Principal but will also deliberately include the Assistant Principal, and teacher leaders. The roles and attributes of all of these key leaders will be detailed in the DCISM Leadership Profile.

LEADERSHIP SUCCESSION PLAN:

The DCISM succession plan begins by thoroughly orienting all staff and families to the mission, vision, values and instructional and intentional school culture systems in place at DCISM. This orientation will, in part, be intended to obtain formal and direct commitment from the DCISM community to the school's plan for student success. As a result, all subsequent hiring and promotions at DCISM will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems. DCISM's succession plan will include a process for both internal succession, i.e. promotion of existing staff, or if necessary and appropriate, external recruitment and the hiring of new leadership from outside the existing DCISM professional community.

Once a leadership change becomes imminent, the DCISM SGC will convene to review the DCISM Leadership Profile to determine if any changes or additions need to be made. Using the profile as a guide, a position description will be drafted and shared with existing staff, and student representatives. Recruitment using both DPS and external media will commence. Once qualified candidates are identified, a screening committee will be put together from the SGC to select candidates to be interviewed. Interviewees will meet with both this combined screening committee, as well as in a forum-type setting that will include the broader DCISM community, including parents, teachers, and other interested community members. Feedback from this forum will be used by the screening committee to determine at least 2 appropriate candidates that will be recommended to the Superintendent. The Superintendent will then select the leader from the committee's recommended candidates. A similar process will be followed if an Assistant Principal vacancy occurs. A modified process for teacher leaders will include prioritization of internal candidates first. If appropriate internal candidates cannot be identified, only then will an external component be initiated.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

- X. Describe proposed changes to the school's governance structure and parent engagement strategy.**

SCHOOL GOVERNANCE STRUCTURE AND PARENT ENGAGEMENT STRATEGY:

DCIS will consolidate the functions of the CSC and School Leadership Team (SLT) into one body – the School Governing Board (SGB). The SGB is dedicated to student achievement and will support the mission of DCIS at Montbello.

The SGB is intended to serve as a unitary school governance team.

The SGB will be comprised of teachers, staff, parents, and administration and a student representative. Each member will be selected through an election process except for the Principal and the parent SGB member. The parent SGB member will automatically be the PTA President or his/her designee. Teachers and para-professionals will elect a representative from the various departments of the staff, through a confidential vote of the representative group. Terms of all positions except the administrator or designee are for one calendar year. Choosing from the lists below:

1. Each core content area
2. Grade level (6,7,8, 9–10, 11–12)
3. Two electives
4. Two Student representatives
5. One paraprofessional or classified employee
6. One Community member
7. One Instructional Specialist
8. One Support Services (including Guidance Counselors, ESL, Special Education, Deans)
9. One Parent
10. One Administration or principal designee

SGB meetings will take place on the 1st and 3rd Tuesday—beginning in August and ending in June during the school year. The first meeting in August will be set by the previous year's co-chairs and the Principal of the school. Future meeting times will be determined by the SGB at the first meeting in order to accommodate all member schedules to the best of the board's ability. Meetings will be held in the school. Meetings will be conducted consistent with Robert's Rules of Order. Meetings will be open to the school community and noted as such on the monthly calendar. In the event a meeting cannot be held, members may be contacted by phone or e-mail to reach a decision. Meetings will be closed during personnel matters.

The SGB will create subcommittees to determine specific goals and areas of concerns. Members of the subcommittees will be selected at regular meetings and can include anyone from the school community, not just members of the SGB. Any school community member may bring suggestions in writing for consideration. Subcommittees will reflect the needs of the school. Each subcommittee ideally will include at least one staff/faculty member and at least one parent. Notification of the formation of subcommittees will be made known to the entire school community. Subcommittees will report to the SGB during regular meetings.

The SGB is strongly committed to reaching decisions by consensus; if consensus cannot be reached decisions will be made by a simple majority vote. A two-thirds quorum must be present for decisions to be made. All SGB members agree to work together, understand and respect many points of view, and come to acceptable agreement on issues. The DCISM leadership team will coordinate with the SGB during the 2011–2012 school year in order to determine which areas of decision-making are most appropriate for the SGB in order to efficiently and effectively reach our vision and mission.

The DCISM learning model is one that is founded on strong collaboration at all levels and with all stakeholders, most importantly our students and their family members. We plan to start building relationships with DCISM parents and family members from the very start with a thoughtful orientation program starting in March with home visits, a welcome celebration at the school, regular communications, and a number of community-building initiatives. It is important to us that our family engagement strategy a) recognizes that there are often extended family members who are significant adult caretakers of our students, b) that it is co-designed and co-created by parents, family members, students, and school staff; c) it is evaluated consistently, d) it embodies the school's core values and global leadership outcomes, and e) that it is built on a foundation of accessibility, accountability, and inclusivity (three tenets of our overall communications work.) As a team, parents, family members, and DCISM staff will be constantly striving for exemplary practices that align with the ISSN Design Matrix and our commitment to a whole-community approach to student success. As mentioned previously, it is our intention that this strategy is co-created so the following list acts only as an example of some opportunities our parents and extended family members will be offered to engage with school life and student success:

- Volunteering (e.g. support with class and community projects, helping to connect students with internship/career exploration opportunities, serving on Passage committees, service-learning coordination, cultural event management etc)
- Adult Education Opportunities – seminars offered to parents on specific parenting/family/life skills/global education topics coordinated by parent leaders, as well as initiatives to provide classes in collaboration with our community partners that align with the school's extended learning initiative
- Leadership on the SGB and SGB subcommittees

Please note that while this document doesn't ask specifically for engagement plans with other stakeholders, DCISM also has community engagement efforts underway for:

- the community at large (specifically community members who do not have school-aged children but who are residents of the FNE)
- the business community
- philanthropic leaders
- the faith community

Full implementation of DCISM's whole community approach to community engagement and parent involvement is made possible through key elements of this innovation plan. First, responsibility and accountability for serving as a community and parent liaison is explicitly called out in faculty, staff, and administrative job responsibilities. These responsibilities are supported through embedded structures like advisories, morning check-in periods, and grade-level action planning, which are all made possible through the extended day. Secondly, DCISM has hired a full-time Director of Communications who has administrative authority and accountability for implementing the DCISM communications strategy. Sustaining the Director's salary long term is made possible through savings from our shift from average to actual salaries in 2012–2013. Third, DCISM's freedom to establish partnerships without consideration for District red tape allows the school and community organizations to provide services in a much more expedient manner. Lastly, the DCISM SGB governance structure serves as a driver for transparent decision-making, shared accountability, and a united conversation about creating a safe and challenging educational experience. DCISM believes that our whole community approach to community engagement and parental involvement is critical in order to sustain long term growth in student achievement, graduation rates, and college enrollment.

Community Partnerships:

Key to our success as a college and career prep international studies school are the community-based organizations (CBOs) partnering with DCISM to support the innovative and dynamic education model espoused by the school. The extended day and year programming will be predominantly provided by community partners that focus on the areas of our career exploration offerings:

Career Exploration Area	Community Partners
Health Sciences	Regis University
Digital Media and The Arts	Arts Street, Harmony Project, and the Open Media Foundation
Engineering and Robotics	FIRST Robotics
Environmental Science and Sustainability	Environmental Learning for Kids

We are also pursuing partnerships with local organizations that are able to support our goal of every student having a travel experience, nationally or internationally. Two such potential partners are Critical Mass Leadership Education and the World Leadership School. DPS' School Partners Program will also be supporting DCISM's partnerships model. Our goal is for all community partners to feel integrated into school life, students' lives, the professional learning community and for there to be a consistent data-sharing structure to ensure holistic intervention strategies for student achievement. One of our key partners is the Asia Society and its ISSN, and as a national pilot school (1 of 3 nationwide) for an initiative focused on extended learning in a global context, we will be working in alignment with their best practices and evaluation tools. Due to the importance of partnerships to the model at DCISM, we will have a full-time on-site partnerships coordinator who will report to the Director of Communications and is charged with ensuring the operational success of student-teacher-partner interaction and outcomes.

The DCISM SGB will formalize it's by-laws during a collaborative process in Summer 2011.

INNOVATION: BUDGET

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

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

See Attached.

A. Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

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

The five-year forecast included in this application represents the best thinking of the DCISM design team on what investments hold the most promise for increasing student achievement. Perhaps the most impactful investment will be the time and effort SGB members contribute to the ongoing mid-course budget activity where the allocation of resources, within the context of this Innovation Plan, will be analyzed for fit and return on investment.

There are key elements of the financial model that directly support the DCISM mission and vision. First, DCISM believes that communications and community engagement play a central role in driving student achievement; therefore, the school will be funding a Director of Communications. The decision to create this position was a direct result of months of interactions with the Far Northeast community where more robust and meaningful communications from schools was demanded.

Second, DCISM is also committed to securing professional services from external providers who will provide additional capacity and support in the early stages to ensure the highest quality implementation of our educational program. This work is supported in the near term through DPS start-up funds and the Walton Foundation Implementation Grant (pending approval).

Lastly, and what is not explicitly drawn out in the financial model, is the additional support and resources provided through community-based partnerships and free, web-based resources.

It is projected that the school will attain financial stability in Year Four when the core education program is funded primarily by the SBB and Mill Levy dollars.

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

In addition to per pupil funding (SBB), Title I, Title II and Mill Levy dollars, the budget includes a \$650K start-up grant approved by the District, a \$20K planning grant approved by the Walton Foundation, and a \$300,000 implementation grant (pending approval) from the Walton Foundation. DCISM is also one of a small cluster of schools nationally who are positioned to receive funding from the Gates Foundation to support the development of our proficiency-based assessment system.

Revenue that is not represented in the five-year model includes in-kind and fiscal contributions from community-based partners who are collaborating with DCISM to provide the extended learning opportunities each day. Additionally, potential “savings” from budgeting on actual rather than district average salaries are not included in the budget.

1. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.

The District is partnering with Education Innovation Laboratory at Harvard University and Blueprint Schools Network to implement five tenets at DCISM that constitute a comprehensive strategy for school reform. DCISM 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 DCISM 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.

During the first three years of implementation, DCISM will also incur additional operating costs to support intensive professional development. In August of 2013, The DCIS SGB will conduct an analysis in order to determine whether or not sustaining this element of the program, as well as the above three tenets, are necessary and viable. Additionally, in order to fully integrate technology and new media into the educational program, the DCISM SGB will begin discussions in the summer of 2011 to determine how to redirect resources to provide every student with either a laptop or tablet by the end of the 2013–2014 school year.

DCISM has contracted with a marketing and design agency in order to develop our logo, website, newsletter templates, editorial calendar and over all

communications strategy. Once developed, these tools will be refined and maintained by the Director of Communications in subsequent years. Additionally, DCISM has contracted with Educators for Social Responsibility in order to develop a three year professional development strategy, an integrated RtI/PBIS support model, a three-year professional learning plan template, and a system of protocols and processes to guide our professional learning communities. The DCISM SGB and faculty will support and refine these elements of the program in subsequent years. The additional costs described above are funded through the District start-up grant.

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

The primary driver for increased efficiency in the DCISM model are the expanded learning structures and practices that happen within the school day and drive our continuous quality improvement. This system is designed intentionally to honor the needs of all learners, which we believe will result in reduced teacher and student attrition and sustainable student enrollment numbers. Additionally, DCISM's robust relationships with community partners creates a mutually beneficial and sustainable model for expanded student learning opportunities as well as collaborative opportunities for securing additional outside funding.

While DCISM will budget on average salaries in the first year of operation, the DCISM SGB will conduct a budget analysis in December 2011 to determine if it is fiscally advantageous to transition from average to actual salaries and whether centrally-directed services are aligned with our mission and vision. DCISM retains the flexibility in future years to opt-out of certain District-provided services to ensure that the school receives the highest quality of service for the lowest cost, maximizing the impact of resources.

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

The DCISM SGB will provide the structure and accountability mechanisms necessary to implement our financial plan with fidelity. Currently, the DCISM administration is developing a reporting tool that will provide SGB insight on whether the educational program and financial plan are aligned and on track. When necessary, the SGB will determine appropriate mid-course corrections.

The Principal and Office Manager are responsible for the day-to-day management of the DCISM budget. 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. The DCISM SGB is the sole body responsible for budget oversight.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

DCISM does not have any other further innovations to explain at this time.

WAIVERS

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

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

ADMINISTRATIVE AND FACULTY SUPPORT

- XIII. Provide evidence of administrative and faculty support**

- Please see attached letter of support

COMMUNITY SUPPORT

- XIV. Provide evidence of community support**

- Please see attached letters of support

REQUIRED & ADDITIONAL ATTACHMENTS

Required Attachments:

- ✓ 2011–2012 Calendar
- ✓ Teacher Schedule
- ✓ Student Schedule
- ✓ Student Enrollment Agreement (in lieu of Student Handbook)
- ✓ Teacher Employment Agreement (in lieu of Personnel Policies)
- ✓ Organizational Chart
- ✓ Committee Descriptions and By Laws
- ✓ Five–Year Budget
- ✓ Evidence of Administrative Support
- ✓ Evidence of Faculty Support (forthcoming)
- ✓ Letter of Support from CSC (forthcoming)
- ✓ Letters of Support from Community Based Organizations

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

Additional Attachments:

- ✓ ISSN School Design Matrix
- ✓ DCISM RtI, PBIS, Guided Discipline Document
- ✓ PBAS Implementation
- ✓ GPS Content Area Rubrics

APPENDIX A
Request Waivers in Curricular Materials & Instructional Design
Not Applicable.

APPENDIX B
Request Alternative Benchmark Assessment Program
Not Applicable.

APPENDIX C

Request Alternative Graduation & Promotion Standards

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

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

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

DCISM students will be promoted from one grade to the next after having earned an overall Proficient rating for each of their courses. DCISM will be coordinating with ISSN during the 2011–2012 school year in order to develop the systems and processes required for calibrating teacher scoring of student work and ensuring the rigor of students' performance assessments.

DCISM will also implement a three-tiered intervention system will ensure that all students matriculate with their cohort and are on-track to graduate. For students progressing more quickly, in the 2011–2012 school year, DCISM will offer APEX end of course exams wherein a student achieving 80% mastery or better will be awarded course credit and accelerated to the next stage in that subject area's course sequence. During the 2011–2012 school year, DCISM faculty will coordinate with its external partners and SGB representatives to design an alternative system for summative demonstrations of proficiency that will serve as a threshold from one grade level to the next. Parents and students will be notified immediately if there is need for remediation or acceleration.

The DCISM promotion and graduation requirements will be available for parents and students to consider on the DCISM website at www.dcismontbello.org. New families who are considering DCISM as an option for their student(s) will have opportunities to discuss the graduation and promotion criteria with DCISM faculty and administration during a series of community open houses to be held from November through February each year. Additional outreach opportunities include (but are not limited to) a faith campaign, press releases in local English and Spanish media outlets, and information booths at community supermarkets.

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

DCISM students are expected to compile a Graduate Portfolio that includes portfolio-worthy performance tasks from each course, in each 9-week grading period, and in each year of the four or seven-year sequence. Proficiency during each grading period will be determined through portfolio assessments at the end of each 9-week grading period. Each year, students will be granted “milestone” certificates that are aligned to the DCISM graduate profile and the performance outcomes defined in the GPS. Students completing all requirements of the middle school level (8th) will be presented with a special continuation certificate in International Studies. All students are expected to take a world language course and an additional strand of social studies every year. All students are expected to complete a graduate level Passages project, which is an extensive, student-driven project spanning each of the core disciplines and lasting an entire semester and a panel of peers and adult professionals evaluates the Passages projects. Students completing all requirements of the school at the end of high school will be awarded the Diploma of International Studies, which is already established at the current DCIS. DCISM will also receive a DPS high school diploma that is issued to all students satisfying the high school graduation requirements for Denver Public Schools.

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

DCISM graduation and promotion requirements equip all DCISM graduates with the social and academic skills to succeed in the postsecondary option of their choice. In addition, the expectation for portfolio-worthy work in each class during each grading period provides students with evidence of how they have embraced and transformed their learning in a way that is personally meaningful. In addition, the experiential learning, international travel, new media study, and multilingualism provides DCISM graduates with the competitive edge necessary for securing competitive positions in their chosen college or career.

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

DCISM will utilize current processes in order to calculate grade-point averages and create transcripts. With the GPS as a foundation for defining readiness at each grade-level, credit hours will be granted based on student proficiency rather than seat time and 100-point scales. DCISM has been chosen as a pilot site for a national project with the ISSN and Bill and Melinda Gates Foundation to develop our proficiency based assessment system and will be collaboratively designing the systems and processes to undergird this system in the first two years of innovation. DCISM graduation requirements exceed those outlined in DPS Policy IKF in the following ways:

All DCISM graduates are expected to:

- Take science, social studies, and a world language every year.
- Demonstrate mastery in the 11th grade Passages project.
- Compile and present a comprehensive, web-based Graduate Portfolio.

The DCISM SGB will engage in a thorough community process during the 2011–2012 school year in order to determine whether or not additional criteria such as service learning and concurrent enrollment will be added to the DCISM graduation policy.

(See attachment for a model of the DCISM Graduate Portfolio System (GPS). These rubrics are in multiple content areas for a 12th grade student. 10th and 8th grade rubrics will be mapped out in the next couple of months. Also, see attached PBAS and GPS Implementation document that lists current assets as well as the scope of work for July 2011 through July 2013).

APPENDIX D
DCISM School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
Academic Performance & Success	
Student Growth Over Time Toward State Standards , including the following measures: <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	DCIS expects Individual student growth of more than 1.5 years in all content areas in addition to school-wide growth and increased academic achievement in all content areas, every year. DCIS expects that by its third year of operation to earn an overall designation of “exceeding” on SPF.
Student Achievement Level/Status , including the following measures: <ul style="list-style-type: none"> CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act Adequate Yearly Progress (AYP) Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	After the first year of operation, DCIS will set specific performance targets for CSAP performance and rate of gap closure. DCIS will meet AYP in year one.
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> Colorado ACT scores Graduation rate College acceptance rate 	DCIS expects that 100% of every graduating class will have a) earned college credit hours, b) will exceed State ACT averages, c) will be accepted to more than one college, d) will matriculate to a postsecondary option after graduation.
Student Engagement , including the following measures: <ul style="list-style-type: none"> Attendance rate Student satisfaction 	DCIS expects to sustain a 92% attendance rate or greater and to rate in the top 5% in the state for student satisfaction.

School-Specific Educational Objectives (must be based on valid, reliable measures)	DCIS expects to achieve proficiency in all 39 areas of the six categories of the International Studies school design rubric by the third year of operation.
Organizational & Financial Viability	
School Demand , including the following measures: <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	As an option in the far northeast choice process, DCIS will have a 100% enrollment rate. DCIS expects to maintain a 95% or better re-enrollment rate and continuous enrollment rate.
Financial Fundraising goals Reserves Other	DCIS expects to maintain a \$300,000–\$500,000 funding stream in addition to SBB to support one-to-one technology, student travel, extended day learning, and professional services.
Leadership & Governance Quality	As a turnaround school, DCIS is subject to leadership evaluations by DPS and Blueprint Schools Network. DCIS will develop additional metrics to assess the strength of our distributed leadership model and succession preparation.
Parent & Community Engagement , including the following measures: <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	DCIS expects to be the flagship school on parent and community engagement metrics with the highest levels of satisfaction in DPS.
School-Specific Organizational Objectives	DCIS will develop internal metrics around multiple organizational objectives including program implementation, student empowerment, quality management, and data integrity.

Appendix E Waiver Requests

Please see attached Board Policy, State Statutory, and DCTA Waivers for DCISM.