

INNOVATION SCHOOL APPLICATION



Summit Academy
June 4, 2011



SUMMIT ACADEMY

Triumph.

Mission: To provide our scholars with multiple options to complete their high school credits and introduce them to career/college choices as they prepare to enter a competitive work force. Each scholar will achieve their goals of post-secondary readiness through rigorous academic support programs, state of the art technology and personal attention from trusted adults who will treat each scholar with the respect and dignity they deserve.

TABLE OF CONTENTS

Table of Contents	Page 2
Introduction:	Page 3
Innovation: Vision & Mission	Page 5
Innovation: Education Program	Page 8
Innovation: Student Daily Activities	Page 13
Innovation: Core and Supplemental Curriculum	Page 20
Innovation: Assessments	Page 20
Innovation: Graduation and Promotion	Page 21
Academic Achievement Goals and Gains	Page 23
Innovation: Time	Page 26
Innovation: Student Enrollment	Page 27
Innovation: Human Resource Management	Page 28
Innovation: School Governance and Parent Engagement	Page 32
Innovation: Budget	Page 35
Innovation: Other Programs, Policies, Operational Documents	Page 35
Waivers	Page 41
Administrative and Faculty Support	Page 41
Community Support	Page 42
Appendix A: Request Waivers in Curricular Materials & Instructional Design	Page 43
Appendix B: Request Alternative Benchmark Assessment Program	Page 44
Appendix C: Request Alternative Graduation and Promotion Policies	Page 45
Appendix D: School Performance Framework Goal Setting Worksheet	Page 47
Appendix E: Waiver Request Template	Page 49

INTRODUCTION

SUMMIT ACADEMY-MULTIPLE PATHWAYS CENTER

**3001 SOUTH FEDERAL BLVD. SUITE 411
DENVER, COLORADO 80236**

Principal/Leader of Innovative Status: Annette M. Zambrano

Phone Contact: 720-424-2400

Date Submitted: 03-02-2011

When Summit Academy opened its doors in August of 2010, it was clear to all staff members that 80% of what we currently do doing would be considered “innovative”. Being the only school in the state utilizing the Diploma Plus model, offering GED and Credit Recovery throughout the day and evening and building personal connections to re-engage students, it was obvious to us that what we do is was unique and powerful. We knew we were in the business of changing lives. In September of 2010, the staff determined that Summit would develop a committee to oversee the innovation application with the understanding that this would be a research-based effort. The following staff members volunteered to participate on the committee:

- **Margaret Ritchie-Yanez – ELA Interventionist: Structure and format of the application- Reviewing all former applications in the district to determine what needed to be included.**
- **Scott Huyler – Criminal Justice: Research for all waivers and district policies**
- **Ana Gonzalez – Parent/Community Liaison: Development of CSC and consistent communication with parents regarding the innovative application**
- **Jil Washburn - Revisions**
- **Bernadette Apodaca – Office Manager: Research into current innovative schools and budgeting procedures for all aspects of innovative status**
- **Annette Zambrano – Principal: Vision and direction/people, time, money and flexibility. Inform staff of process and explain how being innovative will benefit our scholars.**
- **Jeff Wein – Feedback on revisions**
- **Allen Balczarek – Feedback on revisions**

Summit Academy is asking for innovation status so that we can continue our work at re-engaging the high school drop-out, and the at-risk student through unique programming. The district's definitions of MULTIPLE PATHWAY CENTERS are included in the following thirteen points and Summit Academy has met the criteria for all points:

1. All MPC's should have a competency based curriculum that allows students to demonstrate mastery and accelerate their learning and earning of credits.
2. All MPC's are to require students to participate in learning during extended hours – both after school and Saturday in very structured activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and soft skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
3. All MPC should require students to earn college credit as a part of their graduation requirements, either through concurrent enrollment or AP courses.
4. All MPC's should connect all students to CTE courses
5. All MPC's should have strong credit recovery programs and GED Plus programs – the Plus emphasizes college and career planning and entry over just earning a GED score. Students understand that the goal isn't just the score but the connection to postsecondary options.
6. All MPC's should provide all students with strong support with college/career planning and have individualized learning plans for all students where students are very clear of their program required for graduation and when they graduate.
7. All MPC's should have the highest expectations for student behavior and academic performance, value student voice, require student buy-in through the signing of a contract and not compromise on these expectations.
8. All MPC's should have a robust admission process that tries to ensure students are committed to the learning plan developed for them and the extended hours to help ensure they graduate college and career ready.
9. All MPC's should work to develop partnerships with community based organizations to help provide wrap-around services for students and families as needed.
10. All MPC's should have strong relationships with the other high schools so that we are transitioning students from other schools to MPC's without them first having to dropout or having to be sent away. The lion's share of this work should be done each 2nd semester of each year beginning now so that MPC's are at least 80-5% of capacity by October and at capacity (schools may go slightly over) by December.
11. All MPC's should hire teachers who are committed to the mission of the school and doing what's necessary to uphold the mission, high expectations, develop and contribute to a positive school culture, and build relationships with students and communicate with their parents.
12. All MPC's must have strong tutoring and mentoring programs available to support students throughout the day and after school on day one – beyond – a classroom teacher, counselor, administrator who makes connections with the students beyond the school day and helps to ensure they are receiving the intensive supports MPC's are expected to provide.
13. Teacher to student ratio does not exceed 20:1 in a school of 450 students and 15:1 is preferable in a school of 250.

INNOVATION: VISION & MISSION

MISSION:

To provide our scholars with multiple options to complete their high school credits and introduce them to career/college choices as they prepare to enter a competitive work force. Each scholar will achieve their goals of post-secondary readiness through rigorous academic support programs, state of the art technology and personal attention from trusted adults who will treat each scholar with the respect and dignity they deserve.

VISION:

SUMMIT ACADEMY is a 21st century school, with a strong focus on technology and innovation. Our target population is primarily over-aged and under-credited. We also offer programs for students who are at risk for dropping out. Of our current population, 72% are 17+ years and have been out of school for 1-3 years. Many of our scholars have come to us from other districts. However, a majority are from nearby high schools and other DPS high schools.

Our goal is to re-engage our population by offering the following options for scholars to get their high school credits; Diploma Plus, GED, and Credit Recovery. We also promise each scholar interactive classrooms, differentiated instruction, one-on-one instruction and a laptop for each scholar so they can access Credit Recovery, Diploma Plus and GED from home. We allow three different pathways to complete their credits; Accelerated, Regular or Delayed based on each scholar's life schedule and need.

We based our program on the following:

- ***The Diploma Plus model (Accelerated, competency-based approach)***
- ***The RtI Matrix***
- ***The Positive Behavioral Support (PBS) matrix.***

We also offer CTE programs which are taught by adjunct staff so that students can receive college credit while still in high school. Scholars can also access more than one program to earn credits, and they may receive credits for employment. Currently, we offer before and after school tutoring, extended hours in our GED and Credit Recovery lab and a six week completion program in the lab during the summer. However, we are hoping to expand our Diploma Plus courses into the evening hours once innovation is approved.

SUMMIT ACADEMY is a school in which the student culture is based on:

- ***High Expectations***
- ***Excellence***
- ***Leadership***

This culture was intentionally designed to promote self-confidence and generate productive, capable and intelligent young members of the community.

Our goal for Summit Academy scholars is 100 % completion of our programs. The following includes standard design elements of the MPC model that require innovation status:

- A competency-based instructional model (Diploma Plus) that requires students to demonstrate mastery of the standard, allowing them to accelerate grade-level competency and the earning of graduation credits
- No time restrictions for course completion, with a “No-Fail” approach to grading
- Extended day, week and year (year-round school model) that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Redefined graduation protocol, increasing the standards for graduation by requiring students to demonstrate that they have earned college credit through either concurrent enrollment courses or through Advanced Placement courses
- An “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Human resource practices that ensures the very best teacher is in the classroom everyday
- Elective credits for community service, advisement, enrichment activities and employment
- Multiple pathways to graduation including GED Plus, where students understand that the goal is not just their score on the test but the connection to postsecondary options
- Robust admission process that ensures students are committed to changing their behavior and successfully attaining their high school diploma or GED by participating in a rigorous learning plan
- Partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed

The key to the success for the scholars at Summit Academy is the collaborative effort of all employees with the partnership between Colorado Heights University and Summit Academy. This unique partnership is one like no other the district has experienced. We are currently in discussions with Colorado Heights University regarding the expansion our programs to include:

- Elective courses for Summit Scholars
- ELL courses for Summit Scholars
- Becoming a GED testing site
- Utilizing CHU courses for intervention and remediation at the college level so that scholars can transfer to the college of their choice with college credit.

In expanding our CTE programs, the university has expressed an interest in allowing Summit Academy to utilize more building space to accommodate the need for more career-based instruction, such as; a culinary arts program. We look forward to evolving and offering more opportunities to our scholars through the partnership with Colorado Heights University.

Obtaining innovation status will give Summit Academy the flexibility to make programmatic decisions closest to our students. In this way student outcomes are the sole responsibility of the school; restrictions presented by state statutes, district policy or collective bargaining agreement provision cannot be invoked as an excuse. It is the intention of Summit Academy to be completely innovative through its use of time, staffing, and budget. In this way Summit Academy will be able to completely meet the needs of its high-risk student population.

SUMMIT ACADEMY DEMOGRAPHICS

- SUMMIT ACADEMY is located in the Southwest Denver area and serves students from as far away as the Montbello area and from several schools in Jefferson County, Sheridan, Englewood, Aurora, Adams 50, 12 and 14. We also have students driving to Summit from as far away as Brighton. The following demographic breakdown reflects a total population of 197 scholars currently enrolled:
- 80% of our scholars are identified as eligible for free or reduced priced lunch.
- 81.73% of our scholars are Hispanic.
- 3.55% -Black/African-American
- 8.63% -White
- 1.52% -American Indian/Alaska Native
- 1.02% -Asian
- 1.52%-Bi-racial
- 2.03% were “undefined”
- 4 % are identified as English Language Learners.
- 30% of our student population are living independently or with a relative other than their biological parents
- Approximately 17% of our students have children of their own or are supporting their siblings due to the absence of both parents.
- 76% of our student population are over the age of 17
- 6% of our students are married to another student at Summit.
- 26% are employed

Re-engaging Students:

- Based on a recent student survey, 98% of Summit Academy students reported that they “definitely” know more now than they did when they enrolled (as opposed to “not at all” or “somewhat”).
- 87% stated that they feel “very” safe at Summit Academy (as opposed to “not at all” or “somewhat”).

- 86% of our students successfully transitioned from first to second trimester based on the level of Diploma Plus mastery

School Culture

Core Values: Commitment, Perseverance, Leadership, Reflection, Courage, Excellence and Respect for Self, Others and the Environment.

These values will be promoted intentionally through different strategies throughout the year.

- a. Rewarding positive behavior
- b. Providing incentives for students to make the right choices
- c. Promoting a culture based on autonomy, and focused on college readiness
- d. Advisement: the first 30 minutes of class will be devoted 3 times a week to build on one of the core values. Activities may include contests among groups, poster making, school campaigns
- e. During morning announcements
- f. Posters throughout the school
- g. During the assemblies at least one core value will be presented
- h. In the admission “General Orientation Session” the core values will be presented

INNOVATION: EDUCATION PROGRAM

EDUCATION PROGRAMS AND DESCRIPTIONS

DIPLOMA PLUS

GENERAL:

The core of the school’s education program is Diploma Plus, which allows students to complete courses more quickly while ensuring they master the knowledge and skills needed to earn a traditional diploma. Diploma Plus is a platform that uses the District’s curriculum and scope and sequence to help teachers map lessons that are competency-based and allows students to progress based on mastery of material rather than through traditional models.

Diploma Plus schools chart a new path to success that is specific to each student’s needs and is designed for young people who have not reached their potential in a traditional secondary school setting. As students move through class units (approximately every 1-3 weeks) they are given an authentic assessment in the form of a project, a paper or a PowerPoint presentation that tests their mastery of different subject competencies. They are

then evaluated by other staff members and students and given a score between 1 and 5. Each number represents a level of proficiency. The student must score a 3 or above to pass the assessment. If he/she does not, they will receive immediate feedback and assistance from the teacher and allowed to redesign or further develop the assessment and present it again. This model has been quite helpful for students in that it allows them to analyze and grade their own work with the input and guidance of fellow classmates and staff.

Regardless of which competency-based approach we use, Summit must go beyond the scope of a regular school to address the demands of our scholars' personal lives (mostly reflected in attendance). Bulleted below is a list of the "big ideas" we have taken from Diploma Plus:

- **Our Curriculum** is taught through a lens of specific competencies that challenges scholars to engage content at a higher level of thinking (Bloom's Taxonomy) before they progress to the next class. Memorization doesn't cut it. **This is a unique approach to content presentation and requires flexibility in the classroom.**
- **Our Assessments** are project-based and anchored in mastery rather than understanding. Assessments genuinely gauge understanding of content **instead of the** memorization of points or luck in guessing in multiple choice. The Authentic Assessments demonstrate relevance of content in reality for all courses **and unlike the common approach of assessment in most classrooms, requires a greater time investment on behalf of the student.**
- **Our Curriculum** focuses on differentiation that meets all scholars' needs, removing imaginary time boundaries. Small class sizes and specialized staff (Spec Ed, ELA) provide further assistance. **Scholars are given the pace right for them. This requires flexibility in the conventional time models of the "semester" and the "trimester".**
- **Our Curriculum** empowers scholars to self pace and monitor their own growth through the Diploma Plus website. **The concept of a scholar tracking and being responsible for their own progress from home is unique and does not fit within the boundaries of a traditional education.**
- Scholar graduation requires a fully developed career readiness plan including service to the community or internships. **In the least, this requires modifications to the Scholar's class schedule, to his responsibilities as a "high school student", and to Summit's ability to answer the Scholar's needs.**
- **Our Scholars** are given opportunity for classes in career – Criminal Justice, Nursing, and Business
- **Our Scholars** are empowered to maximize their own growth through portfolio presentations which requires scholars to reflect on their own learning in the classroom. Portfolios become a career tool through their website for prospective colleges and business.
- **Our Curriculum** focuses on personal competencies in the classroom help to mold scholars into being not only content educated but also responsible, respectful, and productive citizens. **Our scholars' performance in the classroom is also assessed based on these personal competencies, which strays from the approach of the traditional**

high school. While this is powerful, it requires precision planning and execution from the teachers and administration – Summit’s staff has to be unique.

- **Our** Scholars are empowered to maximize independent learning by a variety of resources including online materials that adjust to fit the demands of their personal lives. **Because our Scholars’ demands are unique, Summit must be flexible to adapt quickly to them.**
- **Our** culture is based on opportunities for meeting **personal and cultural** competencies through performing a variety of community services.
- This philosophy allows scholars pride in their accomplishments and the ability to “walk in excellence.”

DIPLOMA PLUS DETAILS

Diploma Plus (DP) is a nationally recognized education model that provides a rigorous, relevant and student-centered alternative for youth who have been underserved by the traditional education system. DP is an alternative in the best sense of the word; its role is to transform our students’ learning experiences so they will achieve success in high school, college, and careers. DP Schools are located in urban areas and serve students who are over-aged and under-credited, re-entering high school, or at risk of dropping out.

DP students are placed into and promoted through three distinct Diploma Plus Phases (Foundation, Presentation, and Plus) that allow students to learn content and skills at the appropriate level, regardless of their age or previous credit accumulation.

This research based model was created by the Commonwealth Corporation in 1996 as a response to the alarmingly high dropout rate among urban youth of color, the low number of vulnerable youth entering or completing college, and the inadequate supply of high quality alternatives to traditional high schools. The mission of the Diploma Plus initiative is to create small high schools that combine high expectations for every student, a competency-based and standards-aligned performance-based approach, a personalized learning environment, consistent opportunities to make academic and real world connections and challenging post-secondary experiences while still in high school. Diploma Plus is intended for youth who have been failed by a traditional system that did not adequately nurture their gifts, curiosity, intelligence and power as learners. It is a program designed to transform student learning from what they were told it can’t be to what we know it will be.

Diploma Plus has grown from a 100-student pilot at two sites in Boston to a proven model that currently serves 4,600 students at 30 schools in five geographic regions including the newest location at Summit Academy in Denver, Colorado.

INDICATORS

Diploma Plus schools are located in urban areas with high rates of high school non-completion. Across the Diploma Plus network 80.4% of students are identified as eligible for free or reduced lunch, 48% are African American, 42% are Latino, 12.8% are white and 20% students across the DP network are English Language Learners. Since its

inception in 1996, Diploma Plus has shown notable success in graduation rates and post-secondary options from a targeted population of students who were not expected to be successful after leaving their traditional high schools.

For example:

- The Across the East Coast Diploma Plus sites, 88% of DP students graduated in 2009.
- In the New York City program 93.7% of the graduates in 2009 were accepted to and planning to attend college.
- In 2008 70% of ALL DP graduates entered college within a year after graduation. In 2008-2009, Plus Phase students enrolled at Early College High School in Massachusetts took concurrent enrollment courses at for a total of 131 college credits and earned an overall average of B+.
- In 2008, 95% of DP students reported that they felt better prepared for adulthood in a Diploma Plus school than they did at their former school.
- In their first year, the Indianapolis Diploma Plus schools graduated 87% of their Plus Phase students. Of those graduated, 71% entered college the following fall.

The Diploma Plus program has proven successful for the at-risk youth in the SW Denver area by providing them an education model that meets them where they are and consistently holds them accountable for raising their own bar. Diploma Plus was also one of two evidence-based models cited in President Obama's position paper on educational strategies to assist at-risk students. Currently, Summit Academy is the only school in the state of Colorado utilizing the Diploma Plus model.

The Diploma Plus model is rooted in Four Essentials:

1. A performance-based system (Diploma Plus competency-based approach)
2. A supportive school culture (Positive Behavioral Support program – PBS)
3. A focus on the future (College Readiness Coordinator-ACT Prep classes)
4. Effective supports (Wrap around services for Hard-to-Serve area, Math, ELL, and Mild/Moderate interventionists, GED/Credit Recovery lab, extended hours, before and after school tutoring, Diploma Plus and district coaching)

The Three Phases of Diploma Plus are:

1. Foundation Phase – 0-79 credits
2. Presentation Phase – 80-179 credits
3. Plus Phase – 180-240 credits

In all three phases, students work on projects and assignments with clearly defined competency expectations and content objectives based on state and local content standards and DP competencies. The **Core and State Standards** are embedded in every Diploma Plus model. Students are promoted or graduate as soon as they have demonstrated these goals and have passed state requirements, regardless of the amount of time they have spent on this phase. They also compile, present, and defend a portfolio containing their best work across all subjects. Students in the Plus Phase are also participating in internships, college courses, and

community action projects in order to support their transition into adulthood while still in high school.

The DP Competencies are designed to help facilitate rigorous and relevant understanding in the classroom by highlighting what is most essential in a particular discipline and supporting students in mastering the standards and providing a framework for teachers to authentically assess student work. Students work at their own pace, with the support of Summit Academy teachers as they demonstrate mastery in the subject's competencies and pass state requirements they are promoted to the next level, regardless of the amount of time they have spent in that phase.

Our scholars are not pressured to cover the material with only one instructional strategy and in a specific time period. Teachers develop their curriculum based on state standards, Diploma Plus competencies, district curriculum guides and student need. We have built an instructional model based on Tier Three of the RtI Matrix. Therefore, all scholars are provided differentiated levels of instruction and intervention in all classrooms. Smaller class sizes also contribute to an instructional model of one-on-one support for special education scholars as well as for advanced learners, co-taught classrooms with interventionists, and differentiated materials and activities are embedded in an all inclusive learning environment. No one is singled out and group work is part of the interactive classroom. In this very unique culture, scholars are taking ownership for their own learning and assisting in the learning of their peers.

Diploma Plus Schools select supplemental textbooks, projects, software, and supplemental materials that will support and enhance scholar learning by emphasizing the DP Competencies and the prioritized standards so that we can be responsive to the unique experiences, interests, and identities of each student. Diploma Plus also requires the support of state of the art technology. Each student is assigned a laptop on which he/she can access his/her own Diploma Plus account. This is also where scholars can access teacher lesson plans, immediate feedback from teachers and their individual portfolios.

We will use innovation to improve the delivery of curriculum and instruction through Diploma Plus in the following areas:

- Small classes not larger than 20 students.
- Differentiated and individualized instruction.
- Net book personal computers for each student in all the classes.
- Technology in every classroom: wireless internet in all classrooms, projector, document camera, mimeo or promethean boards.
- Interactive classrooms focused on engaging students, students move around every 7-10 minutes to a different rigorous activity or learning strategy.
- Opportunity to improve every grade; no grades are final for all projects, in that students can improve, re-do or retake any project to deepen their understanding of the information and improve every grade.
- Instruction is based on competencies, not on bulk data. Teachers focus the instruction on most important standards and cover them more thoroughly. Teachers leave out irrelevant, time consuming information.

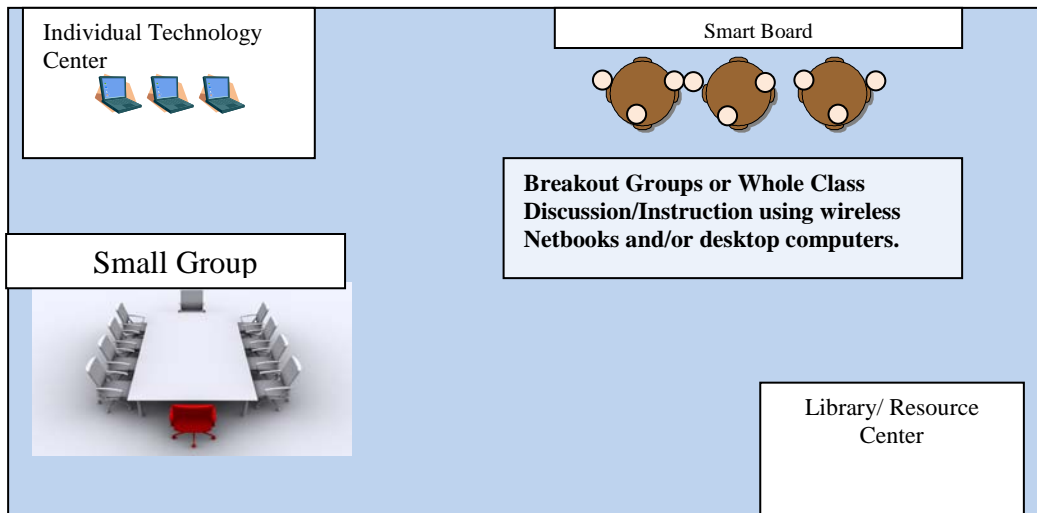
- Formative and authentic assessments are not written quizzes but are projects that demonstrate the student’s real mastery of the information and its application.
- Tasks that provide students every opportunity to develop higher thinking skills, as well as college study skills.
- School culture that fosters strong relations of students with their peers and teachers, creating strong academic students. A school culture focused on creating students with a strong character, values and principles that will take them to attaining their life goals.

Currently, the barriers we face are systemic. All departments in the district want to hold Summit Academy scholars to the same time constraints, seat time, scheduling, and attendance restrictions, letter grades and graduation requirements as the traditional high schools. These are the very structures in which our scholars have not been successful in the past. The recognition of being an Innovative School from the district and the state will in itself allow other schools, district departments and the community to encompass a different level of sensitivity for our scholars’ needs and the needs of the programs we offer them.

**Please see attachment #1 Diploma Plus.*

INNOVATION: STUDENT DAILY ACTIVITIES

***Typical Summit Classroom:**



*Every classroom is set up to be an interactive classroom. Classrooms are equipped with computers, group work areas, soft-copy resources, and interactive technology. Students have access to all of these resources every day and rotate through all of them weekly while completing assignments and engaging in interactive activities. Initially, we planned to give all scholars access to an individual NetBook with NetBook carts in nine of our classrooms. The

NetBooks are necessary to allow scholars access to their individual Diploma Plus accounts and teacher assignments. However, we started the year with 125 scholars and an equal amount of NetBooks and we are now at over 200 scholars. Funding for the remainder of the NetBooks is currently being reviewed by the district budget office and our assistant superintendent as part of the design for the Multiple Pathways Centers.

Typical Week Breakdown for Various Student Groups:

Note: Extended learning time will be offered to all Summit Academy students. Our standard scholar schedule begins at 8:30 AM and ends at 3:30 PM. These times were designated based on scholar feedback from surveys taken at the beginning of the year. We offer an extended day for GED/APEX students through 6:00 PM. Additionally, we would like to offer a 6-week Credit Recovery/GED lab during the summer that would be staffed by two teachers and designed to allow students who are close to the age limit and close to accumulating enough credits for graduation to complete their requirements in time to get a diploma. In the future, we would like to offer community service opportunities on Saturdays for our scholars.

GED:

The GED scholars create their own schedules based on their availability and are considered grade 13 for purposes of attendance tracking. Scholars complete curriculum designed by the creators of the GED software. Our GED program is also offered in Spanish along with an ELL intervention class.

They must complete readings and interactive activities to access content, and then are assessed with online quizzes and tests. GED students may check out Netbooks to expedite their completion of the GED program by working from home.

Sample (From Language Arts, Reading GED material):

Analyzing What You Read

1. SAMS: Analyzing What You Read Pretest
2. Analyzing What You Read software lessons:
 - Making Inferences and Drawing Conclusions- Introduction
 - Making Inferences
 - Drawing Conclusions
 - Sequence of Events- Introduction
 - Sequence of Events
 - Cause and Effect- Introduction
 - Cause and Effect
 - Comparison and Contrast- Introduction
 - Comparison and Contrast
 - Style and Tone

- Making Inferences
 - Drawing Conclusions
 - Sequence of Events
 - Cause and Effect
 - Comparison and Contrast
 - Style and Tone
3. Print Resources
 4. SAMS: Analyzing What You Read post test

APEX:

Summit Academy will use APEX Learning, a DPS approved, research-based online curriculum (worth 60% of a student’s grade) for its high school program and AP accelerated programming (www.apexlearning.com). Digital curriculum from Apex Learning makes it possible to individualize instruction to address diverse student needs. Students can progress at their own pace, taking as much — or as little — time as necessary to master the material. Direct instruction incorporates multimedia — in the form of images, audio, video, animations, and interactive elements — along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. Formative assessments help students to gauge their understanding and improve performance, while summative assessments chart progress and skill development. Unit-level diagnostics allow students to move quickly over material they have previously mastered. Apex Learning digital curriculum is designed to support academic success for all students, including those who have not been successful in traditional programs. Foundations courses meet the needs of students who are not prepared for grade-level academic challenges and need to develop basic skills in math, reading, and writing before tackling high school academic courses. Literacy Advantage courses integrate literacy scaffolding to support below-proficient readers in mastering required content in high school math, science, English, and social studies courses. Apex Learning Core courses meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward graduation. [If Apex is used for core content areas, students will have access to a highly qualified teacher who can answer questions.](#)

Sample Lesson (From Algebra I Core Semester 2)

- o Lesson 1.1: Patterns and Lines
- o Activity 1.1.1: Study- Patterns and Lines
(Documents: Study Sheet)
- o Explore a variety of functional relationships involving direct variation. Get an introduction to lines by examining the connection between the pattern of points on the graph and the linear equation. Find the equation of a line based on the coordinates of its points and graph a linear equation from a chart of its solutions.
Duration: 40 minutes
- o Activity 1.1.2: Checkup- Practice Problems
(Documents: Checkup)
- o Complete a set of practice problems to hone your calculation skills.
Duration: 30 minutes
- o Activity 1.1.3: Quiz- Finding Equations of Lines as Solutions

- Take a quiz to assess your understanding of the material.
Duration: 25 minutes

Traditional Scholar:

Traditional Scholars will see all of the following within each classroom during every week:

- Interactive activities using either Netbooks or classroom desktop computers; this can include online interactive lessons, videos, online research, authentic assessment presentations, etc.
- Group activities (both whole-class/large and small-group) that encourage scholars to share what they know and interact positively with others
- Individual work time for scholars to practice skills that they are learning in class
- One-on-one time with teacher in which scholar receives support that they need for success.
- Interaction with Diploma Plus competencies (both content and personal)
- Hands-on activities for students to interact directly with the content

Traditional scholars will see all of the above plus the following during every unit:

- Language Arts and Math integration into the curriculum, regardless of subject.
- Authentic Assessments (project-based assessments) that assess not only content objectives, but also Diploma Plus competencies.
- Quizzes and/or other forms of formative assessment to test scholar progress throughout the unit.

Career Technical Education

All CTE programs are structured around the Diploma Plus model in that all programs use the competency-based approach. Our CTE staff has been so successful at using the competency-based model that they will be assisting in the writing of district curriculum and the state standards during the summer months of 2011. Summit Academy will serve students in Southwest Denver who have experienced significant challenges in their education, but are motivated to succeed. Summit Academy employs a cadre of educational professionals who will advocate for and empower students to earn a high school diploma or GED, as well as provide opportunities for career and technical education certification. All CTE teachers are CTE certified and all are working towards becoming adjunct by the fall of 2011.

CTE – Business

In CTE Business courses, scholars will learn practical skills such as word processing, technological applications, entrepreneurship, and engage in career development. These skills will prepare them to enter the workforce whether right out of Summit Academy or post-college.

Business – Community Engagement

Fostering partnerships between education, business and industry: CTE programs can be at the center of both today's economic recovery and the long-term future of the country's workforce. One way that these two needs can intersect is through growing partnerships between education and businesses.

All Business courses ensure connections to entrepreneurship, small businesses, high-demand occupations and the involvement of a workforce advisory board; with a focus on changes that the workforce needs and the role local economies should play in CTE programs.

Advisory Board:

Members will be representatives from local community private sector entities.

The goals of the board will be to:

- Advise CTE Business in both long and short-range planning for Career and Technical Education programs.
- Advise Summit Academy – CTE Business of current job needs and of the relevance of Career and Technical Education programs and courses
- Provide a forum for recommending equipment and training so that Career and Technical Education can adequately meet its goals.
- To encourage students to continue their education and preparation for a career beyond the high school level.
- Enhance community support

Student Organization: FBLA – Colorado

The purpose of FBLA is to provide, as an integral part of the instructional program, additional opportunities for secondary students (grade 9-12) in business and/or business-related fields to develop career and technical supportive competencies, and to promote civic and personal responsibilities. Summit Academy will have an active local state chapter.

CTE – Criminal Justice

Scholars who enroll in Law courses will be provided with an introduction to law and the legal system, a review of criminal law and juvenile justice, and an overview of criminal investigations. During the second semester of this course they will further explore criminal law, introduces torts and negligence, and investigates individual rights and liberties. Law courses will also address the workplace and academic skills necessary for pursuing a career in Criminal Justice. Criminal Justice courses focus on criminal law, criminal procedure and criminology. As is the case with Law, the Criminal Justice class is designed to develop analytical and critical thinking necessary for success in today's competitive workforce.

- TEXTS: Street Law – Law I and Law II
Criminal Justice in America – Criminal Justice

- SOFTWARE: Street Law – Law I and Law II

Criminal Justice – Community Engagement

Speakers

1. Former Federal Prosecutor to discuss landmark organized crime trial.
2. Current FBI Special Agent to discuss careers in the FBI.
3. Current Guantanamo Bay defense attorney to discuss criminal defense work and constitutional protections.

Organizations

1. **HOSA:** Colorado chapter of the National student organization (Health Occupations Students of America). Students will compete in CJ competition (signed up with program this year, competition next year?)
2. **Advisory Committee:** Members will include several attorneys and a Magistrate from the Denver area. Working on scheduling first committee meeting in next several weeks.
3. **CACTE:** Trying to obtain position on CACTE (Colorado Association of Career and Technical Educators) board to provide CJ representation within career cluster. Anticipate that this will be in place by next school year.
4. **Mock Trial:** Anticipate competing in state Mock Trial competition as program grows.

Educational Trips

1. Tour Denver County Justice Center, including jail and courtroom visits.
2. Tour The Cell Terrorism museum located in Denver.
3. Tour the State Capitol.

CTE – Health Science Technology – Course Description and Materials

Health Sciences and Technology education courses will provide comprehensive studies of concepts needed for an entry-level health care employment and provides the foundation for further training in health care occupations. To be successful in today's continually changing health care industry, students must be able to learn and apply an ever increasing breadth of knowledge. Students need to understand the clinical and interpersonal aspects of care and develop the ability to apply them. They must also recognize that the role of a health care professional requires the highest standards in work ethic and personal responsibility. Summit's Multi-Skilled Nursing Assistant (CNA) continues from Health and Medical Sciences Semester 2 in providing a comprehensive course in the fundamental concepts needed for a career as a certified nurse aide (CNA). This curriculum prepares students for entry-level health care employment as a CNA and provides the foundation for further training in health care occupations such as nursing. CTE Intro to Health Careers is designed to familiarize students with the various careers in the medical professions. Students will learn skills necessary for various

healthcare career pathways including biotechnology, therapeutic services, supportive services, health informatics, and diagnostic services. In addition basic college readiness skills will be provided and related mathematics and language arts standards will be reinforced. The Health and Wellness course is designed to familiarize scholars with the fundamentals of health and wellness. Scholars create a comprehensive Wellness Project in which they identify and meet a personal wellness goal.

Family and Community Partnerships

A variety of partnership opportunities exist to enhance the learning experiences of Summit Academy scholars. We invite corporations, health care, business, public safety, and law associations, fund-raising companies, publishers, and industry educators to meet with Summit Academy's leadership and CTE teachers.

Portrait of Summit Academy Health Science Community Partnerships

Existing Partnerships:

- Health Occupations Student Association (HOSA)
 - Multiple scholars affiliated first year
 - State HOSA Fall Leadership Conference 2010 attended by eight Summit scholars
- Colorado Association of Career and Technical Educations (CACTE)
 - Health Science Instructor is President-Elect for Health Science Division
- 9News Health Fair (offer for our scholars to tour this spring)
- Denver Health (job shadowing and volunteering ongoing)
- Association for Career and Technical Education (national support/partnership)

Emerging Partnerships

- Serenity Aquaponics: start-up aquaponics business in urban Denver with mission to provide local, healthy fruits and vegetables and employment/internship opportunities in low income areas; desires to provide educational tours, in-school mini-aquaponics systems, and in-school demonstrations

Potential Partnerships

- Kaiser Permanente
- Sigma Theta Tau International (National Nursing Honor Society)
- Army ROTC
- Cover the Uninsured Week
- Delmar Learning
- Elsevier-Mosby Science
- HCA- The Hospital Corporation
- Johnson & Johnson
- Nurses for a Healthier Tomorrow

Partnership Opportunities

Partnerships are a critical component of the educational process. Our partnerships will provide coordinated, quality learning opportunities for our scholars that enable them to function more effectively in their future careers.

Establishing partnerships requires identifying a common purpose. This is our goal. Starting with this goal in mind is as important as how we achieve the goal. Partnerships can range from informal cooperation to highly integrated systems. The different levels in the chart below describe the degree of involvement each party has in the partnership. Ideally, Summit will want to move our existing partnerships to the right on the chart.

Summit Academy offers the opportunity for partnership organizations to enhance their image and their visibility in the community, an opportunity to observe how education is spending tax dollars to prepare future professionals, and the personal satisfaction of current employees who can assist in preparing productive citizens for college and career readiness.

INNOVATION: CORE AND SUPPLEMENTAL CURRICULUM

CORE CURRICULUM

Although the school is planning to continue to use District curriculum, we intend to research alternative core and supplemental curriculum, which may be more effective with our student population. If it determined that different curricula would likely improve student achievement, Summit Academy will complete the required DPS approval processes through the CAO as described in Appendix A.

SUPPLEMENTAL CURRICULUM

Examples of supplemental curriculum are; Stand-Out Math, a researched based program which allows students to utilize chants and gestures to remember math strategies. This program is also CSAP based. Other supplemental material includes Math's Mate, a research-based program from Australia allowing students to practice the same math concepts from year to year at elevated and progressive levels. This program also allows students to experience how math connects to adult learning through practice examples.

All curriculum, whether core or supplemental, must be researched based and provide

INNOVATION: ASSESSMENTS

ASSESSMENTS AND WAIVERS

Summit Academy will administer all district assessments.

The assessments are administered as follows depending on the group and purpose:

Student Progress:

- The recommended diagnostic assessment by Diploma Plus is the **MAP's** exam. By using this assessment once per trimester we can monitor trends and provide appropriate intervention based on the data.
- For ELL students, we administer the **CELA** and the Shining Star and Compass assessments.
- We will also test all students with freshman and sophomore credits in **CSAP**.
- We will also administer the **AccuPlacer** and the practice **ACT**. We will provide tutoring and a testing venue for the actual ACT.
- Although we missed the first round of the **District Writing Assessment** in the fall, we will be administering the exam in December for the second round.

Student Work:

- The **Diploma Plus Formative and Authentic Assessments** are used 2-4 times per trimester.
- The students are required to build a portfolio based on the Authentic Assessments that they have been most successful on (those in which competency scores were at least Proficient (4)). The portfolio will serve as proof of demonstrated and learned information. Presentation of leveled portfolio pieces allows the scholar promotion to the next level.

*Please see attachment #1 Diploma Plus.

INNOVATION: GRADUATION AND PROMOTION

GRADUATION READINESS

Summit Academy will meet and exceed the district's minimum promotion and graduation standards. Please see Appendix C-Request for Alternative Promotion and Graduation Standards.

- **Developmental and Gateway Portfolios:**

Scholars are required to create and present culminating Gateway Portfolios in order to be promoted or graduate from each phase. The Gateway Portfolio is comprised of the scholar's best work from each content area, relevant standardized test scores, and future focus and advisory experiences. All these artifacts should demonstrate that each scholar understands the prioritized standards through the DP competencies. One month before the scholar is ready to graduate, he/she will present their portfolio to a panel of staff, including the principal and assistant principal. Once the presentation is completed, the panel decides if the scholar is allowed to graduate the way the portfolio was presented, or whether the portfolio should be presented again with additional information, improvements, etc. He/she will present to the panel how certain academic competencies were mastered in classes and how personal competencies were met through community service. Students will also present any concurrent courses they

were enrolled in and the grades they received. There is also a section of the portfolio that provides the panel with information regarding college/career plans. In addition to all high school requirements, a completed portfolio presentation is a graduation requirement.

“My Pathway to Success” Personal Education Plan:

This is our individual academic; attendance and behavior performance follow up. Each student is monitored by his or her advisement teacher. This program has the following sections:

- Student Binding Contract (Attachment #2 Pathways to Success)
- Behavior record
- Teacher monthly reports: monthly attendance and IC conferences
- Trimester academic and attendance record
- High school graduation requirements checklist
- Personal Pathway – credit follow up: map of the classes that each student will take throughout his/her entire stay at Summit Academy until graduation.
- PEP graduation requirements: map college readiness and career focus activities.

During advisement the teacher works with scholars to go over their transcripts, check the classes the students have already taken and passed. Those classes are marked in the “High School Graduation Requirement Checklist”. From the list of classes they have left to take, the advisor and students map each trimester course the students need to take. Together, they establish a projected graduation date. The counselor will then schedule student classes as planned.

SUMMIT ACADEMY scholars have 3 pathways to consider in completing their graduation requirements:

- Regular: students in 9th through 11th grades, will take 5 classes a trimester; and students need to get a 3 (bridging) grade or above on all courses to continue to be promoted. A total of 75 credits can be earned within three trimesters.
- Accelerated: students in the 12th grade will take an APEX class, or a college concurrent class, as their 5th class during their three trimesters.
- Delayed: if a student does not get a 3 or above in any class; the student needs to re-take that class, causing the “Personal Pathway” map to graduation to be modified and to delay the graduation projected date. This is also a time to provide adequate intervention.

Promotion and graduation criteria will be given to parents in the Parent/Student Handbook before the student enrolls at Summit Academy. This information will also be sent to parents with their students’ progress report. Once the student has presented his/her Gateway Portfolio and passed, a Certificate of Promotion or a Letter of Intent to Graduate will be sent to the parent and the student. Seniors will be allowed to present their Gateway Portfolio’s a month before their final coursework is complete to ensure that they are prepared to graduate.

Seniors will be encouraged to invite as many special guests as possible to watch their presentation. This will also be attended by parents and the student body and will be a celebration of learning, followed by a reception for the senior.

All of Summit Academy's students are at high risk of dropping out. It is crucial that there is a daily check-in system and that students have a clear plan for how and when they will graduate and attend college. Beyond advisory time, an assigned advisor will track students' Personal Education Plan, attendance, behavior, course progress and portfolio development. Advisors will have a ratio of 1:20. Advisors will meet with students daily and call parents weekly as needed to communicate progress. In addition, all students will see their college counselor twice a week for their AVID/College Intensive course as well.

**Please see attachment #2 Pathways to Success.*

ACADEMIC ACHIEVMENT GOALS AND GAINS

GOALS

Reengaging Students:

- Attendance averaged 78.3% in 2008-09 in New York City Diploma Plus Schools, with most schools meeting a 80% benchmark; this rate is better than comparable schools serving the same population.
- In 2008-09, New York City Diploma Plus schools had 84.1% of students return to their Diploma Plus school, up 6% from the previous year. In addition, fewer students in NYC Diploma Plus schools are dropping out or transferring. There was a 3.8% decrease in dropout from 2006-07 to 2008-09 and a 2.2% decrease in student transfers.

Improving Academic Performance:

- In New York City, Diploma Plus schools participation and passing rates on the Regents exams (New York State High Stakes Required Test) exceeds those of comparable schools. In the most recent year for which comparisons were available, Diploma Plus schools scored 8% higher in math and 24% higher in English.
- In California, all schools receive an annual Academic Performance Index (API) score that measures their academic performance and growth from the previous year. Opened in 2007-08, the Merlo Institute for Environmental Technology, a Diploma Plus School in Stockton, CA enrolled students who were struggling the most; in 2008-09, although still low at 522, Merlo had the highest growth in the district with a point growth of 19. The district average growth was 6 points. Merlo also met targets school wide and for subgroups. In addition, in 2009, Merlo made the greatest gain in California Standards Test scores in their district. They improved by 104 points over last year.
- Indiana has a 40 credit graduation requirement, with an average earned of 10 credits a year. DP schools reporting averaged above 10 credits, with Lawrence Township DP students

accumulating an average of 13.8. This indicates students were both engaged and worked to demonstrate higher academic performance than at their previous schools.

Improving Graduation Rates and Opens Postsecondary Pathways:

- DP schools, in each of the four geographic networks, have higher graduation rates than comparable schools (as measured by similar demographics and educational histories). The average graduation rate from the Plus Phase was 88%.
- Diploma Plus students are more interested in and are accepted into/planning to attend college after attending their Diploma Plus schools: in 2008, 87% of students reported they were more interested in college while 86% of Diploma Plus graduates across all sites were accepted into and planning to attend college (an equal number for 2 or 4 year schools). In the sites we were able to track students, 70% of Diploma Plus graduates entered college within a year after graduation.
- In 2008, 95% of students reported that they felt better prepared for adulthood in Diploma Plus than in their former school.

Improving High School Student Achievement through Interventions

The high school teachers and core staff use Measure of Academic Progress (MAP) Assessment, CSAP, transcripts and other data to determine on which Diploma Plus Phase our students will begin their journey and develop a schedule and program to meet their individual needs. High school students will have 65 minute classes Monday through Thursday. All teachers will obtain their ELL Certification and will have an ELA Interventionist to help our staff implement ELA interventions. We will utilize 21st Century Technology to provide skill building in Language Arts, Math, and Science for high school students. Workshops will be offered in the evenings and on Saturdays that some students will be required to participate in and others will have the option of taking of taking.

As a multiple pathway center our ultimate goal is to re-engage students who have dropped out of a DPS school, who are chronic non-attenders, and who are considered high risk, and put them on the road to obtaining excellence so that they are proficient and/or advance in all subject areas at the appropriate grade level. Data shows that many of the students who would fall within the high risk category are reading and writing far below a 6th grade level. Other indicators used to measure student and school success include:

- All academic growth will be measured through assessment data (MAP's, AccuPlacer, ACT, CSAP, Authentic Assessments-Diploma Plus)
- Attendance increase or improvement (Home visits, advisement class tracker, Pathway to Success)
- Number of students re-engaged (Weekly data team meetings, Mid-trimester progress reports)
- High school graduation rates (All students are required to complete the program they have chosen; Diploma Plus, GED, or Credit Recovery)
- College acceptance rates (100% acceptance into a college, trade/technical school or entrance into an apprentice program is expected of Summit Academy students)

- Decreased disciplinary incidents (Building a strong school culture based on excellence and mutual respect and holding students accountable, weekly review of teacher feedback and IC data)
- Concurrent enrollment for college ready students (Number of students involved in ACT Prep classes and number of students registered to take the exam in April)
- Increased involvement in leadership roles (Number of students involved in the Scholar Senate and activities and events they facilitate, scholar involvement on the School Governing Board)

MEASURABLE GOALS: Measures and Assessments:

- MAP tests three times per year.
- Compass and Shining star exams at the end of each unit; for Special Education and ELL students appropriately.
- Practice ACT, the AccuPlacer, the ACT-Three college prep assessments per year
- CELA, CSAP
- Authentic Assessments
- Graduation Portfolio Presentations

GAINS

Students at Summit Academy took the exam in September and again in November. Summit Academy **showed a 5-7% growth in two months, with the most significant gains in 9th grade math and 10th grade language arts.** The following is a chart showing the results for SA:

- **Language Arts**

<i>Summit</i>	DPS	<i>Summit</i>	DPS	<i>Increase for SA</i>
A 9 th	A	B	B	
44%	56%	49%	54%	5%
10 th				
45%	62%	52%	60%	7%

MATH

<i>Summit</i>	DPS	<i>Summit</i>	DPS	<i>Increase for SA</i>
A 9 th	A	B	B	
31%	49%	37%	45%	6%
10 th				

26%

47%

31%

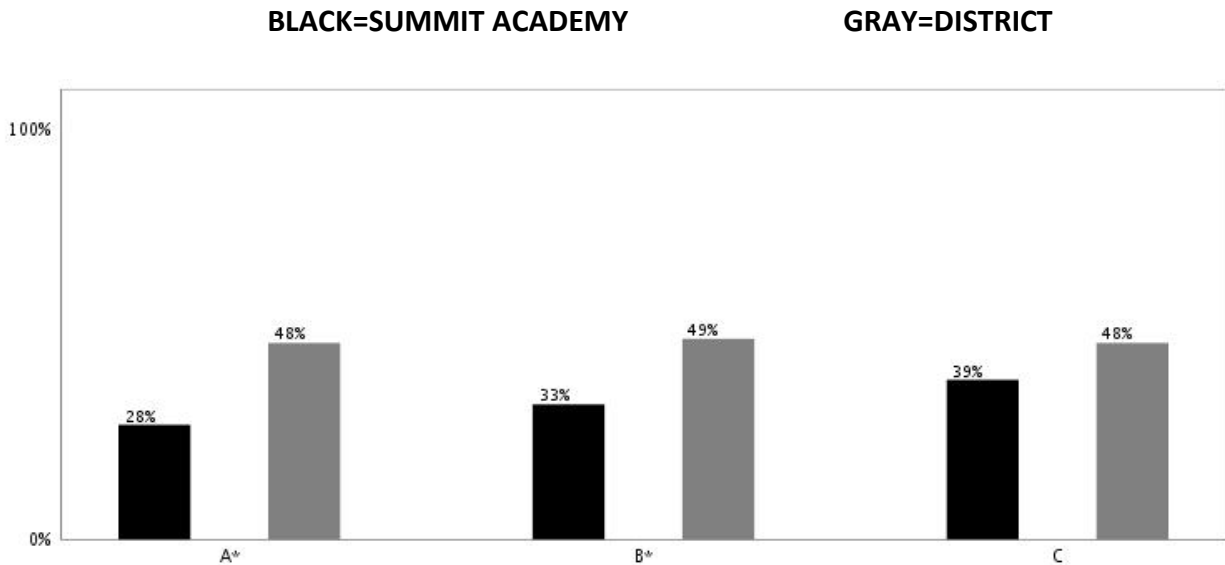
49%

5%

***More results in UIP-See Attachment #3**

In February of 2011, the scholars of Summit Academy took Acuity C. While the exam itself tests student knowledge in preparation for next year, we were uncertain how our scholars' scores would compare to other students in the district. Although Summit Academy's scores decreased by small percentages (1%-2%) in Language Arts and 9th grade math, we were pleased to discover that we showed an increase in 10th grade math by 8%.

The following chart shows the consistent growth in 10th grade math between Acuity A, B, and C:



COLLEGE READINESS GAINS

In the fall of 2010, there were 15 scholars on track to graduate. At the time none of them had plans to attend college. On May 24, 2011 a total of 20 “completers” walked across our stage and 100% of them had applied and been accepted to institutions of higher learning.

INNOVATION: TIME

As we evolve, we will be engaged in establishing beginning and ending times and scheduling teacher workdays to accommodate an 8-hour workday. However, we will also foster an “All-Hands-On-Deck” philosophy regarding student need.

- Should teachers wish to split their work schedule, they may have the flexibility to do so.

- We will also establish 12-hour academic support as we extend our hours of operation. This includes providing extracurricular activities for our scholars, such as, Saturday tutoring, community service and an extended school year.
- We will compensate teachers with stipends for those staff members who wish to cover these events. Any extra pay will come from our general funds account.
- We are also asking staff return to work 5 days before their scheduled return for professional development in preparation for our work with Diploma Plus. In exchange, we will offer teachers professional development compensation. Any extra pay will come from our general funds account.

INNOVATION: STUDENT ENROLLMENT

The doors to Summit Academy opened on August 19, 2010 with approximately 125 scholars. By October 1, 2010 we had 144 scholars attending. Currently, we have 181 scholars enrolled at Summit, with an enrollment goal of 250. We also have 35 students waiting for the fall trimester of 2011 to begin. Our application process takes approximately five days. This interview and acceptance process is based on student attitude only and is not subject to any form of academic testing. Due to our accelerated competency based model, not all students who are referred, or who apply are accepted into the Diploma Plus program. However, they may be more appropriate for the other programs we offer.

Summit Academy is a DPS Multiple Pathway Center. To become a student at Summit Academy you must be considered over-aged and under-credited, dropped out, describe yourself as being disengaged from another school setting, or be on-track to become at high risk for becoming over- aged and under-credited or dropped out based on low attendance, behavior and/or failure of courses. The school accepts self-referrals and school/organizational referrals with a successful application and interview process.

Students who wish to attend Summit Academy will complete an application and be interviewed by Summit Academy staff. The purpose of the interview and application is to successfully begin the student's journey to becoming a Summit Academy scholar. Through this process the student will make an informed decision as to whether he/she would like to attend the school or not. The student will in turn feel that the school is choosing them as well.

The interview process sets the student up to ensure a positive and successful educational experience at Summit Academy. This process confirms that the student is choosing to enroll at the school and is committed to changing his/her life while engaging in the rigorous nature of the program. Without this initial buy-in from the student there is little chance for success at Summit Academy because the student is not ready to participate in his/her education.

Enrollment acceptance decisions are based on the philosophy that successful Summit scholars possess the following characteristics:

- Motivation to complete a rigorous program
- Where possible, family and home support or the support of an academic partner
- Is at least one year behind in high school credits
- Has dropped out of school or is at risk for dropping out
- Is referred by another high school, district program, or outside agency
- Is willing to adhere to all building and district policies (dress code, behavior, student culture)
- Once accepted, is willing to sign a commitment contract, which consigns them to a probationary period of 6 weeks to one trimester

We do make exceptions on an individual basis. However, students who are coming to Summit just because their friends or relatives are there, or are not serious about their education, or have not given their home high school an opportunity to implement intervention strategies to prevent the student from dropping out, are typically not successful.

Innovation will allow us to make enrollment decisions based on the best interest of the scholar. If Summit Academy is not an appropriate fit, we will work with parents and students to determine a more appropriate learning environment.

Although Summit Academy is located in the Southwest Denver area, and is particularly focused on serving students in Southwest and Southeast Denver, we are accepting students from all over DPS and other districts. Enrollment procedures and practices will provide equal access to any scholar who is interested in attending Summit Academy.

****Enrollment procedure: Please see Attachment #4 Enrollment Forms.***

If more than 250 students wish to attend, Summit Academy we will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round (January). After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity.

Newly accepted students and their parents/guardians are required to sign the Student Contract (which includes a civility agreement in partnership with the Colorado Heights University) and abide by the terms of the contract in order to maintain enrollment at SUMMIT ACADEMY. Summit Academy is located on private property and must adhere to the agreements set forth in the contract with Colorado Heights University.

INNOVATION: HUMAN RESOURCE MANAGEMENT

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in **Appendix D**, Summit Academy requires maximum flexibility to design and implement human resource policies and procedures that align with the vision,

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

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

Probationary Teachers Currently Employed by Summit Academy:

Current teachers employed at Summit Academy who have probationary status at the time innovation status is approved will continue to advance towards non-probationary status using current district criteria, if in good standing.

Non-Probationary Teachers Currently Employed by Summit Academy:

Current teachers employed at Summit Academy who are of non-probationary status at the time innovation status is approved will remain as non-probationary teachers within the district provided they are in good standing.

New Teachers:

All new teachers employed by Summit Academy following the approval of innovation status will be employed on an at-will basis with Summit Academy and the Denver Public Schools, and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* The new teacher will have a right to end his/her work relationship with Summit Academy and the Denver Public Schools for any reason at any time. Summit Academy 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.

As described in this document, including in **Appendix E**, Summit Academy is requesting maximum flexibility to:

- Recruit and hire all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post all vacant positions and recruit and hire all staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Be exempt from receiving direct placements by the District.
- Create non-traditional job descriptions, which may include adding roles and responsibilities to any job.
- 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.
- Engage contractors and/or part-time staff to teach specialized courses without the requirement of state licensing; the school will hire teachers who meet the highly qualified requirements for all core content classes.

- Create a professional development program that supports the Innovation Plan. The School will have the option to participate in District-provided professional development.
- Create a process to address under-performing employees.
- 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, Colorado statutes, Collective Bargaining Agreement provisions and District Board policies not waived in this application.

Effective teachers are the single most important factor in raising student achievement, especially with low-achieving students. The flexibility to staff the school with the most effective and committed teachers, afforded by the innovations in personnel policies, will allow Summit to reach its goals of high academic growth and achievement for all students.

Teachers selected to teach at Summit Academy will participate in a robust selection process. Elements of the interview process may include: Teaching a lesson, responding to a set of data, writing a plan for next steps in using the data, a group interview, a formal face to face interview and robust reference checking.

The job description and performance criteria for the interview will include evidence of strong mastery of content, student academic growth, collaboration and teamwork, impact in community, and project-based learning. Additionally, teachers will need to demonstrate a commitment to the Summit Academy program and participation in the collaborative learning community.

Staff at Summit Academy’s compensation package will have as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. All full time employees at Summit Academy will participate in PERA. Should any staff or faculty member transfer from Summit Academy to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit.

Summit Academy’s professional development plan focuses on four main priority areas. These focus areas are:

Learning and Instruction--including standards based curriculum design and delivery, differentiation, and data driven/assessment based instruction.

Intentional School Culture—including proactive, social skills development and behavioral expectations, and the strategies to support our students in achieving the skills and fulfilling the expectations.

Family and Community Engagement—including strategies for fully engaging our families and community by providing expectations, strategies, and techniques that ensure that all of our families are supporting the learning of our students in ways that are most appropriate for the individual family.

Professional Culture—including the development of a professional culture for success based on research-based and proven strategies that result in a true, highly functional Professional Learning Community (PLC). Summit Academy’s PLC will have four main priorities:

- A focus on learning, as opposed to teaching, to ensure that our instructional methods and techniques result in high levels of student growth and achievement;
- A collaborative culture, with our staff working interdependently to achieve shared goals;
- A focus on results, as measured by multiple assessment instruments;
- The use of timely, relevant data to drive instruction and provide the means for differentiated instruction for our students.

As with our students, Summit Academy will meet these four priorities through the ongoing development of a comprehensive, differentiated professional development plan. This plan will be based upon strategic goals and implementation strategies in each of the four main priority areas identified above.

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

Teachers will be evaluated using the DPS LEAP evaluation frameworks in 2011-2012, which include student growth data as measured on standardized assessments, principal observations and student feedback.

Teachers will be provided with differentiated professional development and support as determined by their supervisor. Remediation and dismissal procedures will be consistent with Summit Academy’s innovation plan and as outlined in the Employee Handbook. The school leader will have final decision-making authority on all remediation and dismissal procedures.

PRINCIPAL HIRING

In the event that the current school principal vacates the position, the School Governing Board (SGB) will be responsible for implementing the principal selection process. The school leadership team will select their two top candidates and make recommendations to the

Superintendent. A neutral person will be invited to facilitate all faculty and parent community meetings.

The selection process will include: a faculty meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan; a parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan; development of a job description based on faculty and parent/community input; posting of position of DPS website and other related sources; development of interview questions and selection criteria rubric based on job description and input on criteria; application screening and scoring; reference checks on top candidates; conduct interviews including performance tasks; host a public symposium for finalists; conduct site visits to finalists current schools; school leadership team selects final candidates; submits recommendation of two finalists to Superintendent for final selection; announce position acceptance to staff, students, parents, and community. Furthermore, Summit Academy will collaborate with DPS Human Resources Department to implement the selection process.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

Description of the programs, policies, and/or operational documents at Summit Academy that would be affected by the proposed innovation:

SLT

- The principal will continue to lead an instructional leadership team which will include the principal, assistant principal, the counselor, the social worker, the office manager, one interventionist from each team (math, mild moderate, ELL), a representative from both science and social studies departments, the GED/APEX teacher and the parent engagement liaison.
- The SLT will be responsible for establishing the conditions for student learning at the school, including the following:
 - Identifying student academic needs, based on all available student performance data;
 - Setting academic goals and priorities, based on student academic needs;
 - Providing and monitoring consistently high quality curriculum and instruction for all students;
 - Providing instructional support to all teachers;
 - Building the master calendar and the student schedule;
 - Establishing assignments, job responsibilities and workloads for all staff and faculty.
 - Identifying creative solutions to problems faced in the operation of the school;
 - Establishing community and parent involving activities.

SCHOOL GOVERNANCE BOARD

Summit Academy will create and implement a School Governance Board (SGB) to complement the work done by the SLT. The SGB will be comprised of teachers, staff, parents, administration and student council. Although the principal will always remain accountable as the final decision-maker at Summit Academy, the SGB will express a commitment to participatory leadership in all aspects of school operations, especially instruction, including:

- Revising the Academic Plan, Summit Academy Improvement Plan, the Faculty Handbook and Summit Academy Handbook as needed based on student performance data;
- Monitoring progress toward the goals of Summit Academy Improvement Plan;
- Reviewing the principal's plan for performance pay and extra duty compensation if these rates of pay exceed those established in the DPS/DCTA Pro-Comp Agreement;
- Making recommendations regarding school governance;
- Establish school-based commitments;
- Collaborate with the principal in all staff recruitment and hiring;
- Collaborate with the district on the Principal candidate should current principal vacate position.

The SGB will meet once a month. The length of the meeting will be determined based on the topics in the agenda.

BY-LAWS FOR SCHOOL GOVERNANCE BOARD (SGB)

A. Operation As a Public School – Summit Academy *shall operate in all respects as a non-religious, non-sectarian, public school. Summit Academy shall not be affiliated with any non-public sectarian school or religious organization.*

B. Open Meetings Law – Summit Academy *acknowledges that it is subject to the provisions of the Colorado Open Meetings and Open Records Laws, and that it will comply with the provisions of such law in connection with all of its activities.*

C. Nondiscrimination – Summit Academy *will not discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation, or disability.*

D. Operational Powers – Summit Academy *will be fiscally responsible for its own operations, and will have authority independently to exercise the following powers:*

- *Contracting for goods and services*
- *Preparation of budgets*
- *Selection (will exclude parents and students)*
- *Supervision (will exclude parents and students)*
- *Evaluation (will exclude parents and students)*

- *Determination of compensation for personnel; promotion and termination of personnel (will exclude parents and students)*
- *Leasing facilities for school purposes (subject to District and University approval, which approval shall not be unreasonably withheld)*
- *Accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law*

E. Authority of Governing Body – *Summit Academy's governing body shall have such authority as is described in the Innovation Application and as is necessary to exercise the powers granted by this application or by law. The School's governing body shall serve as fiscal agent for Summit Academy and shall ensure the School's compliance with applicable laws, rules, regulations, policies, procedures, and the terms and conditions of the by-laws.*

F. District's Right to Review – *Summit Academy will be subject to review of its operations and finances by the District when the District, in its sole discretion, deems such review necessary.*

G. Administrative Records – *Summit Academy will maintain all administrative records, including student academic records, required by law and District policies and procedures, to the extent no waivers apply. In particular, Summit Academy shall maintain such student records as the District maintains through its student information applications, and shall use the District's student information data processing system to maintain such records. Summit Academy agrees to make all administrative and student records promptly available to the District upon request.*

Family and Community Engagement

Only 50% of our current student population is living with parents or family. The rest are living independently, or have the support of an academic partner. Families/academic partners and community engagement is one of our highest priorities as reflected in our belief statements. We intend to empower families/academic partners and community members to become active stakeholders and supporters of our school vision. We view the support of all partnerships as essential for the success of our students. Our partnerships within the community are highly valued through intense work with the appointments to the School Governance Board.

INNOVATION: BUDGET

Overview:

Similar to DC-21 and Vista Academy, two other Multiple Pathway Schools in DPS, Summit Academy is funding using the district's SBB+ model that ensures adequate funding for

schools that serve higher-risk students. Although the SBB+ number (Student Base Budget plus subsidy) is not identical to DC-21 or Vista Academy, the process was similar in arriving at a suggested first year operating budget reflecting the school’s mission and vision. The school does not project receiving additional revenue from outside sources.

As a Multiple Pathway Center, Summit Academy projects operating costs that exceed those of a “traditional” district school. These costs are covered through the Districts SBB+ funding model.

Summit Academy is focused on hiring the most qualified, diverse staff to serve the needs of its students. The average expense of such staff will be used to create the school’s budget (rather than school actual salaries). To the extent actual salaries exceed district averages, the difference (“savings”) will be allocated to fund various innovations in this plan. Possible savings have not been included in the attached budget. The school does not anticipate generating an additional material costs savings as a result of securing innovation status.

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

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

RTI

At Summit Academy we offer intensive intervention for all scholars. Although our curriculum is aligned with state standards and the Diploma Plus competencies, all classrooms operate from the intensive tier of the RTI matrix. This occurs by offering each scholar:

- Differentiated instruction
- One-on-one support
- Interactive classrooms
- Personal connections with each scholar
- Wrap around services
- AP support with teacher-mentors and APEX curriculum

We nurture the Rtl philosophy that if a student is not performing as expected, we will change what WE ARE doing, and continue problem solving until we find what works. The staff at Summit works tirelessly to review data so that we can determine what it is telling us so that we can implement a School-wide system of academic support for each scholar.

It begins with:

- **Assessment** – All scholars take the MAP’s exam before enrollment to determine the level of support needed. We offer intervention in ELA, Math and Reading.

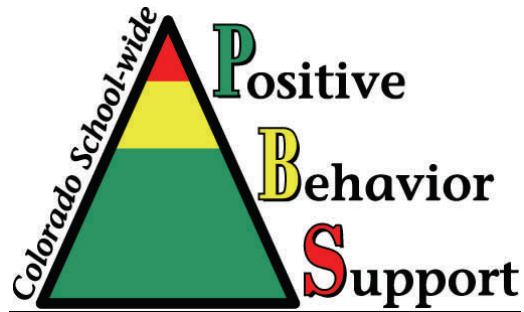
- **Foundational curriculum** – We offer all district approved intervention programs: Compass, Navigator, Shining Star, Wilson Reading, and Language. We also offer Compass on our APEX software.
- **Variety of Interventions** – For many scholars this requires double-dosing an intervention class and the grade level class so the scholar can apply what they are learning to higher level math concepts.
- **Systematic Assessment Plan** – Scholars are assessed in MAP’s every trimester, AccuPlacer, CELA, CSAP the practice ACT and the ACT. Each scholar also must pass their assessments in the intervention classes whether the intervention is offered on line or through prep classes, such as the ACT Prep.
- **Data-based decision making process** – Every Wednesday the principal meets with either Language Arts and Social Studies or Science and Math to review data and make decisions regarding classroom instruction or individualized attention. Every first Monday of the month is our Care and Concern meeting in which teachers come to the SIT team during their planning period to discuss new student issues and strategies to address classroom concerns. The goal of course is to move scholars through the competencies in a reasonable amount of time.

T
IER
THREE



The foundation of Summit Academy is the focus on **Tier Three** of the RtI matrix. **ALL** scholars are given the same academic support and intervention as scholars on IEP's. We provide the same support for our AP/Honors scholars as well. The RtI philosophy interfaces with the Diploma Plus model.

POSITIVE BEHAVIORAL SUPPORT (PBS)



- Positive Behavior Intervention and Support (PBIS) emphasizes support for ALL students utilizing school-wide systems and practices and the use of student behavior data to optimize students' social competence and academic achievement. PBIS applies a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to create positive school climates.
- At Summit, the district approved Matrix is embedded into the RtI model and into the Diploma Plus competencies. We have designed a civility agreement for all scholars while they are on a shared campus and while they are at school.
- Since most of our scholars are 17+, this model has proven effective in that our scholars take pride in their school and their environment.
- Scholars are also on a reward system for all achievements great and small. The goal for all scholars is to meet personal competencies by honoring “yourself, others and the environment.”

It is through the PBS matrix that scholars are allowed the time they need to adjust to “Excellence”. Contracts are signed at the time of enrollment and each scholar is given a six week probationary period and wrap around support to assist in eradicating habits which have kept them from succeeding in the past.

Student can earn a variety of different rewards for:

- Improving attendance
- Consistently adhering to the school dress code
- Going to class on time
- Encouraging others
- Passing authentic assessments

- Arriving on time for other assessments
- Being an example of excellence

**Anytime and any way scholars demonstrate ability to move forward, break old habits, problem solve together, walk away from conflict or beat their last assessment score, they are rewarded. They can earn “Scholar-Dollars” to purchase a variety of uniform shirts, snacks from the school store or, lunch with the principal.*

Behavior

A clearly defined chain of responsibility will encompass the following:

- Compliance with the Summit Civility Agreement
- 3 minor offenses and date and time of 3 interventions tried
- Major offense or single incident of major defiance and noncompliance
- Administration responsible for informing classroom teacher of administrative decision in a timely manner

As a result of the culture we have developed, we have had very few discipline issues. Based on a parent and student survey given in December of 2010, we ranked highest in physiological and psychological safety. Our students feel safe at Summit and have stated that they are more like “family” than classmates.

Restorative Justice

The goal for restorative justice will be for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the restorative justice system, students will be held accountable to one another and Summit Academy community. They will begin to take ownership for their problems. All staff will receive basic training on Restorative Justice. The use of common language will be used throughout Summit Academy and issues will be addressed in floor community meetings as a model to students so they begin to internalize the process (“Own it-Fix it”). In the classroom, restorative justice issues will be addressed within advisement classes. Students who are responsible for having caused harm will repair the harm and take responsibility for their actions.

Summit Academy’s daily schedule includes:

- 5 student classes of 65 minutes, including a CTE course of study (if a student is below grade level, he/she will be double dosed Math and/or Reading, which means that one or more of these classes will be intervention classes, until he/she is at grade level. The intervention class takes the place of the CTE course until the student is ready for the rigor of the curriculum). Additionally, students that come very close to graduation do not have the CTE requirement either.
- 1 advisement of 35 minutes
- 1 lunch of 45 minutes
- The teacher planning will be staggered throughout the day, and it will be during a 65 minutes class.

- Teachers at Summit Academy teach 4 classes of 65 minutes. Core teachers are responsible for an advisement class of no more than 15 students. Each student's individual portfolio, attendance and progress follow up.
- Many of our teaching staff has volunteered to teach two or more prep classes per day.

However, if Innovation is granted, the daily schedule for a teacher may look different as we move into extended hours of operation. Some teachers may want to split their 8 hour work day into 2 parts, or choose to take one day off per week to work with Saturday programming. They would all have the flexibility to do so.

MANAGING INSTRUCTION

Since we accept scholars year round, Summit Academy will be able to offer our accepted scholars up to 3 trimesters of intervention courses for Math and Reading, to raise their Math and Reading levels up to one or two grade levels so that they can be successful in the Diploma Plus program. Scholars will also be allowed to earn credit for their math and language arts intervention classes as well as for the elective and intervention courses offered through Colorado Heights University. The following is a list of the challenges we currently face in providing intervention with limited resources and district constraints:

1. ATTENDANCE

In an effort to achieve and maintain an 80% attendance rate at Summit we have implemented incentive programs, student attendance contracts, home visits and pick-ups, bus passes and steps of remediation. Due to the nature of our targeted population, our scholars need the first three months to change their habits so they can produce acceptable results. They need an opportunity to absorb themselves into a culture of excellence and receive incentives for developing better attendance habits. Innovation status will give us the flexibility to establish schedules (extended hours and extended school year), rules and expectations according to our student need, keeping in mind their pace for taking ownership of these changes. It also allows the staff the time and flexibility to establish a culture of excellence, respect and the responsibilities of young adulthood.

2. SEAT TIME vs. NON-SEAT TIME

We believe in high expectations for all our students. However, we also accept that we need a transition period to take them where they need to be. Scholars of excellence take time to develop. It is through diligence and persistence that our goals for each scholar will be met. However, we need a structure that gives us time to allow each student to grow, to develop and to reach academic and personal goals. The Diploma Plus program embraces a philosophy of mastered competencies as opposed to seat time. We give each scholar the opportunity to make up missed work through the ability to access of his or her own accounts on DP.net without time restrictions and penalties for turning in assignments after the trimester has ended. Scholars receive an "Incomplete" until all assessments and assignments are turned in

and graded. Scholars may check out their own NetBook to take home should they anticipate absences due to a work schedule or other life-events. This allows them to make up missed assignments, take authentic assessments and turn in projects over the internet. It also allows teachers to give immediate feedback on line so that the scholar can remain on track without having to be in attendance every day.

ELL STUDENTS

English language learners come from many culturally and linguistically diverse backgrounds. For that reason, the goal within a DP school is to integrate students' cultural heritages to engage them in academic tasks and social activities. To support language development, faculty and staff work to provide students with the opportunity to read and write for multiple purposes and use challenging materials that are at a higher cognitive level. To develop higher order cognitive skills, which are essential for academic and post-secondary success, teachers should provide instruction within a cultural context.

- Currently, 81.73 % of our student population is of Latin decent. Professional development in this area is not only imperative it is a moral obligation
- Assessments, support services, language support for students and parents must be offered in Spanish with English language intervention as a requirement
- We also offer sheltered instruction for all students so that can better understand “academic language”
- We also offer the same support to our GED scholars. If their preliminary scores indicate that they are in need of ELA intervention, it is built into the scholar’s schedule as part of the GED preparation model
- Colorado Heights University has also offered ELL courses in Reading and Writing for our scholars

WAIVERS

Please see attached Appendix for a complete list of waivers.

ADMINISTRATIVE AND FACULTY SUPPORT

A staff vote was conducted from June 28-29. Results are as follows:

- 100% of teachers voted to support the plan.
 - 100% of administrators voted to support the plan.
- 100% of all remaining staff voted to support the plan.

COMMUNITY SUPPORT

In June 2011 the Collaborative School Committee wrote a letter of support for the innovative application expressing their approval on Innovative Status for SUMMIT ACADEMY.

Please see Attachment # 5 CSC Letter of Support.

APPENDIX A
Request Waivers in Curricular Materials & Instructional Design

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

Not Applicable-Summit Academy is not requesting a curriculum waiver at this time.

APPENDIX B
Request Alternative Benchmark Assessment Program

Summit Academy is not requesting an alternative assessment waiver at this time.

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.

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation polices are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

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

The scholars at Summit Academy do not advance from one grade to the next. They are promoted through the levels of Diploma Plus by district and state standard credit accumulation and by mastered competencies (Foundation-Presentation-Plus). The Diploma Plus model is explained to parent and scholars upon enrollment, during the scholar orientation and through a bi-annual PowerPoint presentation given to parents by the principal during student-led parent/teacher conferences.

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.

Scholars must have met all state and district high school graduation requirements and a total of 240 credits. They must also present their Diploma Plus Portfolio to a panel of staff and other scholars as an additional graduation requirement.

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

Through the Diploma Plus and Multiple Pathways model, all scholars must incorporate and master personal, college or career-ready competencies. We are asking that many of these mastered competencies be counted as elective credit since we offer none at this time. These would include:

- Internships
- Community service projects
- ACT Prep classes
- Concurrent enrollment in college level elective classes through Colorado Heights University

- CTE courses

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. NA

APPENDIX D
(UIP-ATTACHMENT # 3)
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
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 	80% of all Summit Academy students will meet the state's Catch UP/Keep UP growth projections based on CSAP 80% of all Summit Academy students will improve 2 RIT points on the MAP test from Fall to Spring
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 Colorado English Language Assessment (CELA) Adequate Yearly Progress (AYP) Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	After receiving a base-line for CSAP, Summit Academy will improve in all subject and grade areas by 10% or more per year All teachers will be ELA certified so and provide appropriate intervention so that 80% of all Summit Academy scholars will meet the state's Catch UP/Keep UP growth projections based on CSAP to close the achievement gaps Summit Academy will meet AYP
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> Colorado ACT scores Graduation rate College acceptance rate 	80% of students taking the ACT will have a score of 20. Summit Academy will improve their rate of students passing with a score of 20 by 5% per year
Student Engagement , including the following measures: <ul style="list-style-type: none"> Attendance rate Student satisfaction 	<u>ATTENDANCE GOAL:</u> 80% Attendance rate <u>2010 STUDENT SURVEY RESULTS:</u> 98% Student satisfaction
School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)	<u>GOALS:</u> <ul style="list-style-type: none"> Intensive math and literacy intervention for 100% completion of Diploma Plus, GED and Credit Recovery programs 80 % of all students taking the ACT will score 20 or higher
<i>Organizational & Financial Viability</i>	
School Demand , including the following measures: <ul style="list-style-type: none"> Enrollment rate Re-enrollment rate Continuous enrollment rate 	Enrollment goal-250 Current enrollment-183 Enrollment percentage-73.2% Enrollment rate-Average is approximately 11-15 students per month
Financial	In our first year, Summit Academy was funded for 250 students. The projection for next year will be the

<p>Fundraising goals Reserves Other</p>	<p>same as we meet our enrollment goal before October 1, 2011. We also have carry-over funds to continue to support our technology program, professional development, uniform distribution and staffing. Title 1 funds will continue to be used for intervention.</p>
<p>Leadership & Governance Quality</p>	<p>90% teacher satisfaction 90% parent satisfaction 100% intent to return 100% staff vote for School Governance Board as innovation is approved.</p>
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>Parent survey from December of 2010-48 homes and parents were visited by staff. The survey results revealed that 80% of parents surveyed were “very satisfied” with the services their child was receiving at Summit and 20% were “Satisfied” with the services at Summit.</p>
<p>School-Specific Organizational Objectives</p>	<ul style="list-style-type: none"> • Continue to enroll students up to 250+ • Continue to establish clear reward incentives as defined by the PBS Matrix • Continue to provide intensive intervention in both math and literacy by continuing to staff at 250 students • Establish a School Governance Board for the purposes outlined in the By-Laws (pg. 25 of application) • Summit will develop internal metrics around multiple organizational objectives including program implementation, student empowerment, quality management, and data integrity.

APPENDIX E

Please see attached Appendix E for list of waivers.