

International Academy of Denver
at Harrington
Innovation Application

2016-17



International
Academy of Denver

School Name: International Academy of Denver at Harrington

Location: 2401 E 37th Ave, Denver, CO 80205

Plan Contact: Karin Johnson, Head of School

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Cover Page – for Colorado Department of Education (CDE)

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: International Academy of Denver at Harrington

Location (address): 2401 E 37th Ave, Denver, CO 80205

Plan Contact (name and position): Karin Johnson, Head of School

Email: Karin_Johnson@dpsk12.org

Phone: 303-257-3043

Please answer the following questions to help us review the innovation plan as efficiently as possible.

Is this plan for a new school or an existing school (*circle one*)? Existing

➤If this plan is a new school, is the new school (*check one*): N/A

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?

Yes

➤If so, when was the request made and what was it for? May 2016, Name Change from Harrington Elementary to International Academy of Denver at Harrington

Has the school been granted status as an Alternate Education Campus (AEC)? No

➤If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1st.*) N/A

Is the school in Priority Improvement or Turnaround? Yes

➤Is the school a recipient of the federal School Improvement Grant (10039g)? No

Will the school be seeking a waiver for graduation guidelines? No

➤Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix. Yes- the school will follow district graduation requirements.

Letter from Head of School - Karin Johnson

August, 2016

I am so very grateful for this opportunity to submit this Innovation Plan on behalf of the staff, students, and families of the International Academy of Denver. This plan will truly allow us to implement our vision of cultivating a safe, creative learning community that fosters self-determination, collaboration, and student voice while celebrating our diversity, unique talent, and achievements. Our plan focuses on strong implementation of the IB PYP model where students are required to reflect on their roles and responsibilities through active participation in the learning process. Students are provided with opportunities to develop their leadership skills. Several enrichment classes focus on service learning. Students lead school-wide community service and social justice initiatives through a Student Council Enrichment Class and by serving as Service Learning Ambassador

Our plan also builds on the strength of our staff and community partners. Through strong collaboration with teachers we offer enrichment programming to students. Our community partners include Carmel Hill Fund, Colorado Access, Colorado Department of Education, Denver Parks & Recreation, Denver Urban Gardens, Denver Zoo, Dumb Friends League, Food for Thought, the DPS School Partners Program, Think 360 Arts for Learning, Transamerica. In addition, Together Colorado is helping to engage parents and families and Scholars Unlimited is offering enrichments after school along with homework help and during summer sessions.

Our CSC, Staff, and Administration fully support this application for Innovation Status as detailed throughout the plan.

Thank you for your support of our school and this Innovation Plan.

Karin Johnson, Head of School

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EXECUTIVE SUMMARY

Name of School	International Academy of Denver at Harrington
Grade Configuration (Year-1)	ECE-5
Grade Configuration (Full Build)	ECE-5
Model	International Baccalaureate Primary Years Program (PYP)
Region and Neighborhood	Near Northeast
Primary Contact	Karin Johnson, Head of School Karin_Johnson@dpsk12.org

Enrollment:

GRADE	2016-17	2017-18	2018-19	2019-20	2020-21
ECE	48	48	48	48	48
K	50	50	48	48	48
1	50	48	48	46	46
2	52	47	45	45	45
3	54	49	44	42	42
4	55	51	47	42	40
5	45	52	49	45	40
Total # students	354	345	329	316	309

Student Demographics:

	FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
Student Demographics	95%	10%	40%	72%	18%	5%	5%

Summary Budget:

BUDGET SUMMARY					
	2016-17	2017-18	2018-19	2019-20	2020-21
REVENUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SBB Revenue	\$ 1,779,634	\$ 1,728,910	\$ 1,645,774	\$ 1,575,015	\$ 1,538,125
Targeted Interventions	\$ 150,000	\$ 150,000	\$ 150,000	\$ -	\$ -
DR/ Instructional Dean	\$ 80,000	\$ 80,000	\$ 80,000	\$ -	\$ -
Student Services BA	\$ 30,000	\$ 30,000	\$ 30,000	\$ -	\$ -
Turnaround BA	\$ 200,000	\$ 200,000	\$ 200,000	\$ -	\$ -
Revenue - Actual Salary			\$ 147,000	\$ 147,000	\$ 147,000
TOTAL REVENUE	\$ 2,239,634	\$ 2,188,910	\$ 2,252,774	\$ 1,722,015	\$ 1,685,125
DISTRIBUTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PART TIME & HOURLY STAFFING TOTAL	\$ 154,350	\$ 154,350	\$ 154,350	\$ 154,350	\$ 154,350
ADMINISTRATIVE FULL TIME STAFF	\$ 222,649	\$ 222,649	\$ 222,649	\$ 122,952	\$ 122,952
TEACHING FULL TIME STAFF	\$ 1,444,380	\$ 1,351,704	\$ 1,351,704	\$ 1,155,018	\$ 1,155,018
PRO-TECH FULL TIME STAFF	\$ 44,703	\$ 44,703	\$ 44,703	\$ 44,703	\$ 44,703
CLERICAL FULL TIME STAFF	\$ 75,629	\$ 75,629	\$ 75,629	\$ 40,688	\$ 40,688
FULL TIME STAFFING TOTAL	\$ 1,787,361	\$ 1,694,685	\$ 1,694,685	\$ 1,363,361	\$ 1,363,361
NON-SALARY BUDGET TOTAL	\$ 297,923	\$ 339,874	\$ 403,739	\$ 204,304	\$ 167,414
CAPITAL BUDGET TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -
DISTRIBUTED BUDGET TOTAL	\$ 2,239,634	\$ 2,188,909	\$ 2,252,774	\$ 1,722,015	\$ 1,685,125
BUDGETARY SURPLUS/SHORTFALL (must balance to zero)	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ 0

*Estimated savings based on budgeting on Actual Salaries: \$147,000

International Academy of Denver at Harrington need for Innovation Status

In order to be implemented effectively, the school design requires flexibilities in the following areas:

Curriculum	<ul style="list-style-type: none"> · To implement an IB model with Transitional Native Language Instruction (TNLI). · To allow the school autonomy over the education program including selecting curriculum and textbooks, unit planning, pacing guides etc.
Professional Development	<ul style="list-style-type: none"> · To direct more PD time for teachers and administrators to effectively implement the IB and TNLI program at their school, and provide targeted staff development. · To allow the school to determine the PD of its staff and allow teachers to refuse participation in district required PD that is not aligned with the school’s priorities. · To allow peer evaluators or other designated evaluators to conduct staff evaluations. To allow for a minimum of one full LEAP observation and one partial. · To allow the principal flexibility from attending district PD.
Time	<ul style="list-style-type: none"> · To modify the annual calendar for staff to access more intensive PD offerings and extend student learning time, to implement the school’s model. · To set collaborative planning time; extend school day with pay.
Human Resources	<ul style="list-style-type: none"> · To recruit and select teachers that demonstrates characteristics of the model. · To recruit and make offers to applicants outside the district hiring timeline & process. · To make Reduction in Building (RIB) decisions based on performance, professionalism, seniority. · To allow refusal of direct placement of teachers from the district. · To not require a teaching license for supplemental and enrichment instruction (not core instruction). · To allow the school to create unique job descriptions based on the needs of the school. · To allow DPS HR to remedy a grievance with representation instead of an arbitration. · To provide coaching and evaluation that is aligned to the model and makes use of peer observations and evaluations. To use annual contracts for all teachers, with appropriate supports to address poor performance.
Governance & Finance	<ul style="list-style-type: none"> · To merge responsibilities & membership of school committees into one group (CSC and SLT into one), provide CSC principal selection authority. · To implement a leadership model to maximize innovative leadership capacities. · To allow schools to seek financial sponsorships, create associated accounts, and seek 501C3 non-profit status. · To determine extra compensation for extended time, additional responsibilities, incentives. · To direct adequate resources to classroom instruction and budget on actual teacher salaries.

Executive Summary Narrative

Context: Harrington Elementary School is not meeting district expectations for academic achievement or growth at this time. The design team reviewed academic performance and trends and created goals for rigorous pupil performance. The school aims to meet expectations in all areas of the School Performance Framework (SPF) by year 3 of turnaround. In order to achieve this goal, student growth must be substantial and durable. The Harrington redesign plan was carefully crafted to harness enabling actions and systems for reaching high levels of academic growth and meeting performance goals each year; the redesign plan includes a renaming of the school, which is now called the International Academy of Denver at Harrington. The International Academy of Denver’s leadership team will closely monitor these goals and design elements for efficacy, and will adjust targets and actions as necessary.

***Goals are based on publically available data as of the 2014 SPF. Goals will be refined based on revised SPF based on comparative data once 2 years of PARCC scores are available.**

	Historical Data			Performance Goals				Rationale for Goals
	2012	2013	2014	2016	2017	2018	2019	
Student Growth Levels								
OVERALL MGP	Meets	Approaching	Does Not Meet	Meets	Meets	Meets	Exceeds	<p>With key shifts in instruction and school culture, International Academy of Denver expects improvements in student growth in all core areas. Through targeted supports and gap analysis we will ensure that our ELL, FRL, Minority, and SPED students receive targeted supports from strategic grouping by language level, small group instruction, and phonics instruction in grades ECE-2nd.</p> <p>We will utilize Achievement Network data to progress monitor achievement progress for all International Academy of Denver students.</p> <p>Emphasis on early literacy acquisition in native and English including all students receiving consistent phonics instruction will support achievement in reading and writing. .</p>
MGP ELL	Meets	Approaching	Approaching	Meets 65%	Meets 65%	Meets 65%	Meets 65%	
MGP FRL	Meets	Approaching	Approaching	Meets 65%	Meets 65%	Meets 65%	Meets 65%	
MGP Minority	Meets	Approaching	Approaching	Meets 65%	Meets 65%	Meets 65%	Meets 65%	
MGP Reading	Meets	Approaching	Approaching	Meets 50 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 65 MGP	
MGP Writing	Meets	Approaching	Approaching	Meets 50 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 64 MGP	
MGP Math	Meets	Approaching	Approaching	Meets 50 MGP	Meets 57 MGP	Meets 63 MGP	Exceeds 65 MGP	
ACCESS MGP	Meets	Approaching	Approaching	Meets 60 MGP	Meets 64 MGP	Exceeds 65 MGP	Exceeds 65 MGP	
SPED Growth Comparison	Meets	Approaching	Does Not Meet	Approaching*	Meets*	Meets*	Meets*	
Student Proficiency Levels								
Overall Status	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets	Meets	Meets	<p>We expect increases in student proficiency levels. We expect to exceed expectations in growth in all areas within four years and meet expectations on the Overall Status</p>
P/A ELL	Does Not Meet	Does Not Meet	Does Not Meet	Approaching* 45%	Approaching* 55%	Meets* 65%	Meets* 66%	

P/A FRL	Does Not Meet	Does Not Meet	Does Not Meet	Approaching*	Approaching*	Meets*	Meets*	component of the SPF by year-4 of the plan's implementation.
P/A Minority	Does Not Meet	Does Not Meet	Does Not Meet	Approaching*	Approaching*	Meets*	Meets*	
P/A Reading	Does Not Meet	Does Not Meet	Approaching	Meets*	Meets*	Meets*	Meets*	
P/A Writing	Does Not Meet	Does Not Meet	Does Not Meet	Approaching*	Meets*	Meets*	Meets*	
P/A Math	Approaching	Approaching	Approaching	Meets*	Meets*	Meets*	Meets*	
SPED Status Comparison	Does Not Meet	Does Not Meet	Does Not Meet	Approaching*	Meets*	Meets*	Meets*	

School Culture Measures

Attendance Rate	Exceeds	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds	In order to significantly improve instruction and student achievement, one foundational focus is to improve school culture including all stakeholders; teachers, staff, parents and students. Our intentional allocation of resources in these areas ensures that we attract and retain the best staff and that we support them with highly effective professional development which includes culturally responsive teams, mindfulness strategies for executive functioning, No Nonsense Nurturing and best practices in instruction for English Language Learners. As well as retaining a distinguished and highly professional staff, we will attract and retain families and students by providing rigorous learning and 21 st Century technology, enrichment and student leadership opportunities.
Student Satisfaction	Meets	Approaching	Approaching	Exceeds	Exceeds	Exceeds	Exceeds	
Re-Enrollment Rate	Approaching	Meets	Approaching	Meets*	Meets*	Meets*	Meets*	
Parent Satisfaction	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds	

* Starred Indicators specify that "Meets Expectations" is the highest spotlight measure on this component of the DPS SPF.

	2014 MGP Harrington Elem.	Adequate Growth Expectation Growth needed to reach full proficiency within three years
Reading	39	54
Writing	52	64
Math	43	76

As the data show, Harrington Elementary is not meeting SPF expectations. This Innovation plan is targeted at aligning time people and money in order to target adequate resources and design strong systems to improve school performance. International Academy of Denver will invest in supporting all students with individualized supports based on the current data. In addition, we will provide additional focus on increasing student attendance, student satisfaction, and parent/guardian satisfaction.

Turnaround Priorities in this Innovation Plan

Root Cause Analysis

The International Academy of Denver Design Team reviewed the following sources to determine the root cause areas for underperformance: 2014 SchoolWorks School Quality Review (SQR), Stakeholder Interviews, and the 2014-2015 Unified Improvement Plan (UIP).

SchoolWorks School Quality Review: Prior to designing this Innovation plan, a comprehensive evaluation of the current school was commissioned by DPS and conducted by an outside organization, SchoolWorks. Findings from SchoolWorks' Root Cause Analysis of Goldrick key areas of concern that have guided this redesign plan. The root causes identified by SchoolWorks are as follows:

1. Classroom interactions and organization do not consistently ensure a highly structured learning climate that supports student learning.
2. Instruction is not yet intentional and challenging for all students.
3. Timely, frequent, and specific feedback based on in-class assessment is not consistently and intentionally provided throughout the learning process to inform improvement efforts
4. The school is not systematically implementing robust academic and/or behavior interventions for at-risk students and identifying students for special education
5. The school does not hold high levels of academic expectations and support.
6. Educators do not convey shared commitments and mutual responsibility
7. School leaders have initiated processes and procedures to guide instructional staff in the central processes of improving teaching and learning; however, these practices are new and not yet fully embedded and gaining traction in student achievement.

Stakeholder Interviews: Interviews and facilitated design meetings were conducted across an array of stakeholders including parents, staff, students, and community members through the spring and fall of 2015. Stakeholders were prompted to share their areas of concerns in regards to low performance. Through this process the community has identified the International Baccalaureate Primary Years Programme (IB/PYP) as the model for increasing school performance. The following needs were triangulated:

1. Safe School Culture Conducive to Learning
2. Increased Family and Community Engagement
3. Extending Learning Opportunities- Particularly Intervention and Enrichment
4. Increased Opportunities of Rigor and Challenge

Harrington Elementary 2014-2015 Unified Improvement Plan (UIP): The 2014-2015 UIP reports that the leadership team, faculty, parent group, and Collaborative School Committee worked together to review data, determine root cause areas for low performance, and create an action plan. The UIP team determined the following areas of root cause:

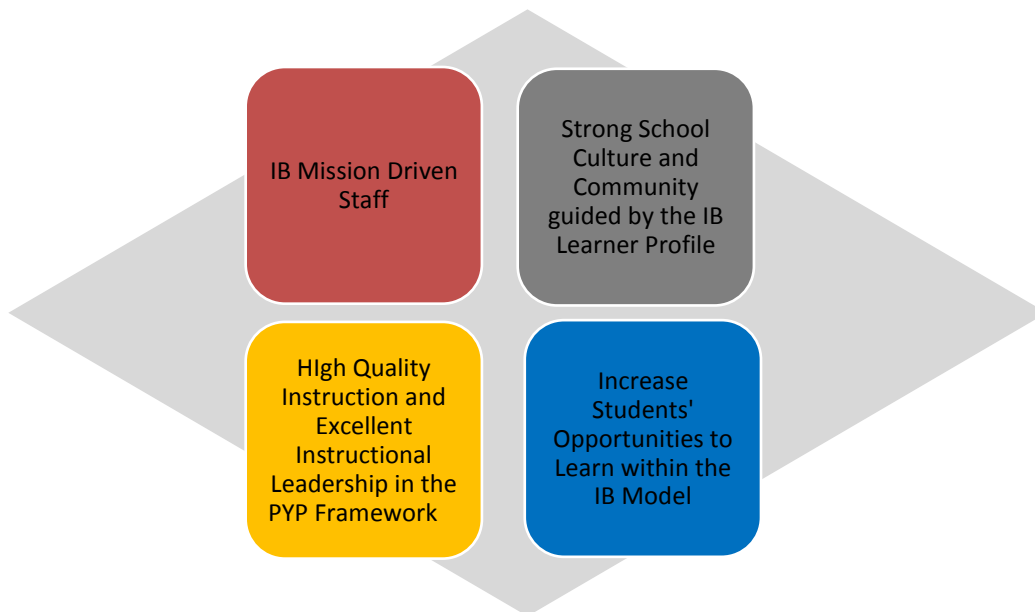
1. We lack the use of formative and summative assessment data to set CCSS-aligned goals in order to achieve proficiency and to identify next instructional steps.
2. We do not plan for academic language on a daily basis as evidenced through our CLOs, strategies, and amount of student talk.

Many of the areas of root cause identified above can be aggregated into the following buckets: dysfunctions in staff and student culture, a lack of high quality, data-driven instruction, and limited opportunities for students to augment learning. The findings were triangulated with evidence-based turnaround strategies to identify four essential priorities for the turnaround design.

International Academy of Denver Turnaround Model and Priorities

The root cause analysis and turnaround efficacy research revealed 4 essential improvement priorities: mission driven staff, strong school culture and community, high quality instruction and instructional leadership, and increasing students' opportunities to learn. When considering a school model that closely aligns to these priorities, the team identified the International Baccalaureate Primary Years Program (PYP). The IB PYP model aims to develop inquiring, knowledgeable, and caring young people who help create a better world; the model achieves this through providing intellectual challenges for advancing academic achievement, promoting strong and cohesive personal and community cultures based on the IB Learner Profile, and implementing multiple opportunities for students to build global-minded learning skills and attributes. In addition to the alignment between the International Academy of Denver design team's turnaround priorities and the IB model, we are deciding to become an IB PYP candidate school in order to create a strong pipeline of contiguous learning and high achievement for the NNE community as the McAuliffe at Manual IB Middle Years Program is opening in Fall 2016. The new International Academy of Denver International School intends to be a strong feeder pattern for this middle school by aligning our core programming in the service of student learning. International Academy of Denver staff members are already coordinating with the leadership at McAuliffe.

In electing to be an IB PYP candidate school, the International Academy of Denver design team has selected the following turnaround priorities. All priority actions are described within the appropriate sections of the application.



Federal Turnaround Principles Guiding Improvement at the International Academy of Denver at Harrington*

Essential Turnaround Priority 1: IB Mission Driven Staff	<p>International Academy of Denver staff...</p> <ul style="list-style-type: none"> • commit to the IB model of education and display the IB Profile core values. • exudes an asset-based mindset and internalized belief that all students can and will achieve academic excellence in the IB Model. • displays a relentless commitment to achieving dramatic student gains. • displays high-levels of individual and collective efficacy and accountability. • engages in explicit professional development related to mission and model components. • are onboarded to the IB program and are mission aligned.
Essential Turnaround Priority 2: School Culture and Community guide by the IB Learner Profile	<p>International Academy of Denver...</p> <ul style="list-style-type: none"> • implements the IB Learner Profile and holds all stakeholders accountable to the learner profile values. • maintains a culture of high expectations and accountability for all staff and students. • ensures a clean and safe environment that is conducive to rigorous learning. • implements No Nonsense Nurturing management techniques with fidelity. • Implements a detailed discipline flowchart and documentation protocol that all staff follows. • participates in a School Culture Academy and build a toolbox for reducing bias in their interactions with students and families. • monitors and guards against sub-group disproportionality in discipline procedures. • implements a clear and consistent Positive Behavioral Interventions and Supports (PBIS) including regular positive reinforcements for displaying behavior expectations. • implements a Tier I Mindfulness Social Emotional Learning program for all scholars. • implements a Restorative Approaches board for responding to challenging behaviors and conflict. • implements a culture of celebration, and provide students with multiple opportunities for leadership. • consistently engages parents, families, and community members in school improvement efforts.
Essential Turnaround Priority 3: High Quality Instruction and Instructional Leadership	<p>International Academy of Denver ...</p> <ul style="list-style-type: none"> • staff collaborate in horizontal and vertical teams to design and implement a standards aligned, culturally relevant curriculum that is aligned to the PYP Framework. • leadership team reviews curriculum for standards alignment and cultural relevancy regularly. • Grade level teams will collaborate using the PYP Unit Planning Template to document the 6 units of inquiry. • teachers will design and post daily, detailed lesson plans. • staff will provide high quality instruction through the implementation of International Academy of Denver’s pedagogy elements and LEAP’s Framework for Effective Teaching. • teachers are highly skilled in the practice of Data Driven Instruction. Data teams will meet regularly to engage in the DPS Data Inquiry Cycle protocol. • staff participates in effective, mission and data-driven ongoing professional development. • Senior Team Lead instructional coaches that will use the Framework for Effective teaching and the 6 Step Protocol from <i>Leverage Leadership</i> to provide teachers with ongoing, high-quality instructional coaching. • Instructional Leadership Team that uses the Framework for Effective Teaching and teacher LEAP/school walkthrough data to identify, develop, model, and monitor instructional improvement strategies.
Essential Priority 4 Increase Students’ Opportunities to Learn within the IB Model	<p>International Academy of Denver ...</p> <ul style="list-style-type: none"> • extends student learning time through making adjustments to the yearly calendar and daily schedule. • extends student contact time in literacy and math and provide interdisciplinary learning opportunities through the IB PYP framework. • significantly improves the technology infrastructure, providing 1:1 Chromebooks. Students access these computers in order to personalize their learning through evidence-based blended learning programs and to build word processing and other 21st century technology skills. • provides robust language programming for ELLs including appropriate identification, allocation, and monitoring within the TNLI model, an effective English Language Development block and curriculum, and systemic Sheltered English strategies and academic vocabulary development embedded in Tier I instruction. • implements a Multi-Tiered System of Support (MTSS) with academic and social emotional learning pathways that include evidence-based interventions and monitoring practices for remediation and acceleration. • provides a robust continuum of Mild/Moderate special education programming. • provides well-developed Gifted and Talented programming. • provides all students with Friday enrichment opportunities in addition to daily specials.

*** Priority 1: Grounded in Turnaround Research**

- In 2013, the MASS Department of Education published a policy evaluation report entitled “Emerging and Sustaining Practices for School Turnaround.” They identified 3 sustaining effective practices, one of them being the importance of building a community of shared responsibility. “School leaders and professional staff (e.g., teachers, coaches, and interventionists) in Achievement Gain schools have assumed collective responsibility and ownership of the pursuit of greater student achievement.” http://www.doe.mass.edu/apa/sss/turnaround/grants/FY13/511_FY13_EmergingPractices.pdf
- Mastery Charter Schools in Philadelphia specialize in school turnaround. They attribute achievement gains to developing a mission driven staff. “With the motto, ‘Excellence. No Excuses’, MCS has a culture of high expectations. All adults and students are held to high standards, creating a college-focused culture

by setting and enforcing expectations. MCS makes sure all staff have consistent mindset regarding school culture, student support, and discipline.”

<http://innovateschools.org/effective-education-policies/turnaround-spotlight-philadelphia-mastery-charter-schools/>

- Orchard Gardens K-8 in Boston Public Schools identified that hiring and ensuring mission aligned staff was a critical School Improvement Grant (SIG) practice that contributed to their success (2012) <http://www.schoolturnaroundsupport.org/sites/default/files/resources/maorchardschl.pdf>
- The National Association of State Boards of Education published a policy update on effective turnaround strategies in 2009. The study reports that High Poverty/High Achievement schools regularly possess a “Shared Responsibility for Achievement: Staff feels deep accountability and a missionary zeal for student achievement.” <http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/Strategies-for-Turning-Around-Low-Performing-Schools.pdf>

Priority 2: Grounded in Turnaround Research

- The Century Foundation published a study entitled “Lessons from School Improvement Grants that Worked” in July 2015 in which Greg Anrig compiled 5 effective strategies from successful turnaround models. One of these identified strategies is “a concerted, systematic effort to create a safe and orderly school environment through implementation of research-supported practices that all staff members can adopt.” <http://www.tcf.org/bookstore/detail/lessons-from-school-improvement-grants-that-worked>
- The U.S Department of Education has identified several best practice principles for school turnaround. The #2 Principle is School Culture and Climate; the department urges turnaround designs to establish a school environment that supports the “school, emotional, and learning needs of all students and provides approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and support.” <http://www.doe.in.gov/outreach/turnaround-principles/turnaround-principle-2-school-culture-climate>
- The Century Foundation published a study entitled “Lessons from School Improvement Grants that Worked” in July 2015 in which Greg Anrig compiled 5 effective strategies from successful turnaround models. One of these identified strategies is “A strengthening of connections to parents, community groups, and local service providers to support the efforts of school staff to build a culture that expects success of all students.” <http://www.tcf.org/bookstore/detail/lessons-from-school-improvement-grants-that-worked>

Priority 3: Grounded in Turnaround Research

- The Century Foundation published a study entitled “Lessons from School Improvement Grants that Worked” in July 2015 in which Greg Anrig compiled 5 effective strategies from successful turnaround models. One of these identified strategies is “An intense focus on improving classroom instruction through ongoing, data-driven collaboration—within schools, among administrators and teachers—led largely by teachers with oversight from the principal.” <http://www.tcf.org/bookstore/detail/lessons-from-school-improvement-grants-that-worked>
- Rose-Ferrero Elementary school in Soledad, CA identified that embedded and regular professional development and instructional coaching were critical School Improvement Grant (SIG) practices that contributed to their success (2012) <http://www.schoolturnaroundsupport.org/sites/default/files/resources/carosefpd110714.pdf>
- ASCD’s Educational Leadership publication championed the efficacy of data-driven decision making in school turnaround efforts in the 2005 article “A Case of Closing the Achievement Gap” by Joyce Flowers and Mary Keating. <http://www.ascd.org/publications/educational-leadership/summer05/vol62/num09/A-Case-of-Closing-the-Achievement-Gap.aspx>

Priority 4: Grounded in Turnaround Research:

- The Century Foundation published a study entitled “Lessons from School Improvement Grants that Worked” in July 2015 in which Greg Anrig compiled 5 effective strategies from successful turnaround models. One of these identified strategies is “An expansion of both classroom and non-classroom time throughout the school week dedicated to instruction and tutoring in core academic subjects.” <http://www.tcf.org/bookstore/detail/lessons-from-school-improvement-grants-that-worked>
- Kit Carson International School in Las Vegas, NV identified maximizing instructional time and specifically augmenting reading instruction critical School Improvement Grant (SIG) practices that contributed to their success (2012) <http://www.schoolturnaroundsupport.org/sites/default/files/resources/nvkitcarsonmt110414.pdf>
- In 2013, the MASS Department of Education published a policy evaluation report entitled “Emerging and Sustaining Practices for School Turnaround.” They identified 3 sustaining effective practices; one practice being the ongoing data-driven tiered intervention model. http://www.doe.mass.edu/apa/sss/turnaround/grants/FY13/511_FY13_EmergingPractices.pdf
- A 2013 webinar from the Center for School Turnaround entitled “Fostering Success for ELLs in Turnaround Schools” impresses a dual obligation of developing a student’s academic English language proficiency and providing meaningful access to grade-level content. <http://centeronschoolturnaround.org/wp-content/uploads/2013/09/CST-Webinar-EL-Turnaround-Final9-11-13PPT.pdf>

Section I. CULTURE

A. Vision and Mission Statements

Vision:

At International Academy of Denver at Harrington, where expectations are high and excellence is expected, we commit to cultivating a safe, creative learning community that fosters self-determination, collaboration, and student voice while celebrating our diversity, unique talents, and achievements.

Mission:

The International Academy of Denver is a professional setting for inquiry and learning for educators. Through collaboration, teamwork, and relentless commitment to high expectations and personal responsibility, our teachers and all team members model lifelong learning, compassion, and commitment to teaching, learning, our students and their families.

The International Academy of Denver nurtures inquiring, knowledgeable and compassionate students who create a better and more peaceful world through intercultural understanding and respect. Our students appreciate their own cultures and others, and develop the critical thinking skills necessary to evaluate various perspectives.

The International Academy of Denver offers rigorous, inquiry-based learning experiences to ensure that our students develop strong values, academic mindsets and skills necessary to become lifelong learners who are socially conscious and internationally minded.

Together we develop joyful, curious learners who achieve academically and contribute to their communities and our world.

International Baccalaureate® Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile Core Values:

The PYP educates the whole child by preparing students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. The enabling system for developing this type of learner is the IB Learner Profile. The components of the IB Learner Profile serve as the core values of International Academy of Denver: Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-Taking, Balanced, and Reflective.

B. Targeted Student Population:

Decision to Serve Targeted Population

The demographics of students in our region are: FRL 95%, ELL 43% (99% of ELLs are Spanish speakers) and Minority 95%. Cluster Elementary schools include International Academy of Denver, Columbine, Swansea, Wyatt, and Pioneer.

Together Colorado, a statewide advocacy group, leads educational initiatives and parent organizing in the NNE Network of Schools. In response to the historically low educational performance of area schools, Together Colorado has lobbied for improved choice in quality schools and parental and family engagement in improvement efforts. The advocacy group calls for “More and Better Learning Time” in the NNE- a reference to the Ford Foundation’s equity oriented platform to redesign and re-imagine what the school day could look like in an attempt to ensure that children and youth from working class and low-income families experience the learning opportunities regularly afforded to their affluent counterparts. These opportunities are defined as: more learning time, more teacher planning time and collaboration, effective instruction, and enrichment. Additionally, Together Colorado reports that the NNE is in need of culturally competent educators and relevant family engagement in order to reduce bias and improve school performance. Overall, there is clear indication that designing an elementary turnaround proposal for Harrington Elementary that provides equitable access to a high quality educational program and yields dramatic student gains would meet the needs of our school community.

The school boundaries are approximately 36th Ave to 43rd Ave from Colorado Blvd to Washington St. We reviewed demographics, current and historical performance trends, and gathered key information from several stakeholders to assess the current educational and academic needs of the targeted student population at International Academy of Denver.

Demographics:

	FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
Student Demographics	95%	10%	40%	72%	18%	5%	5%

Early Literacy: Grades K-2: DRA

Grade	% On Grade Level at End of Year 2013	% Below Grade Level at End of Year 2013	% On Grade Level at End of Year 2014	% Below Grade Level at End of Year 2014
K	73%	27%	68%	32%
1	41%	59%	32%	68%
2	64%	36%	64%	36%

Academic Performance: TCAP Grades 3-5:

SPF Category	2012	2013	2014
SPF-Overall	Meets	Approaching	Does Not Meet
SPF- Achievement Status	Does Not Meet	Does Not Meet	Does Not Meet
% Proficient or Advanced Reading	34	37	35

% Proficient or Advanced Writing	29	21	23
% Proficient or Advanced Math	40	40	37
SPF-Growth	Meets	Approaching	Does Not Meet
MGP Reading	51	39	39
MGP Writing	57	41	52
MGP Math	57	46	43
FRL Growth	Meets	Approaching	Approaching
ELL Growth	Meets	Approaching	Approaching
SPED Growth	Meets	Approaching	Does Not Meet

ELLs –WIDA ACCESS 2015

Overall Acquisition Level					
Entering	Beginning	Developing	Expanding	Bridging	Reaching
13%	16%	21%	24%	16%	10%
On Track to English Proficiency-Level 5 = 58%					

Special Education Disability Distribution

Speech Language Disability	Specific Learning Disability	Other Health Impairment	Significant Emotional Disability	Developmental Delay	Other
18%	43%	11%	3%	18%	7%
Subject	% Proficient or Advanced	MGP			
Reading	0%	21			
Writing	0%	52			
Math	13%	29			

2014 Disaggregated SPED Data

GAP Data for Statistically Significant Groups -2014 TCAP

Percentage GAP of Students Proficient and Advanced			
Group	Reading	Writing	Math
ELL and Non ELL	10%	9%	-2%
SPED and Non SPED	39%	39%	28%
Latino and African American	9%	6%	22%
Girls and Boys	13%	8%	0%

Data Analysis

A root cause analysis of this data was conducted to determine key factors contributing to the school's underperformance (that which is causing the key academic needs identified above). The design team reviewed a SchoolWorks 2014 School Quality Review, Stakeholder Interviews, and the 2014-2015 Unified Improvement Plan in the root cause analysis data collection process. The areas of root cause identified in this process were aggregated into the following buckets: dysfunctions in staff and student culture, a lack of high quality instruction, and limited opportunities for students to augment learning. These buckets were triangulated with evidence-based turnaround strategies to identify four turnaround priorities for the Harrington turnaround design. These essential priorities and a potential contiguous learning pipeline with the McAuliffe at Manual IB Middle Years Program (opening Fall 2016) led the design team to select the IB Primary Years Program (PYP) as an appropriate model for turnaround at Harrington Elementary A PYP IB program aims to provide intellectual challenges for advancing academic achievement, promote strong and cohesive personal and community cultures based on the IB Learner Profile, and implement several opportunities for students to build global-minded learning skills. Each essential priority serves as an enabling system for the school's vision/mission and rigorous performance goals. Action steps for each of these turnaround priorities are embedded within the appropriate corresponding section of the application. Each priority's design is explained within the appropriate sections of the application.



In selecting the IB PYP model, the design team considered PYP success in elementary education. PYP programs have a strong track record of achievement in Denver Public Schools, particularly Bradley and Brown elementary schools. We believe that even though International Academy of Denver's demographic differs greatly from these examples, **it is imperative to hold tight to a growth mindset and disposition when believing that all students can achieve similar results from the PYP framework.**

There are also examples of schools with similar targeted student populations that are benefiting from IB PYP implementation. Sabin World School in DPS has similar student demographics: 70% Latino/a, 73% FRL, and 27% ELL. Sabin's student status proficiencies have been at or above the DPS average in reading, writing, and math for the past 3 assessed years (CDE School View). Also, Elkhart Elementary school in Aurora Public Schools has achieved success with IB PYP implementation with a similar demographic: 95% FRL, 69% ELL, 72% Latino/a, and 15% African American. Operating within a school district that is on year 5 of the state's turnaround accountability clock, Elkhart has maintained Median Growth Percentages that are higher than the APS and state averages in reading, writing, and math for the last 3 assessment years (CDE School View). Research from the University of North Carolina in 2014 indicates that the IB PYP positively impacts the academic achievement of economically disadvantaged students. A longitudinal study of data from PYP schools in Michigan and North Carolina suggested that PYP benefited students with FRL status more than students without FRL status, and also revealed that IB PYP implementation increased the reading performance of economically disadvantaged third-grade students (2015) <http://www.ibo.org/globalassets/publications/ib-research/pyp/impact-of-the-pyp-on-student-performance-summary-en.pdf>. For students learning two languages, it is important that they have the oral language development to support their units of study. As we develop the IB units of study, we are looking at the scope and sequence of EL Achieve to ensure that our unit align with the language demands and social studies/science thematic units. We believe by aligning the two and providing our ELLs the opportunity to build confidence in the academic language of the unit of study, our students will be better equipped to engage in critical thinking and accountable talk. Furthermore, as a prospective IB feeder for the new NNE McAuliffe at Manual Middle Years Program, we considered IB MYP's track record with our targeted student population. A 2011 study on the impact of IB MYP on student engagement and performance with students in multiple urban, socio-economically diverse schools. School demonstrated a higher percentage of IB MYP students achieve at higher levels than their non-IB MYP peers on comparative assessments in core subject areas (2011) <http://www.ibo.org/globalassets/publications/become-an-ib-school/mykeyfindings.pdf>.

C. Parent/Guardian & Community Participation in Application Process

The International Academy of Denver Innovation plan has been a truly community-developed plan that has provided input into developing a strategic alignment of time, people, and money from the entire school community including teachers, students, community members, parents, and administrators.

Administration Approval:

On August 8, 2016 the school administration consisting of 2 members approved the innovation plan with 100% approval.

Teacher Approval:

On August 17, 2016 the International Academy of Denver at Harrington teachers voted via secret ballot to approve the innovation plan with 96% approval.

CSC Approval:

On August 8, 2016 the school CSC/ PAC consisting of 8 members approved the innovation plan with 100% approval.

Teacher, Administration, and Parent/Guardian Input:

Upon confirming the school’s desire to seek Innovation Status, the staff, administration, and parents engaged in meaningful discussions and provided great input into the Innovation Plan.

The Innovation Plan was developed with teachers, parents, and administrators. Upon being staffed and enrolled the existing teachers and parents provided additional input and revision into the final innovation plan.

Parent/Guardian (CSC) and Teacher Input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from 2015-present. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available on the website.

- **Teachers** provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during Innovation Planning Meetings on: May 24th, and additional planning and finalization of the plan during staff planning sessions during August planning. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: June – August. *On August 17, 2016 the staff held a secret ballot vote in which 96% of staff voted to approve the innovation plan.*
- **Parents/Guardians** provided input on the school plan through membership on the CSC. The school planning committee (CSC) included founding parents dedicated time and energy to (writing, editing, revising the school plan) during a parent/CSC input meeting on June 9th, open feedback through communications with the school administration (Facebook, email) and at registration events throughout August. *The CSC voted 100 % to approve this innovation plan on August 8, 2016.*
- Additional support in developing this innovation plan was provided over the course of the application development process in which the principal and Community Design Team Members met numerous times to identify core priorities for school improvement including the following:

Meeting #1: August 10, 2015, 9:00-10:15 am

Objective	Resources
Why Redesign?	Data analysis, UIP, interviews, surveys, etc.
Purpose Statement	Develop the purpose of the Design Team Process and Timeline for completion
Getting to know each other	Hopes & Dreams
Commitments & working agreements	Develop working agreements poster, commitment – Karin and Patsy share their working agreements and ask parents to add to the list Time commitment for parents; school visit; engaging the broader community

Meeting #2: August 17, 2015, 9:00-10:15am

Objective	Resources
Draft core values	List of core values prioritization activity

	Core Values Activity
Day in the life of a student	Looks and sound like activity (pairs, small groups, posters)

Meeting #3: August 31, 2015, 3:15-4:30pm

Draft values statement	Invite Pam Tanner to facilitate this meeting
Draft vision & mission	Using core values statements small groups develop "Draft" vision and mission statements
Core programmatic elements aligned with school model	Resource alignment activity (prioritization), curriculum, assessment, DDI, PD, etc.

Meeting #4: September 14, 2015 3:15-4:30pm

Objective	Resources
Discipline Plan	Review/ revise discipline plan, roles, responsibilities, incentives
Student Leadership	Student panel, discussion of leadership and student ownership opportunities
School Leader (roles and responsibilities)	Review/draft leadership team roles, job descriptions, teams
Community Engagement (ongoing strategies)	Develop systems for parent/guardian involvement and community relationships
Explain logistics for school tour	Tasks: Scheduling tour, transportation, Look for document for parents, etc.

Meeting #5: September 21, 2015 tour a school, release teacher design team members with substitute teacher

Objective	Resources
Visit high performing school(s) that align with school vision	School tour, meet with school staff
Rituals, Routines, Systems, Structures	Identify desired rituals, routines, systems, structures
Debrief Visit	Parents reflect on visit(s); what they liked, what they didn't like

Meeting #6: September 28, 2015 3:15-4:30 pm

Objective	Resources
Teaching competencies	Review /revise qualifications of a teacher at this school/model
Teacher recruitment and retention strategies	Identify incentives, hiring process
Staff Roster	Review/ revise roster of positions aligned with vision, with HR partner

PD priorities	Review draft PD plan
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Meeting #7: October 5, 2015, 3:15-4:30 pm

Objective	Resources
5 year budget draft	Review 5 year budget and vision aligned priorities with startup funding with budget partner
Review & Revise Draft	Review & Revise Draft
Process for ongoing revisions	Develop process to continually revise outside of meeting

October 8th 3:15-4:30 Community meeting in the Gym

Objective	Resources
Share the School Design with the community	Review and revise final draft

Meeting minutes/agendas were made public and regular opportunities were made to share progress updates with families, staff, and larger school community. In particular, meetings with staff and parents took place throughout the design process, and the principal held weekly “coffee with the principal” with staff, parents, and community members to update them on the planning process and to allow for greater input into the plan.

D. School Culture & Student Leadership

Because of its direct relationship to student achievement, school culture is one of key turnaround priorities for the International Academy of Denver. The blueprint for the International Academy of Denver’s school culture is explicitly embedded in the mission and IB Model: *“a joyful and accountable academic, social, and emotional learning culture that engages students in rigorous, relevant, and personalized learning practices which result in the self-determination to conceive and accomplish ambitious life goals in post-secondary education, career, and civic impact through the International Baccalaureate Primary Years Programme.”* International Academy of Denver implements the following enabling systems to achieve a school culture that meets the needs of the whole child as described by the IB PYP Framework:

An Impeccable Learning Environment

International Academy of Denver at Harrington provides a clean and organized, aesthetic, and relevant environment that is conducive to rigorous, IB PYP learning. In order to achieve said environment, all International Academy of Denver staff members strive to meet the “effective” or “distinguished” level rating in the Learning Environment domain in the LEAP Framework for Effective Teaching. Indicators include:

- Demonstrates knowledge of, interest in, and respect for diverse students’ communities and cultures in a manner that increases equity
- Fosters a motivational and respectful classroom environment
- Implements high, clear expectations for students’ behavior and routines
- Classroom resources and physical environment support students and their learning

Additionally, in order to achieve IB PYP standards, the classroom environments have a range of clearly defined areas to encourage inquiry, investigations, exploration, and play. This may include spaces for

reading, writing, art, and science, with a variety of resources in each area. Teachers structure these dynamic learning environments to provide opportunities for students to develop planned and spontaneous inquiries by:

- Making choices and decisions
- Using materials in flexible and imaginative ways
- Initiating inquiry and asking questions
- Working collaboratively with others
- Sustaining their interest and extending their knowledge
- Developing understanding

Structuring classroom environments to meet both IB PYP and Framework for Effective Teaching expectations will be a specific point in teacher professional development during Summer 2016.

Routines for a Safe, Bell-Bell Culture

School-wide routines are specifically designed to ensure bell to bell instruction and ensure that students are safe, move quickly and professionally, and transition between activities mentally as well as physically. The following routines have specific step by step protocols, time allocations, supervision, and explicit behavioral expectations: morning arrival, breakfast, hallway transitions, lunch, recess, community meetings, student organization system, and afternoon dismissal.

IB Learner Profile and Core Values

Developing students who embody the Learner Profile requires both a shift in orienting the curriculum and the school's culture. The Learner Profile serves as the school's core values and the foundation for its Tier I Social Emotional Learning practices. Teachers disseminate these values to students using lesson plans developed in collaborative planning teams with the IB Coordinator. Lesson plans are posted outside the door of every classroom. Students/teachers/families receive awards for demonstrating these values, all rules and expectations are linked to these values, and teachers refer to them when providing students positive and constructive feedback. Additionally, the IB Learner Profile values are referred to and threaded throughout the PYP instructional framework. The resulting IB Learner Profile driven classroom culture at International Academy of Denver maximizes instructional time, is culturally responsive, and holds all students accountable to high expectations while maintaining a contagious joy factor and nurturing of the whole child.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Classroom Culture and Management

Teachers use the DPS supported No Nonsense Nurturing (NNN) management program to ensure an environment that is conducive to all students displaying the IB Learner Profile Core Values. All staff members will complete online training modules for NNN by August 30, 2016. A No Nonsense Nurturer hangs tight to a few fundamental beliefs: education is a civil rights issue, all students can and will achieve, every day in the classroom counts, and achievement takes 100% engagement, 100% of the time. If teachers believe that all students can sustain engagement and achieve rigorous academic standards, they act in a manner that helps students achieve these objectives; and conversely, when teachers don't believe this, they tend to act in a manner that erodes expectations and achievement. (Marzano, 2007). The NNN researched-based 4 step model consists of:

<i>Step</i>	<i>How</i>	<i>Why</i>
1: Building nurturing relationships with students and families	Teachers use techniques for earning respect through culturally responsive teaching, getting to know students, getting to know families, and letting students and families get to know them.	For many students in economically disadvantaged communities, having strong relationships with their teachers is a precondition for them to care about school (Valenzuela, 1999; Brown, 2007).

<p>2: Providing precise directions and structures</p>	<p>Teachers provide precise directions for physical movement, verbal behavior, and participation. They use the following guidelines: attention getting signal, strong voice, check for understanding, and a start cue.</p>	<p>Highly effective teachers consistently give precise and concise directions to ensure that expectations are clear and their students are successful with any scholarly task (Lemov, 2010).</p>
<p>3: Utilize positive narration</p>	<p>Teachers use specific techniques for providing descriptive, non-judgmental, and specific positive narration that motivates students, creates momentum, and provides off-task students another chance to correct their behavior. Teachers are directed to maintain a 3:1 positive to negative narration ratio to ensure learning momentum. Feedback is also linked to IB Learner Profile core values.</p>	<p>Highly effective teachers put in a great deal of effort calling out students who are following directions and engaging in content, thus setting up the expectation that in their classrooms, the norm is for students to do so. This creates a positive momentum that motivates students, reduces teacher and student stress, and improves the learning environment (Conroy and Sutherland, 2009).</p>
<p>4: Providing Consequences</p>	<p>Teachers use restorative conversations and a consistent 5step discipline hierarchy to respond to behaviors that don't meet classroom expectations. Additionally, teachers use a class points incentive system to reinforce positive behaviors. The mantra you hear from No-Nonsense Nurturers is that they "sweat the small stuff" and expect 100 percent of their students to follow their directions 100 percent of the time.</p>	<p>In order to be in a position to truly establish a classroom culture that promotes the academic success of all students, you must be prepared to establish a "zero tolerance policy" for students who choose to be off task and disruptive. If the students see that teachers are not taking the "small stuff" like talking seriously, there is a much greater chance that they will become increasingly disruptive and defiant (Lemov, 2010).</p>

Community and Celebration

Another hallmark of the International Academy of Denver's school culture is community celebration. The value of community celebration was stressed by parents and guardians on the school design team and is an important component of the global citizenship stressed in IB education. In addition to periodic community events, there are 3 major avenues for celebrating the achievements of students, staff, and

families. These rituals aim to build community, celebrate diversity, honor achievements, reinforce the IB Learner Profile, and strengthen collective efficacy.

Weekly Classroom International Academy of Denver IB Learner Profile Celebrations	Every Friday, before dismissal, each class will spend the last 10 minutes celebrating their accomplishments for the week. Teachers will afford Harington Learner Profile Values Awards to students and students will have the opportunity to shout each other and their teachers out for displaying the factors.
Weekly Grade Cluster (K-2; 3-4; 5) Community Meetings	International Academy of Denver will hold weekly community meetings on Friday mornings after breakfast; all students and staff will attend and parents will be invited and welcomed as well. School leader Karin Johnson will MC community meetings with the help of students in the community meeting enrichment. These community wide meetings will include quarterly attendance and academic awards, the International Academy of Denver’s Learner Profile Core Values Awards for students/staff/family members, celebrations of diversity, humorous skits that demonstrate positive announcements and preparations for upcoming events, student shout outs, etc. Community meetings will also be a time for Principal Johnson to report on the school’s progress toward annual goals in attendance and academic achievement every six weeks.
Wall Culture Excellence	All teachers are expected to display and maintain aesthetic bulletin boards in their classrooms and hallways that display excellent published student writing and Learner Profile Values Awards. It is also an expectation that wall culture reflects the cultural heritage of the International Academy of Denver students and families.

English Language Learners

As the International Academy of Denver’s student population includes about 40% English Language Learners, the school was designed with special care to ensure the Transitional Native Language Instruction (TNLI) model is integrated throughout the school and that these students receive equitable services. All students will experience a rich learning environment that is personalized and embeds critical thinking. Our ELL students are supported ECE-5th grade through both the IB model and TNLI model. For our Spanish speaking students, they will have the opportunity to engage in the rich IB philosophy while still accessing Spanish instruction. For our non-Spanish ELL students, their English classes are embedded with scaffolds and ELA best practices to ensure language supports are accessible for those involved. Our diversity is valued, and the IB philosophy helps children develop an open-mind towards world-wide cultures and values. Our ELL students will feel included at International School of Denver through engaging in the rich IB programming, while also getting the opportunity to learn their native language. They feel attached to the school by being included in all school-wide events, as well as through opportunities to be heterogeneously grouped with same-age native English-speaking peers during lunch, recess and specials. Our school values language and sees it as a critical life skill for all our children. Students will be able to share their thinking in their native language throughout the school day to demonstrate how they organized their thinking before responding in English so that teachers can more accurately check for understanding of academic concepts as well as language development. In addition, 2nd-5th grade students (non-Spanish speaking students) will have a world language class. This

will allow more interconnectedness between our ELA-E and ELA-S classes. All of the teachers in ELA-S classes have structured time in each unit of study to bridge language from Spanish to English.

Whole Child Neurological and Executive Functioning supported by Mindfulness: 2017-2018

IB programming aims to produce thoughtful, self-aware, and emotionally intelligent individuals. Mindfulness is a powerful practice that will harness these skills sets along with the PYP framework. Beginning in 2017-2018, mindfulness at International Academy of Denver will be integrated into the existing structure of morning meetings and will be aligned to the IB Learner Profile Core Values, particularly “caring,” “balanced,” and “reflective.” Mindfulness is a powerful brain-based tool for focusing one’s attention on their thoughts, emotions, and environment in the present moment- letting go of the future, the past, and particularly the stressful rumination that is often associated with both. Mindfulness activities include, but are not limited to, deep breathing, guided visualization, repetition of affirmations and mantras, progressive muscle relaxation, meditation, and sensory exploration. The American Psychological Association (APA) endorses mindfulness practice for the following benefits: stress reduction, boosting working memory and executive functioning, strengthening attention and focus, decreasing emotional reactivity, building empathy, and improving cognitive flexibility. A study of a 5-week mindfulness program conducted with 400 low-income, school-aged children in Oakland, California revealed that after completing the program student behavior improved significantly in all four areas measured: paying attention, self-control, classroom participation, and respect for others (Black and Fernando, 2013). Another evaluation of an 8 -week mindfulness program implemented in two 3rd grade classrooms in a low-income urban Midwest elementary school reported a significant decrease in hyperactivity and learning distraction in the classroom (Klatt, 2013). Another study of mindfulness programming in a low-income community, reported not only an increase in stress relief for students, but also an overall improvement in teacher mood and school-wide climate (Wisner, 2013). This research indicates that mindfulness programming holds grand potential for improving individual and collective neurological, social, and emotional outcomes in low-income schools where research reveals that there are higher rates of stress and anxiety (Jenson, 2009). Therefore, International Academy of Denver students and staff will engage in Mindfulness practice for 10 minutes at the beginning of each school day. Teachers will also implement short mindfulness breaks (2 minutes) throughout the day to reset and refocus as necessary. Programming will not only aim for students and teachers to practice mindfulness during the morning designated time, but to inevitably transfer the practice to the rest of their day- at school and beyond. International Academy of Denver will use a clinical consultant mindfulness expert from the DPS Office of Social Emotional Learning (Isaac Florez) to implement this programming, train teachers, and design a data collection plan on efficacy during the 2017-2018 school year.

Student Voice and Leadership

Student voice and leadership is inherent in the IB PYP model. The model requires students to reflect on their roles and responsibilities through active participation in the learning process. Simply stated, students do not simply sit and get information, they take ownership over their inquiries and construction of meaning. Also, the PYP framework encourages student leadership through the development of IB Learner Profile Core Values. Additionally, the PYP framework provides students with the opportunities to initiate action in response to their learning that may benefit themselves, their peers, their school, and/or the broader community. In addition to these embedded IB PYP avenues of student leadership, International Academy of Denver brings student voice and leadership to the center in the following ways:

Student Council	Students can sign up for a student council Friday enrichment class. The council will change every 6-week enrichment cycle; once enrolled, students in the enrichment will vote and assume traditional student council roles. Student council will create, plan, and execute school-wide initiatives such as fundraising efforts, community events, school improvements, etc.
Community Meetings Producers	Community meeting producers work with a designated staff member to plan, organize, and participate in the school's Friday Community Meetings. Students in grades 3-5 have the opportunity to rotate through this enrichment opportunity every 6 weeks.
Restorative Approaches Board-Student representatives	The Restorative Approaches Board (explained in the 1D Discipline Policy of the application) includes 2 revolving student appointments. Along with the rest of the RA Board, student representatives are empowered to deliver restorative consequences to students that violate the community's trust.
Service Learning Ambassadors	Several Friday enrichment classes are service learning oriented. Students in these enrichments organize and lead school-wide community service and social justice initiatives. These opportunities are closely aligned to the IB PYP thematic Units of Inquiries that are designed to compel student action. For example, students in the Food for Thought enrichment will work with the local nonprofit organization ACCESS Colorado to provide all International Academy of Denver families free food bags on Friday afternoon. Additionally, student ambassadors have the opportunity to organize school recycling efforts and read to students in younger grades.
Goal Setting	All students will and monitor Math and ELA growth goals every six weeks using Achievement Network (Illuminate) interims. After each Illuminate administration, teachers will use content time to review results with students. Students then set their goals for the next assessment and create action plans for meeting their goals. Students compile their goals, action plans, and reflections in their content folders. Teachers complete student goals in a Google Document that is shared with their Senior Team Leads for accountability and problem solving conversations.

DPS School Culture Academy (SCA)

International Academy of Denver staff will participate in the DPS School Culture Academy during the 16-17 and 17-18 school years. The SCA is a customized professional development and coaching program designed to support schools in crafting, implementing, and sustaining school cultures that support academic achievement. International Academy of Denver's customized programming will focus heavily on cultivating a high-expectations, asset-based mindset among the staff; reducing economic, cultural, and linguistic bias; and implementing NNN and the IB Learner Profile with fidelity. During our inaugural year International Academy of Denver staff members engage in a one week SCA retreat in August 2016, facilitated by their SCA coach Jeff Wein which is funded by the district. Mr. Wein will continue to provide professional development and implementation coaching throughout the school year(s).

DPS Parent Home Visits

International Academy of Denver Staff participates in the DPS Parent Teacher Home Visit Program prior to the first day of school. Every family of a student in the school is greeted by staff members at their

home with a welcoming package and have a discussion about their child’s aspirations and learning styles. In addition, families have a direct contact with the school to encourage participation and generate a welcoming environment for families.

We are the International Academy of Denver at Harrington (2 Day School Culture Orientation)

It is imperative that International Academy of Denver students have the opportunity to explicitly learn and practice the school’s expectations, routines, and rituals. Therefore, the first 2 days of school in August 2016 consist of a We Are the International Academy of Denver school culture orientation. School leadership will provide teachers with a schedule and detailed lesson plans for this orientation. Topics include: IB Learner Profile Core Values, classroom expectations, school discipline policy and the Restorative Approaches Board, classroom and school-wide PBIS incentive systems, introduction to mindfulness, protocols and expectations for routines (arrival/breakfast/hallway culture/lunch/recess/dismissal), and the student organization system.

E. Student Discipline Policy

The aim of the International Academy of Denver’s discipline practices is to support the school culture with anti-biased, shared accountability that sets all students up for success and achievement. International Academy of Denver will achieve this through implementing a Multi-Tiered System of Positive Behavioral Interventions and Supports (PBIS), a clear and consistent discipline ladder, and Restorative Approaches- all aimed at cultivating an IB Learner Profile driven school culture.

Positive Behavioral Supports and Interventions

International Academy of Denver will have a PBIS Problem Solving Team that will meet regularly to review discipline data and teacher referrals in order to place students in tiered interventions and supports, create Tier II and III behavior plans, and evaluate/adjust said plans for efficacy. This team will be coordinated by the Assistant Head of School and will consist of the School Culture Team Lead, School Psychologist, and appointed classroom teachers. The PBIS Problem Solving team will train teachers on the PBIS process and their responsibilities in implementation during summer green professional development days.

Tier I	<ul style="list-style-type: none"> ● School-wide social emotional learning: <ul style="list-style-type: none"> - Direct character education in IB Learner Profile Core Value ● No-Nonsense Nurturing ● Rigorous and differentiated academics; engaging learning reduces discipline issues ● School wide, individual color based incentive program ● Students will earn the privilege of a Friday enrichment period for meeting the following criteria: <ul style="list-style-type: none"> - Completing homework Monday-Thursday - Receiving 3 out of 5 green days - No classroom send outs for the week
Tier II	<ul style="list-style-type: none"> ● Individual Behavioral Goal Tracker and Incentive Program w/ Check In and Check Out protocol ● FAIR Behavior Plans. These plans consist of environmental and

	<p>instructional strategies that mitigate behavior antecedents, replacement behavior instruction, and individualized incentives for displaying replacement behaviors. The research basis for the efficacy of these plans in elementary schools can be found in Jessica Minahan’s <i>The Behavior Code: A Practical Guide for Understanding and Teaching Challenging Students</i> (2012).</p> <ul style="list-style-type: none"> ● Students with FAIR Plans will engage in small group replacement behavior instruction 2x per week with the Restorative Approaches Coordinator.
Tier III	<ul style="list-style-type: none"> ● Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (BIP) ● Academic supports monitored with IEPs, ALPs and 504 Plans ● Students with a BIP will engage in daily small group researched based intervention using PEACE for Kids with the school psychologist or special education teacher. ● 1:1 Mental Health Minutes with school psychologist.

Clear and Consistent Discipline Ladder

International Academy of Denver at Harrington’s discipline practices follows DPS’ JK-R policies. Teachers will implement a school-wide No-Nonsense Nurturing Discipline Hierarchy for all Type 1 offenses; consequences will correspond with JK-R Level A-C interventions and consequences. All Level A-C consequences will strive to keep students with challenging behaviors inside the classroom and engaged in learning. Students will be referred to administration for Type 2-5 offenses, in which they will deliver Level D-F consequences. International Academy of Denver will strive to minimize out of school suspensions through the use of PBIS and Restorative Practices, reserving suspensions for dangerous and illicit behaviors. DPS will retain full authority for student expulsions. Teachers will be trained in the discipline policy, consistent implementation, and impeccable IC documentation during summer DPS green days (August 2016), parents will familiarize themselves with the policy through the bi-lingual Parent Handbook, and students will learn procedures during the We Are the International Academy of Denver orientation. Additionally, teachers and leaders conduct annual home visits to forecast expectations, celebrations and build communication between school and home. Providing a clear and specific discipline policy that is implemented consistently is the first step towards ensuring non-biased discipline practices. The International Academy of Denver’s School Culture Academy is customized to train teachers to reduce their economic, racial, and linguistic biases in the classroom and particularly in interpreting and responding to behavior. The PBIS Problem Solving team monitors discipline data for disproportionality during regular team meetings; the Assistant head of School provides the team with disaggregated IC behavioral data monthly. If a sub-group(s) is receiving behavioral consequences and interventions at higher rates than their counterparts, the Assistant Head of School and Head of School will employ a range of interventions depending on if the disproportionately is teacher specific, grade specific, or school-wide. Interventions will include individual teacher reflection and coaching via Senior Team Leads, additional anti-bias professional development with SCA coach Pam Tanner, and potential teacher corrective action.

Restorative Approaches

IB's mission is to create individuals with high levels of responsibility and self-respect. Restorative disciplinary approaches provide students with opportunities to take responsibility for their actions by restoring trust with the community. Research indicates that restorative disciplinary approaches in schools lead to a safer and more productive learning environment and a sharp decline in student suspensions (Center for Safe Schools, 2004). In addition to teachers using restorative conversation principles when responding to Type 1 infractions and conflicts in their classroom (as embedded in No Nonsense Nurturing), International Academy of Denver will have a formal Restorative Approaches Board in 2017 and will employ a paraprofessional to serve as the Restorative Approaches Coordinator (RAC). Many RA programs in schools simply focus on students making apologies for their actions as opposed to implementing formal "restorative circles" via a Restorative Approaches Board. After implementing a 2005-2009 pilot of restorative circles, Cole Middle School in Oakland, CA reported an 87% decrease in suspensions, 100% staff retention, and 74-point increase on state standardized testing (Friedman, 2011). The RAC at International Academy of Denver facilitates a Restorative Approaches Board that consists of 2 administrators, 2 teachers, 2 students, and 2 parents. Students will be referred to the RA Board through their classroom room teachers (for habitual A-C level consequences) and administration. It is the role of the RA Board to facilitate restorative conversations between "victims" and "offenders", provide restorative consequences that repair trust, and ensure follow through. Teachers can refer students to the RA Board for habitual disruption as a Level C consequence and administration can refer directly to the RA Board directly for Type 2-4 behavioral infractions. The RAC will consistently report RA Board findings to teachers and leadership and will be managed by the Assistant Principal.

Appendix E: Discipline Policy

F. Student Recruitment & Enrollment

International Academy of Denver at Harrington implements an ongoing, targeted marketing campaign to make students, families, community members, and prospective teachers aware of the redesign plans for International Academy of Denver. First Round of DPS School Choice begins in January, 2016 for the 2016/17 school year. The campaign aims to increase student enrollment through stressing the IB model and the exciting opportunities for learning such as the IB Learner Profile, enrichment classes, tiers of support, and ELL/SPED services. A critical factor is advertising the new IB feeder pattern available in the NNE with the opening of McAuliffe at Manual Middle Years Program. This campaign includes:

- An updated school website that includes turnaround strategies and initiatives.
- An improved logo and updated bi-lingual recruitment brochure about the "New International Academy of Denver."
- In November 2015, leadership completed a boundary mass mailing of the new school brochure with an invitation to school tours.
- Principal Johnson and the assistant principal attended DPS School Choice Expo Tuesday, November 10th from 6-8 p.m. at Sports Authority Field at Mile High.
- As of March 2016, we have weekly tours that will be promoted on the website and on a large canvass sign made for walk/drive by traffic to generate excitement about the "New International Academy of Denver." Additional tours are offered on every Friday afternoon in May 2016 during our enrichment hour 1:50-2:50 pm (this will be the enrichment pilot/practice for August 2016 and an opportunity for potential parents to see enrichment in action).
- In Spring 2016, Ms. Johnson with the help of other staff members, completed a door to door campaign to share the International Academy of Denver bilingual recruitment materials with all families in the International Academy of Denver boundary.

International Academy of Denver's reenrollment goal is 95%. Ongoing recruitment and retention strategies will include:

- Promotion of the IB Model and articulate to McAuliffe at Manual Middle Years Program
- Door to door canvassing in the community and mailings advertising the new school design
- Monthly tours advertised on school's website
- Ongoing community and cultural events
- A summer home visit by a school administrator for all students enrolled at International Academy of Denver
- Friday coffees with Ms. Johnson

Enrollment is available to all students through the DPS Choice Process. Enrollment priorities are afforded to students living in the International Academy of Denver boundary. All students including English Learners and students with disabilities will be enrolled in a non-discriminatory fashion. All student K-5 living in the boundary are guaranteed a placement at International Academy of Denver. Ms. Johnson strives to recruit students of all ethnicities to International Academy of Denver. This includes flyers, postcards, meet and greet sessions, participation in school enrollment fairs and door-to-door recruitment. Our staff is bilingual therefore allowing us to communicate effectively with Spanish and English speaking families. ECE students are prioritized by boundary residency, sibling enrollment, and parental employee status. DPS Office of Choice and Enrollment will work with Principal Johnson to determine desired number of students above and beyond boundary students. International Academy of Denver is collaborating with the Office of Choice and Enrollment and the Leadership at the new McAuliffe at Manual IB Middle Years Program to identify program alignment and a create strong feeder pattern between our two school programs.

G. Student Attendance and Satisfaction

International Academy of Denver's attendance goal is 95%. The school secretary manages the student attendance line and enters daily student attendance data into IC. The Assistant Principal monitors attendance data weekly and reports to the leadership team. The leadership team uses attendance data to determine if systematic changes are needed to increase school-wide attendance. Individual students who are identified with attendance concerns will experience outreach and customized support. The International Academy of Denver at Harrington Parent Handbook details attendance policy. This is reviewed with families during home visits, during which parents are given a copy of the parent compact which details attendance expectations. The compact will be signed and returned to the school. *The attendance policy is as follows:*

1. Clear and consistent attendance expectations and follow through:
 - Students should only miss school if they are sick, have medical appointments, or significant family emergencies. Students should not miss full days of school for partial appointments.
 - Parents are expected to call the attendance line when students are absent.
 - Students must complete make-up work as assigned by the teacher. Instead of attending Friday enrichment, work will be made up during study hall.
2. Targeted interventions for students with chronic attendance problems:
 - Secretaries and Parent/Community Liaison will make daily phone calls home for absent students.
 - After 2 unexcused absences, classroom teacher will contact family by email, phone call or letter
 - After 3 unexcused absences, the school psychologist will send a Teacher Attendance bi-lingual letter to express the academic impact of missing school.

- At 5 unexcused absences, the Family Liaison will make a call home to schedule a family meeting. A root cause analysis will be completed during this meeting.
- After 5 unexcused absences, the Family Liaison will deliver a “5 day” attendance letter to parents/guardians and will complete an Attendance Contract that includes individualized incentives.
- If unexcused absences persist the school psychologist will send a truancy warning letter and will inevitably file for truancy if attendance does not improve.

International Academy of Denver uses the following strategies to increase and promote attendance:

- Initial home visits for every family (Principal and Assistant Principal Responsibility)
- Enrichment program in which adults model passion areas and students select classes based on interest (Enrichment Coordinator Responsibility)
- Culturally responsive school culture (All Staff Responsibility)
- Ongoing parental and community involvement (Family Liaison Responsibility)
- Service learning (via enrichment program)
- School-wide incentives for attendance including awards and participation in monthly activities (Principal Responsibility)
- Recognition for attendance, achievement, and other goals in weekly school assemblies (Principal Responsibility)

H. Ongoing Parent/Guardian Involvement & Satisfaction

Parental engagement and satisfaction are critical features in the Strong Culture and Community turnaround priority. International Academy of Denver engages its parents and guardians in the following ways:

- All communication will be provided to families in Spanish & English. Intentional hiring of bilingual office staff who are readily available to assist parents and community members (Secretary Responsibility).
- A welcoming school environment, including a Parent Engagement Center equipped with computers that is located in the school library (Secretary).
- Parent leadership and volunteer opportunities through the DPS FACE department. School FACE liaison (currently Patsy Roybal) will offer classroom volunteer training to interested parents (Family Liaison Responsibility).
- Together Colorado liaison (Meghan Carrier) will provide International Academy of Denver families engagement and advocacy support (Family Liaison Responsibility).
- International Academy of Denver provides families with a monthly newsletter created by school leadership aimed at keeping parents abreast of what is happening within the school. The IB Coordinator will publish articles on IB programming periodically. Additionally, each classroom teacher is expected to provide parents with a bi-monthly newsletter aimed at keeping parents abreast of what is happening inside the classroom including instructional goals (Principal Responsibility).
- Fall Back to School Night: Overview of school vision, mission, IB Model and IB Learner Profile Core Values, and expectations (Principal Responsibility).
- Fall Science Fair (Classroom Teachers Responsibility).
- Winter Math Night: After dinner, teachers demonstrate math strategies, content, and scope and sequence. Each classroom hosts math games (Classroom Teachers Responsibility).

- Spring Enrichment Celebration: An evening of demonstration of learning from enrichment programs including folk dancing, art projects, cooking, etc. (Enrichment Coordinator Responsibility).
- Family Liaison: Responsible for communicating regularly with parents, coordinating parent training and volunteer work, and scheduling classes for families.
- Parent Leadership Institute training for parents to take English and GED classes. This is coordinated by the Family Liaison.
- Parent-teacher conferences that clearly communicate high expectations for student work and progress toward standards and individual student goals 2 times per year to ensure transparency of sharing students' academic data and progress with families (Classroom Teacher Responsibility).
- Weekly Friday coffees with school leader. During coffee, Principal Johnson provides parent education on IB Model implementation, curriculum, standards, assessments, and student work (Principal Responsibility).

Collaborative School Committee

Parents/guardians are involved in school leadership and decision-making through the CSC. International Academy of Denver at Harrington will implement the CSC consistent with district policies.

The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 7 voting members, with parents constituting the largest group.

Positions assigned by the principal:

- 1 Principal (or designee)
- 1 Others optional (Support Staff/ Classified Staff Member(s), parent(s) to ensure equity, parent association member(s), local community or business person)

Positions elected by majority vote (serving 1 year terms):

- 3 Teachers (selected by a vote of teachers)
- 4 Parents (selected by a vote of parents)

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following:
 - Advising on the school's annual budget
 - Advising on the school's master calendar and schedule
 - Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

Parent Teacher Organization

The International Academy of Denver PTO will be a volunteer sub-committee of the CSC and will support the school culture by hosting community activities, fundraisers, coffee with the principal, celebrations, parent education sessions, teacher appreciations days, and any other events that parents/guardians choose to support that align with school-wide goals.

Parent Satisfaction

International Academy of Denver's parental satisfaction goal is 95%. Principal Johnson will create smaller parent surveys aligned to the DPS Parent Satisfaction survey and administer them 3 times throughout the school year. She will review the data and bring areas of concern to the Family Liaison and leadership team in order to set proactive goals and initiatives to improve parental perception, engagement, and satisfaction.

I. Community Partnerships

International Academy of Denver will engage in several community partnerships to enhance student and family services. Principal Johnson is working with International Academy Community/Parent Liaison, Rosa Rocha to cultivate community connections and relationships. Current partnerships include:

- Together Colorado: Works to engage parents and families in the school improvement process as co-leaders. Additionally, the agency works to bridge economic and cultural gaps between school staff members and the community. Parents in the NNE are extremely concerned about the level of education afforded to their students; Together Colorado will work with International Academy of Denver to understand these concerns (literacy achievement, 21st century skills, enrichment access, etc.).
- Rocky Mountain Association for IB World Schools: Principal Johnson has already become a member and attended a member meeting on 11/13/2015. They have committed to supporting International Academy of Denver through ongoing leadership support, recruitment of teachers, and posting for the IB Coordinator position.
- Scholars Unlimited: After school tutoring for the 60 lowest-performing students, and 7 week summer school program
- ACCESS Colorado: Food for Thought program that provides every International Academy of Denver family a food bag on Fridays.
- Along with International Academy of Denver teachers, community agencies will provide enrichment programming to students during the school day on Fridays. Such agencies are: Denver Zoo, Denver Urban Gardens, Dumb Friends League, Art 360, etc.).

Section II. LEADERSHIP

A. Leadership Team Personnel

In alignment with the High-Quality Instruction and Excellent Instruction Leadership turnaround priority and the IB PYP leadership model, International Academy of Denver at Harrington implements DPS' Teacher Leadership & Collaboration distributed leadership model. The model strives to create strong teams of colleagues including an Instructional Leadership Team (Head of School and Assistant Head of School and 2 Senior Team Leads), horizontal and vertical data teams with team leads, and a New Teacher Ambassador that supports new teachers.

Pedagogical Leadership in the IB PYP Model

The goal of IB PYP pedagogical leadership is to enhance the learning of all students through ensuring the school's mission and development of the IB Learner Profile. In "Making PYP Happen: Pedagogical Leadership in a PYP School," the International Baccalaureate Organization claims that "sustainable leadership is supported best by a distributed leadership models whereby deeper and wider pools of leadership talent are developed within the school." (2007)

[file:///C:/Users/Charlotte/Downloads/Pedagogical%20Leadership%20in%20a%20PYP%20school%20\(1\)%20\(1\).pdf](file:///C:/Users/Charlotte/Downloads/Pedagogical%20Leadership%20in%20a%20PYP%20school%20(1)%20(1).pdf). Within this distributive model, the IB Organization recommends both a principal and an IB PYP coordinator. While the principal and the IB PYP coordinator are the common denominators in implementation, the school is encouraged to effectively support ongoing development of the PYP by:

- Identifying the positions that constitute the pedagogical leadership team
- Defining the responsibilities of each member of the team
- Empowering the individuals who hold those positions

The leadership team ensures that every teacher has knowledge of the PYP framework as well as ownership of the development of the program through collaboration and reflection. The remainder of this section will outline the leadership team positions, qualifications, responsibilities, and hiring practices.

Principal Profile

The International Academy of Denver school leader shall possess the following competencies:

- Educational philosophy that aligns to school's vision and mission: focus on high expectations, whole-child, growth mindset, mindfulness and movement.
- Ability to serve as a pedagogical leader for the IB PYP programming.
- Preferred IB PYP teaching or leading experience.
- Displays great passion for teaching and learning; is committed to being a lifelong learner.
- Demonstrated knowledge of DPS Human Resources and other departmental policies.
- Demonstrated success in increasing academic achievement during school leadership tenure.
- Demonstrated ability to partner with families and community agencies to enrich and improve student achievement.
- Ability to harness community, teamwork, and collective efficacy amongst all stakeholders; the skills to recognize and resolve conflicts or potentially controversial situations through diplomacy.

- Demonstrated skillset in serving low-income communities with a high prevalence of English Language Learners, or the desire and resolve to build said skillset.
- Demonstrates great determination, a growth mind-set, and the willpower and patience to see things through.

Essential duties and responsibilities of the International Academy of Denver school leader include:

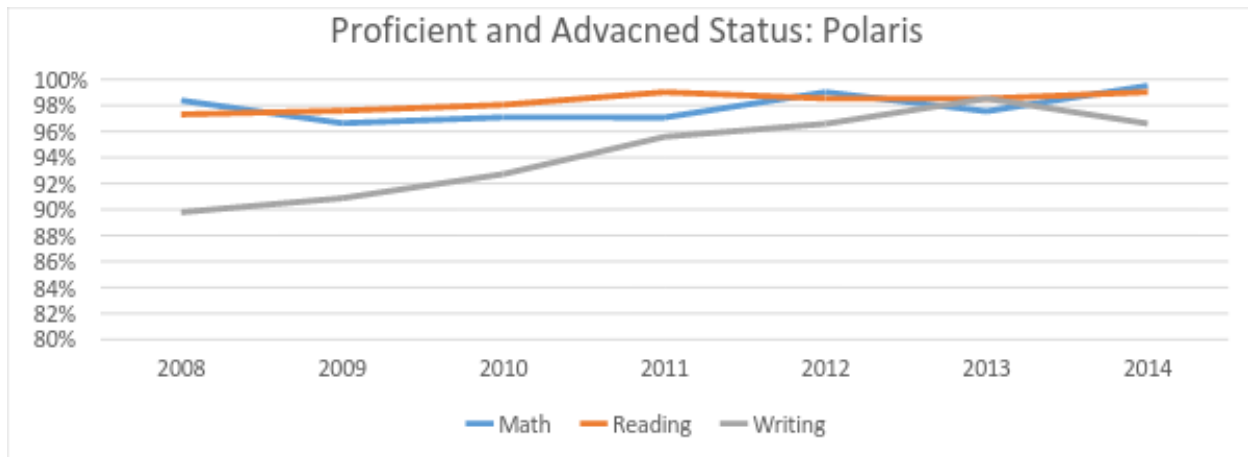
- Craft, implement, and execute an effective turnaround redesign plan.
- Cultivate stakeholder alignment and accountability to school vision and mission.
- Design and implement continuous improvement efforts. Hold school accountable to ambitious performance goals, aligned to redesign/turnaround plan.
- Work with and support parents, various individuals, agencies and organizations in the community to develop, implement, and monitor Unified Improvement Plans (UIPs).
- Recruit and hire strong, vision aligned, and mission driven staff.
- Complete LEAP observations and evaluations.
- Plan and facilitates professional development.
- Establish guides for proper student conduct. Encourage the development of student spirit through rewards, privileges, recognition, discipline and other methods.
- Supervise certificated and classified staff and ensures professional growth and development, attainment of district and building instructional goals, implementation of curriculum, and effective use of all staff-based and facility-based resources.
- Plan, prepare and administer the school budget, including the translation of educational needs, goals and objectives into budgetary terms.

Karin Johnson, International Academy of Denver at Harrington Turnaround Principal:

Denver Public Schools' hiring committee selected and hired Karin Johnson as the Harrington Turnaround Principal. For the past 21 years, Ms. Johnson has dedicated her life's passion and work to education. Principal Johnson started her career in diverse, high-poverty, urban schools in Los Angeles; most recently Principal Johnson completed a 7-year principal tenure in a magnet for gifted and talented students in Denver (Polaris @ Elbert Elementary). Principal Johnson demonstrates the desired competencies for the International Academy of Denver turnaround school leader for many reasons. To achieve a concise narrative, the application will focus on four critical competencies:

Demonstrated success in increasing academic achievement during school leadership tenure

Principal Johnson has a track record of student growth during her tenure as Principal at Polaris. Polaris was the recipient of the John Irwin School of Excellence Award as well as the Governor's Distinguished Award under her leadership. Even though status already met expectations at the beginning of her 7-year tenure, Principal Johnson modeled a growth mindset, and set and achieved rigorous growth goals within proficient and advanced bands that led to the school maintaining a "Distinguished" rating on the School Performance Framework.



In order to achieve this excellence at Polaris, Principal Johnson successfully implemented these key initiatives:

- A robust instructional coaching practice with ongoing and consistent feedback to excel teacher growth.
- An effective school-wide PBIS Positive Behavior Intervention Support that resulted in reduced suspension rates.
- Professional development for writing and guided reading instruction with Public Education Business Coalition (PEBC).
- Grant funding from Carmel Hill to provide Accelerated Reader and Chrome Books.
- Received waiver for school to opt out of the district approved Everyday Math curriculum in order to opt into Math in Focus (Singapore Method).
- Piloted SLOs and implemented DDI Data Teams.

Educational philosophy that aligns to school’s vision and mission and ability to serve as a pedagogical leader for the IB PYP programming.

Principal Johnson’s educational philosophy is impeccably aligned to the International Academy of Denver redesign vision, mission, and IB Programming. Although she doesn’t have direct experience teaching or leading in a IB Model, her personal educational philosophy and practice hinges on the hallmarks of IB PYP programming: educating the whole child in an inquiry-driven, student centered, global minded learning environment. She also embodies the IB Learner Profile and will model these values beautifully for her staff and students. For example, Principal Johnson displayed the IB Learner Profile value of being a “thinker” when she took action to solve complex behavioral problems by implementing an effective PBIS system at Polaris to support the social and emotional development of students (programming ultimately resulted in suspension reduction.) Also, Principal Johnson enjoyed a career in professional theatre and has displayed the “risk-taker” profile value through leveraging this experience by weaving the arts into rigorous units of study. Under her leadership, Polaris was at the forefront of the innovative STEAM movement, integrating the arts into science, math, and technology instruction. She was invited to present their innovative practices at the University of Colorado at Denver in 2010. Additionally, she worked with community members and agencies to provide additional enrichment opportunities for students at Polaris such as photography, Zen gardening, and SAM animation programming. Principal Johnson has also displayed the “open-minded” profile value in her own educational experiences through seeking a range of points of view and experiences by attending two of her K-12 years abroad in Kenya, East Africa and Munich, Germany. Although Principal Johnson has displayed an educational pedagogy that aligns with IB programming, she does not have direct

teaching or leading experience within the model. Therefore, she will engage in a IB Head of Schools training track through the International Baccalaureate Association of Rocky Mountain Schools. Also, she has started building relationships with the IB community through site visits and additional on-site professional development (McAuliffe, Sabin, and Bear Valley).

Displays great passion for teaching and learning; is committed to being a life-long learner.

Principal Johnson exudes a contagious passion for teaching and learning that is both serious and joyful. When it comes to developing a professional learning community, Principal Johnson models the way through displaying the “reflective” IB Learner Profile value. She consistently seeks out and attends professional development opportunities. For example, after being out of the classroom for several years, Principal Johnson decided to teach Summer Scholars for two consecutive summers. During these experiences, she requested to be evaluated on the Framework for Effective Teaching in order to improve not only her knowledge of the tool and her own instructional capacity, but to build insight and empathy for teachers she directly evaluates. After teaching Summer Scholars at Whittier in 2014, Principal Johnson shared her scores and instructional improvement goals with her Polaris staff. Staff reported that it was both refreshing and inspiring to observe their leader’s commitment to life-long learning. Additionally, Principal Johnson continuously displayed her passion for teaching and life-long learning by teaching enrichments such as poetry, public speaking, and Shakespeare festival during her leadership tenure at Polaris.

Demonstrated skill set in serving low-income communities with a high prevalence of English Language Learners, or the desire and resolve to build said skillset.

Principal Johnson started her career in education as a Title I reading teacher in Los Angeles Unified School District where she served low-income students and English Language Learners. Although her experience in this demographic is limited, she holds the most imperative attribute needed for success: she holds an unwavering belief that all students can and will reach high levels of social, emotional, and academic achievement. She is firmly committed to holding all stakeholders accountable to a mind-set of high expectations and no-excuses. However, Principal Johnson acknowledges that the targeted student population at International Academy of Denver has dramatically different economic, cultural, and linguistic needs than the Polaris population, and she is committed to building the needed competencies to service the community effectively. Principal Johnson will: participate in the Relay school leadership program for urban principals, model critical engagement in International Academy of Denver’s School Culture Academy’s learning thread on reducing teacher educational bias, complete district ISA training to build an ELA skillset, and leverage IS and other DPS support partners in ensuring culturally relevant teaching practices. In addition to this strategic professional development plan for Principal Johnson, International Academy of Denver will strive to compensate for this competency by ensuring that all two Senior Team Leads are ELA-S or ELA-E certified teachers that have experience in similar targeted populations.

International Academy of Denver at Harrington Instructional Leadership Team (ILT)

In addition to the principal, the school’s ILT will consist of an Assistant Principal and 2 Senior Team Leads and an IB Coordinator.

Assistant Principal

Essential Duties	Critical Competencies and Qualifications
Culture Lead <ul style="list-style-type: none"> ● Leads, monitors, and supports No Nonsense Nurturer school-wide implementation. 	<ul style="list-style-type: none"> ● Supports culture of teaching and learning ● Displays great passion for teaching

<ul style="list-style-type: none"> ● Disciplinary action: responds to Type 2-5 behaviors using JK-R Level D-F interventions. ● Monitors and ensures impeccable school-wide discipline documentation in IC. ● Coordinates school-wide PBIS Problem Solving Team which includes reviewing discipline data, crafting behavior plans, selecting social emotional interventions, monitoring fidelity, and evaluating efficacy. ● Supervises Restorative Approaches Coordinator and School Psychologist. <p>Instructional Leadership</p> <ul style="list-style-type: none"> ● Oversees school’s ISA team, ensures school meets requirements of TNLI model, and supports ELA instructional practices and professional development. ● Conducts full, partial and walk through LEAP observations and gives coaching and evaluation feedback. ● Aligned curriculum and instructional feedback and leadership to the IB PYP. <p>Additional Duties</p> <ul style="list-style-type: none"> ● Creates and updates master schedule including teacher and paraprofessional playground duties. 	<p>and learning; is committed to being a life-long learner</p> <ul style="list-style-type: none"> ● Educational philosophy that aligns to school’s vision, mission, and IB Programming: focus on high expectations, whole-child, global mindedness, growth mindset, mindfulness and movement ● Broad skill-set for effectively serving English Language Learners ● Broad skill-set for instructional leadership including data-driven instruction and experience coaching teachers ● LEAP certification ● Demonstrated ability to implement and sustain a positive school culture ● Strong administrative skills: database skills, detail oriented, and effective communication ● Demonstrates great determination, a growth mind-set, and the willpower and patience to see things through. ● Preferred IB PYP experience
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Senior Team Leads: Will include 2 Senior Team Leads

Essential Duties	Critical Competencies and Qualifications
<ul style="list-style-type: none"> ● Facilitates grade level data and RTI problem solving teams using the DPS Data Inquiry model. ● Receives an assigned caseload of teachers and conducts partial and walk through LEAP observations and instructional coaching as related to Professional Growth Plans, Student Learning Objectives (SLOs) and Unified Improvement Plan (UIP) action plans. ● Supports caseload of teachers in unit and 	<ul style="list-style-type: none"> ● Depth of classroom teaching experience ● ELA-S or E certification and experience teaching ELLs ● Displays great passion for teaching and learning; is committed to being a life-long learner ● Educational philosophy that aligns to school’s vision mission, and IB

<p>lesson planning, delivery, assessment and reflection in alignment with IB PYP and the Framework for Effective Teaching.</p> <ul style="list-style-type: none"> ● Plans, facilitates, and evaluates data-driven professional development opportunities. ● Takes lead on developing and providing school-wide professional development and support on culturally relevant teaching strategies and ELL best practices as aligned to WIDA standards. ● Teaches Tier III academic interventions. 	<p>Programming: focus on high expectations, whole-child, global mindedness, growth mindset, mindfulness and movement</p> <ul style="list-style-type: none"> ● Broad skill-set for instructional leadership including data-driven instruction and experience coaching teachers ● Demonstrates great determination, a growth mind-set, and the willpower and patience to see things through. ● LEAP certification ● Preferred IB PYP experience
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International Academy of Denver at Harrington IB Coordinator

Essential Duties	Critical Competencies and Qualifications
<p>Documentation:</p> <ul style="list-style-type: none"> ● Writes and publishes the school's Programme of Inquiry (POI) ● Leads the development and review processes for the school's PYP documents, including the ● Owns POI and scope and sequences ● Prepares and submits all documents required for authorization and evaluation to IB ● Establishes and maintains records of completed PYP planners ● Distributes appropriate PYP publications to staff and community members ● Maintains an archive of PYP records <p>Professional Development:</p> <ul style="list-style-type: none"> ● Ensures fidelity of IB program by planning for instruction with teachers ● Meets regularly with school teams to ensure alignment and completion of Units of Inquiry for each grade level team ● Collaborates with Instructional 	<ul style="list-style-type: none"> ● Displays great passion for teaching and learning; is committed to being a life-long learner ● Educational philosophy that aligns to school's vision, mission, and IB Programming: focus on high expectations, whole-child, global mindedness, growth mindset, mindfulness and movement ● Strong administrative skills: database skills, detail oriented, and effective communication ● Demonstrates great determination, a growth mind-set, and the willpower and patience to see things through. ● Knowledge of IB PYP programming, instructional framework, and curriculum development. ● 2-3 years of experience teaching in an IB PYP certified school. ● Experience coaching and supporting teachers in IB PYP implementation. ● Familiar with CCSS/CAS and alignment to PYP.

<p>Leadership Team to align IB Program expectations with Common Core</p> <ul style="list-style-type: none"> ● Ensures that appropriate staff members are made aware of professional development opportunities both in and out of school ● Maintains records of workshop attendance and school visits ● Assists individuals and teams in developing and documenting units of inquiry ● Supports the fifth grade teachers during exhibition ● Facilitates the induction of teachers new to the PYP <p>Communication:</p> <ul style="list-style-type: none"> ● Models communication and collaboration among all staff members; works with principal and staff to ensure understanding and support for IB goals and accomplishments. ● Conducts parent information sessions ● Publishes articles about the PYP in the school newsletter ● Responds in a timely manner to requests for information from the IB ● Performs as a liaison between the school and the IB ● Attends and disseminates information from district IB articulation meetings, Rocky Mountain Association of IB Schools meetings, and other relevant IB related events <p>Resource Management:</p> <ul style="list-style-type: none"> ● Recommends materials to purchase that support Units of Inquiry ● Communicates IB PYP resource needs to appropriate school personnel 	<ul style="list-style-type: none"> ● Preferred IB PYP experience
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Leadership Team Hiring Process

A critical aspect of vetting all candidates is ensuring their philosophy alignment to school’s vision, mission, and IB PYP programming, including a strong commitment to embodying the IB Learner Profile Core Values. International Academy of Denver will rely on the following process to select the best candidates. This cycle will remain intact whenever promising candidates arise:

- Phase 1: Candidates submit resume, references and sample instructional materials (lesson or unit plans). After reading the school plan, each candidate will submit a short response explaining why they want to lead at International Academy of Denver through the lens of International Academy of Denver's new vision and mission. All materials will be emailed to Karin_Johnson@dpsk12.org.
- Phase 2: Candidates apply to Teach in Denver at teachindenver.com and must be admitted to the Denver Public Schools teacher pool. Note that this step must be completed before a candidate will be invited to Phase 3.
- Phase 3: References will be checked for all candidates who have completed Phase 1 and Phase 2 and are under consideration for interview.
- Phase 4: Candidates who meet job requirements and have passed the first screening processes will be offered in-person interviews with the Personnel Committee. Personnel Committee will be comprised of Ms. Johnson, the AP, selected International Academy of Denver teachers and parents, and district personnel.
- Phase 5: Candidates who are under consideration will be invited to teach a sample lesson, and/or will be observed in their current teaching position. Out of town candidates will be required to submit a sample lesson via video. Afterwards, they will have a brief reflection/debrief which will be observed by the Personnel Committee and school leaders.
- Phase 6: Additional interviews at the discretion of the school leader and offers of employment to the strongest candidates.

Leadership Succession Plan

By creating a culture of distributed leadership through Teacher Leadership & Collaboration, International Academy of Denver will foster a leadership pipeline in which team members who desire to become future leaders are supported and mentored for IB PYP succession planning. The ILT and other teaching staff will have the opportunity to lead and participate as members of data teams, serve on or lead school committees, and facilitate professional development. In addition, International Academy of Denver will provide opportunities to learn/improve IB PYP skill sets, facilitation skills, develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills, and strengthen collaboration and decision making skills. A recommended model for when a principal search is necessary begins with developing the list of principal knowledge, skills, and attitudes that are desired that will be developed by key stakeholders. An interview team will be selected with input from the Leadership Team and the CSC to include parents, teachers, current school administration and district leadership. Interview questions and "look fors" will be developed by the interview team, which align with the list of knowledge, skills, and attitudes. Finalists will be identified through an interview process, which may include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Instructional Superintendent (IS). Final recommendation for hire will be the responsibility of the IS.

Appendix F: Job descriptions for all leadership positions

Appendix G: Resumes for all selected leadership team members

B. Leadership Team Coaching & Evaluation

The principal will receive the following leadership development and support:

- Principal Johnson will be supported and developed on a regular basis throughout her tenure as a principal at International Academy of Denver by Instructional Superintendents, Dr. Kevin King and Lee Cooper based on the LEAD Framework. This support will include:
 - ✓ Bi-monthly (twice a month) check-ins on one of three levers: culture, observation and feedback and data-driven instruction.
 - ✓ Observation and coaching on leadership of Collaborative School Committee, School Leadership Team, Parent and Community meetings, and Professional Development of teachers and staff members.
 - ✓ Peer Learning through monthly network meetings and small group professional development.
- Principal Johnson has joined the Rocky Mountain Association of IB Schools (IBARMS). The purpose of the organization is the general improvement, support, and recognition of established and developing IB programs in the Rocky Mountain Region. She will complete the IBARMS Head of School Training in the 2016-2017 school year. Principal Johnson will also engage in collaboration with IB school leadership at McAuliffe, Sabin, and BVIS schools throughout the school year and complete several school visits to successful PYP elementary schools locally and nationally.
- Principal Johnson will also be supported by a team of professionals from the Chief Academic Office and Chief Schools Office. In addition to coaching and support from her instructional superintendents, she will receive further academic support by her Instructional Support Partner, Kim Nusbaum, and a four-member academic team (Guided Reading, ELA-S, ELA, and Data partners).
- As a turnaround school leader, Principal Johnson will receive intensive coaching and support through the DPS Turnaround cohort. This coaching will consist of monthly PD sessions and thought-partnering on effectively planning and executing turnaround designs, and will include the support of external experts such as Public Impact and the University of Virginia.
- Relay Graduate School: Training and coaching in urban school leadership

The Instructional Superintendent will evaluate Principal Johnson twice a year using the DPS evaluation process using the LEAD Framework, of which 50% is based on student achievement data.

C. School Personnel Structure

The International Academy of Denver’s personnel structure was strategically designed to enable the school’s mission, IB PYP Programming, essential turnaround priorities:

Priority: Strong School Culture and Community

- Assistant Principal will essentially be the “Culture Lead” in which she will champion the implementation of the IB Learner Profile Core Values, No Nonsense Nurturing, facilitate the PBIS Problem Solving Team that manages behavioral/social/emotional tiers of services, and monitor school-wide discipline data.
- Restorative Approaches Coordinator will provide tier 2 behavioral interventions and coordinate the Restorative Approaches Board.
- Family Liaison position will be responsible for communicating regularly with parents, coordinating parent training and volunteer work, and scheduling classes for families.
- FTE School Psychologist will provide attendance, social, emotional, and behavioral intervention and supports.

Priority: High Quality Instruction and Excellent Instructional Leadership

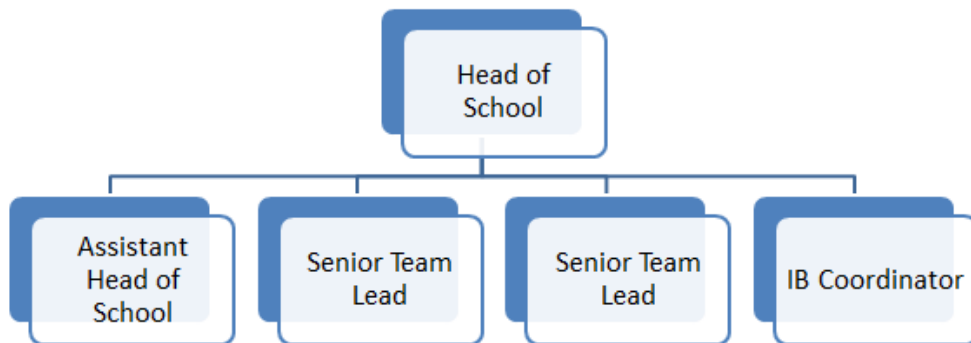
- An IB Coordinator will facilitate and oversee PYP implementation.
- In other DPS models, Senior Team Leads are .5 classroom teachers. In order to significantly lift instructional quality, the two Senior Team Leads at International Academy of Denver will not have tier 1 instructional duties. The majority of their appointments will be dedicated to ensuring IB PYP instructional planning and execution, facilitating data driven instruction, instructional coaching, delivering Tier III Interventions, and professional development.

Priority: Increase Students’ Opportunities to Learn

- Several staffing positions have been adjusted to support the MTSS process, both academic and behavioral: Assistant Principal, School Psychologist, Senior Team Leads, and the Restorative Approaches Coordinator
- The Assistant Principal and Senior Team Leads (all ELA-S or ELA-E certified) will champion English language acquisition through providing professional development, instructional modeling, and coaching in WIDA standards and ELL teaching strategies.
- 1.0 FTE Enrichment Coordinator will facilitate 6-week student enrichment placements.
- 1.5 SPED teachers and 1.0 GT teacher/IB Coordinator to support students with exceptional needs.

International Academy of Denver’s organizational structure was designed to ensure clear lines of accountability and a manageable supervisory caseload.

International Academy of Denver Leadership Team Org Chart



International Academy of Denver Staffing Roster (DRAFT 2016-17)

	2016-17	2017-18	2018-19	2019-20	2020-21
Type	YEAR 1 - FTE/HOURS	YEAR 2 - FTE/HOURS	YEAR 3 - FTE/HOURS	YEAR 4 - FTE/HOURS	YEAR 5 - FTE/HOURS
PART TIME & HOURLY	ENTER	ENTER	ENTER	ENTER	ENTER
PARAPROFESSIONAL Kinder	2.00	2.00	2.00	2.00	2.00
PARAPROFESSIONAL - Intermediate (E & S)	2.00	2.00	2.00	2.00	2.00
PARAPROFESSIONAL - SPED	1.00	1.00	1.00	1.00	1.00
PARAPROFESSIONAL -library, community liaison	2.00	2.00	2.00	2.00	2.00
IB Coordinator/GT/Interventionist	1.00	1.00	1.00	1.00	1.00
Regular/Supplemental Teacher (ELA-E & ELA-S)	12.00	12.00	12.00	11.00	11.00
TLC (formerly Differentiated Roles) (School pays 30%)	2.00	2.00	2.00	1.00	1.00
Mild/Moderate Teacher (Recommended)	1.50	1.50	1.50	1.50	1.50
Elective Teachers (Arts, Technology, Language, etc)	4.00	4.00	4.00	3.00	3.00
Mental Health (Psych and/or Social Worker) (min 0.2 Psych req'd)	1.00	1.00	1.00	0.40	0.40
Nurse (minimum 0.2 FTE required)	0.20	0.20	0.20	0.20	0.20
Play and Learn Instructor - community partner	1.00	1.00	1.00	1.00	1.00
School Budget Analyst (school pays 25% of this central position)	1.00	1.00	1.00	1.00	1.00
Principal (For HS Principal, change salary to \$116,000)	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00		
Secretary I - 200	1.00	1.00	1.00		-
Secretary II - 200	1.00	1.00	1.00	1.00	1.00

Paras also provide the followign duties (Parent/family liaison, RJ Coordinatc

Appendix H School Organizational Chart Appendix I School Staffing List

D. Employment Policies

International Academy of Denver will follow district employment terms and policies as required by state statute, collective bargaining agreements, and district policy except for those explicitly waived as part of this Innovation plan. The staff and CSC team has identified the following school-based flexibilities required to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school. These flexibilities include:

- Recruiting and hiring all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's plan
- Utilizing annual employment contracts
- Posting all vacant positions, recruiting and hiring all staff as the need arises, even if such need falls outside DPS's standard hiring cycle and process
- Not being required to receive direct placements of teachers by DPS
- Creating non-traditional job descriptions, which may include adding roles and responsibilities to any job
- Establishing the calendar, work year, work week, work day, job assignments, and teaching loads to align with the plan
- Creating a governance and leadership structure that aligns with the needs of the school community
- Partnering with community organizations, without licensed educators, to provide students more enrichment opportunities during the day
- Establishing additional compensation rates and other methods of rewarding performance

Salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system are aligned and consistent with DPS. Stipends are provided as compensation for any work that is performed beyond the contract and will be paid at a rate determined annually by the school leader and CSC. There are no other modifications to employment benefits (such as health insurance and pension systems), and there are no modifications related to holidays and leave payouts.

Such flexibilities will be limited only by federal law, the statutes, the Collective Bargaining Agreement provisions and District Board policies not waived through any future waiver process.

Appendix J International Academy of Denver Staff Handbook

E. Operations - Transportation

International Academy of Denver will use the district NNE Success Express service to ensure that students living in the boundary have transportation to and from school. The Success Express operates as a shuttle service- students are picked up within one mile of their homes and can ride the shuttle straight to International Academy of Denver. All International Academy of Denver students can access this shuttle free of cost. In addition to the bus driver, each bus will have an additional adult whose sole role is to supervise students and ensure safety. Parents will receive a bus pickup and drop off schedule in both English and Spanish; they can select the stop that best meets their needs and will need to complete an Intent to Ride (ITR) form and return it to International Academy of Denver. Additionally, in order to support whole child programming, International Academy of Denver will also purchase into an afterschool activity Success Express shuttles. If the International Academy of Denver calendar or schedule varies from the District calendar or schedule, the school will work with DPS transportation to make the necessary arrangements to ensure that all students have equitable access to transportation to and from school. The Operations Manager will be responsible for scheduling additional transportation for field trips and activities and for monitoring the quality of transportation services provided to International Academy of Denver students.

F. Operations – Safety and Security

The International Academy of Denver Principal and DPS Office of Safety and Security, will create and maintain an Emergency Response Crisis Management (ERCM) Plan for the school. Key components of the ERCM will include: emergency drill logs, staff preparedness training, identification of the School Emergency Response Team and their roles, and readiness of all ERCM equipment such as two-way radios and megaphones. The Principal, Operations Manager, Facility Manager and all designated members of the School Emergency Response team will take part in the DPS 4 module ERCM video trainings and pass all 4 quizzes included in the trainings. International Academy of Denver will hold monthly fire drills and one lockdown and shelter-in-place drill per semester and provide documentation of these drills as well as feedback to teachers and students. Additionally, International Academy of Denver will ensure ongoing safety by using a detailed check-in and badge identification system, electronic and video controlled intercom door openers, and video surveillance cameras located on the exterior and interior of the building. Additionally, all staff members will be trained in reporting potential threats to the school leader; all threats will be treated seriously through the DPS Threat Appraisal process.

G. Operations – Food Services

International Academy of Denver will participate in the DPS food services program, which complies with state and federal rules and regulations (including free and reduced lunch procedures). Breakfast and lunch will be served daily, and both will include healthy options to nurture student learning.

Section III: EDUCATION PROGRAM

As an Innovation school, International Academy of Denver has the authority to **develop an educational program that aligns to the mission and vision** of the school and enables the school to implement the innovation plan. The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. The district will evaluate the impact of the school's education program as part of its 3-year review of the school's innovation plan in addition to the annual UIP review by the CSC/PAC. Substantive interim changes must be approved by the Principal and District Staff.

A. Pedagogy

The IB PYP Model is the central driver of International Academy of Denver's pedagogy. In addition to an IB pedagogical focus, International Academy of Denver will implement supplementary school-wide, research-based instructional methodologies and strategies that are specially designed to harness turnaround priorities and increase student achievement such as instructional alignment to the DPS Framework for Effective Teaching, Data-Driven Instruction, Differentiation, systemic English Language Development, and Culturally Responsive Teaching.

IB PYP

The mission of the IB Primary Years Programme is to develop inquiring, knowledgeable, internationally-minded and caring young people who help to create a better and more peaceful world through intellectual understanding and respect. The program operationalizes a learner profile that would actualize the vision for the IB educated student.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

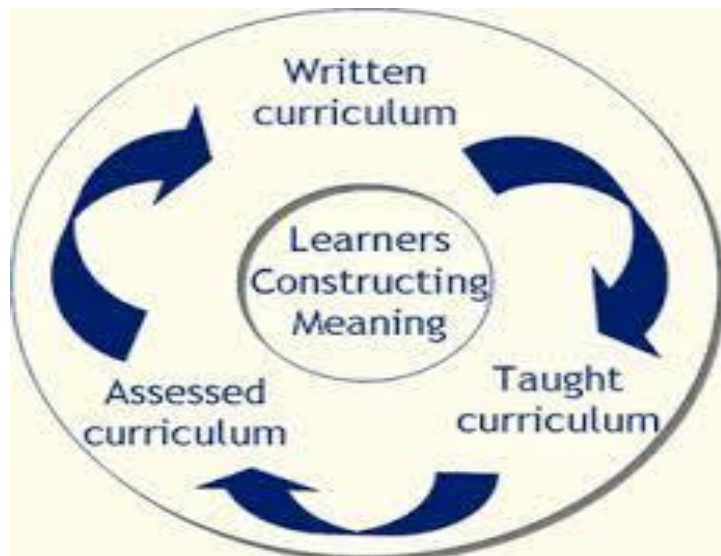
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB pedagogy strives to create a learning environment and community that fosters these attributes. We believe that this educational philosophy meets the needs of our entire student population, including English language learners, as all ELLs have the right to be participants in a rigorous and vibrant instructional model like International Baccalaureate. By ensuring ELD is adhered to for our students, we level the playing field for their learning. The IB PYP pedagogical framework is a three prong inquiry cycle for how learners construct meaning:

Educators and students ask “What is it important to learn?”, “How am I going to best learn/teach it?” and “How will I know if I learned?”

Written Curriculum: What is important to learn?

What students learn at International Academy of Denver will be driven by the IB PYP Framework and CCSS/CAS. IB has undertaken extensive relationship studies between the PYP and the Common Core State Standards to support educators in creating alignment between the MYP, CCSS and their own



curricular materials. The Common Core State Standards Working Group consulted with IB in developing the CCSS. The CCSS/CAS standards will be aligned to the PYP framework through the curriculum development process that occurs at a teacher team level with the facilitation of the IB Coordinator. International Academy of Denver will ultimately ensure that all students receive the PYP framework of competencies and the CCSS/CAS for their grade level. The IB model is a rigorous philosophy that believes in providing students with opportunities to critical think across content areas. For students learning two languages, it is important that they have the oral language development to support their units of study. As we develop the IB units of study, we are looking at the scope and sequence of EL Achieve to ensure that our unit align with the language demands and social studies/science thematic units. We believe by aligning the two and providing our ELLs the opportunity to build confidence in the academic language of the unit of study, our students will be better equipped to engage in critical thinking and accountable talk.

The PYP instructional framework entails 5 essential components: transdisciplinary themes (knowledge), concepts, skills, attitudes, and actions. The IB PYP consists of six transdisciplinary **themes** that will guide the curriculum's unit planning component. These Units of Inquiry (UOI), vertically and horizontally aligned for each grade level, comprise the school's Program of Inquiry (POI). UOIs will be engaging, relevant, challenging, and significant. The PYP themes are:

- Who we are: An inquiry into the nature of self and society.
- Where we are in place and time: An inquiry into orientation in place and time
- How we express ourselves: An inquiry into the ways in which we discover and express ideas
- How the world works: An inquiry into the natural world and its laws
- How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities
- Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources

Each UOI incorporates 8 transdisciplinary **concepts** for driving and supporting inquiry and higher order cognition. The exploration and re-exploration of concepts lead students towards an appreciation of ideas that transcend disciplinary boundaries. These 8 concepts are:

- Form
- Function
- Causation
- Change
- Connection
perspective
- Responsibility
- Reflection

In addition to concepts, the PYP incorporates transdisciplinary **skills** into the UOIs. Through the overall POI, students are expected to acquire a list of thinking skills, social skills, communication skills, research skills, and self-management skills. These skills are essential tools for building the IB Learner Profile.

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. The UOI framework also includes the intentional development of learner **attitudes**. These attitudes are: appreciation, commitment, confidence, cooperation, creativity, curiosity,

empathy, enthusiasm, independence, integrity, respect, and tolerance. International Academy of Denver teachers will design activities and experiences that champion and develop these skills and attitudes within their UOIs.

The last essential element of the written curriculum is learner **action**. In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. Students will have the opportunity to apply their learning to social action and service. These opportunities will likely be integrated at the end of each UOI, and will be infused in their general education and enrichment courses.

The Taught Curriculum: How best do students learn/teachers teach?

How students learn/teachers teach at International Academy of Denver is embedded in constructivist theory and inquiry driven practices of IB PYP. These pedagogies rely on the fact that people construct their own understanding and knowledge through asking questions, engaging in experiences, and reflection of these processes. It is believed in the IB PYP that meaning is often undermined by dedication to coverage of content, and that students will become more enduringly skillful when learning is grounded in authentic context. This type of teaching implicitly harnesses higher order thinking, pushing students past Level 1 Recall and Level 2 Skills/Concept Knowledge to Level 3 Strategic Thinking and Level 4 Extended Thinking on Webb's Depth of Knowledge that is required in CCSS/CAS. Inquiry driven, constructivist learning at International Academy of Denver will look like:

- Exploring, wondering, and questioning
- Experimenting and discovering
- Making connections between previous learning and current learning
- Making predictions and acting purposively to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of transdisciplinary concepts, skills, and attitudes
- Making and testing theories
- Researching and analyzing information
- Taking and defending a position
- Solving problems in a variety of ways

International Academy of Denver students will have the opportunity to engage in these types of learning experiences individually and in collaboration with each other.

The Assessed Curriculum: How do we know if students learned?

Assessment is essential to teaching and learning in the IB PYP framework. All assessment, formative and summative, strives to assess students' current acquisition of standards, objectives, and the five critical aspects of the IB PYP: thematic knowledge, understanding of concepts, skills, attitudes, and decisions to take action with the purpose of driving future learning experiences and student mastery. The PYP assessment driven teaching and learning cycle is described more in the Progress Monitoring section of the application.

Supplementary Instructional Practices Aligned to the DPS Framework for Effective Teaching

Data Driven Instruction (DDI)

International Academy of Denver's DDI practices are guided by Bambrick-Santoyo's *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. This model consists of four fundamental keys:

- *Assessment*: Define the roadmap for rigor. “Standards are meaningless until you define how to assess them. Assessments, therefore, are the roadmap to rigor.”
- *Analysis*: Determine where students are struggling and why. “If assessments set the roadmap to rigor for learning, then data analysis lets you know if you are following the path.”
- *Action*: Implement new teaching plans to respond to this analysis. “Assessment and analysis are useless until they affect instruction.”
- *Systems*: Create systems and procedures to ensure continual data driven improvement. “For data-driven instruction to transform a school, assessments, analysis, and action must be locked in through a key set of systems.”

In the DDI process, teachers will use PARCC aligned Illuminate interim assessments to operationalize CCSS/CAS and set the “roadmap for rigor” for IB PYP Units of Inquiry. International Academy of Denver has an existing system of regular data analysis and action planning through horizontal teacher data teams that collaborate on a daily basis to ensure student achievement and instructional improvement. This system will be a focused area of improvement in the 16-17 school year. Teacher data teams will use the DPS 6 Step Data Inquiry Model for analysis and action planning, which is described in detail in the Progress Monitoring and Assessment section (3F). Additionally, systems will be in place for instructional leadership to consistently observe, model, and provide feedback on data team practices.

Direct, Explicit Teaching

While International Academy of Denver will primarily implement the constructivist, inquiry driven strategies of IB PYP, we acknowledge that students need a foundational skill set to fully benefit from this pedagogy, and that some of these foundational set of skills may be most effectively required through direct teaching. Therefore, International Academy of Denver teachers will provide direct and explicit teaching to students including modeling and a gradual release of responsibility when necessary- such as in the case of phonics based instruction for basic reading skills. Teacher teams, along with the IB coordinator, will make pedagogical decisions between constructivist and direct teaching strategies when crafting Units of Inquiry and daily lesson plans. Instructional plans will likely consist of differentiated teaching strategies to meet learner need.

Differentiation

International Academy of Denver teachers will be guided to understand that effective instruction is not a “one size fits all” model in that classrooms hold significant neurological diversity. In order to ensure IB Learner Profile values and the IB PYP transdisciplinary competencies are developed in each student, teachers will be trained to understand that there are three major areas to neurological diversity: recognition systems, engagement systems, and affective systems. In order to be responsive to this diversity, International Academy of Denver teachers will implement the following design principles in the lesson planning process:

- *Provide Multiple Means of Representation*: Learners differ in the ways that they perceive and comprehend information that is presented to them, therefore content and concepts need to be presented in multiple modalities.
- *Provide Multiple Means of Action and Expression*: Learners differ in the ways that they can navigate a learning environment and express what they know, therefore lesson structures need to provide students with multiple avenues to experience the content and display their learning.
- *Provide Multiple Means of Engagement*: Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity

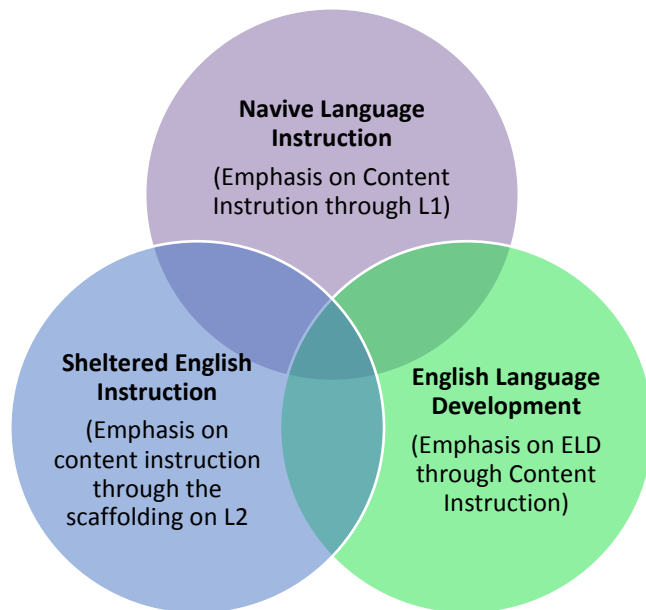
and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one way of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

In addition to taking this Universal Design of Learning approach to instructional planning, they will use DDI procedures to differentiate and individualize content, learning processes, and output/products for struggling and advanced learners. Specific data-driven supports for struggling and advanced learners are detailed in the following application sections: Progress Monitoring and Assessment (3F), Academic Intervention and Acceleration (3G), Students with Disabilities (3J) and Gifted and Talented (3K).

Teaching and Learning of English Learners (ELs)

International Academy of Denver's student population is comprised of 40% English Learners (ELs) that are primarily Spanish speakers. International Academy of Denver's instructional pedagogy for the teaching and learning of ELs includes three critical approaches that are thoroughly detailed in the English Language Learners section (3I). Native Language Instruction, English Language Development, and Sheltered English Instruction work together to promote and produce proficiencies in English and Spanish languages, content knowledge, and academic skills. Through the plan we will ensure that every grade level has both ELA-E and ELA-S classes.

English Language Proficiency **Content Knowledge Proficiency** **Academic Skills Proficiency**



Culturally Responsive Teaching

Although cultural relevancy is embedded in IB through the international-mindset and global study, it is critical for us to name specific cultural responsive teaching strategies that are explicitly detailed in the PYP. Every International Academy of Denver staff member shall hold the belief that it is his/her responsibility to empower students by holding them to high expectations, anchoring academics in student heritage, and becoming acquainted with students' cultures and values. The notion of culturally

responsive education is premised on the idea that culture is central to student learning. Culturally responsive pedagogy at International Academy of Denver is based on 5 major principles:

- *The eradication of deficit-based ideologies of culturally diverse students.* International Academy of Denver teachers believe in the school's locus of control over student achievement and never lower expectations or make excuses for low performance based on socio-economic status, race and culture, language, or disability. Teachers will consistently express a growth mindset regarding all students and their families.
- *Disrupting the idea that Eurocentric or middle class forms of discourse knowledge, language, culture, and historical interpretations are normative.* International Academy of Denver teachers are aware of the dominant culture's historical influence on curriculum and instruction and regularly seek to include the language, culture, and historical interpretations of people of color. The use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures.
- *A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenging injustice, and disrupting inequities and oppression of any groups of people.* International Academy of Denver teachers understand that education is one of the most critical civil rights issues of today, and will incorporate curricular content that champions the plight of social justice, equity, and inclusion.
- *An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological and cultural well-being are promoted.* As detailed in the School Culture section (1C), International Academy of Denver is committed to serving the "whole child." Teachers embody a culturally informed notion of care through maintaining a positive, asset based mindset regarding students' families, cultures, and neighborhoods; they understand that the greatest form of care is preparing students with the skills and knowledge they need to become self-determined learners and citizens.
- *Recognition of the complexity of culture, in which educators allow students to use their personal culture to be used as an enhancement in their quest for educational excellence.* This link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments (Nieto, 2000). All students at International Academy of Denver will see themselves reflected in the curriculum and learning environment to not only enhance learning outcomes but to build motivation, pride, confidence, and a sense of self-efficacy.

Teachers will display these principles in their daily interactions with each other, students, and families, and will integrate them in their practice through utilizing Dr. Darlene Sampson's (DPS) Culturally Responsive Lessons Checklist in their UOI planning. The checklist provides specific culturally responsive actions in the following areas: Climate of Inclusion, Classroom Practices, Rigor/High Expectations, Recognition of Varying Rates of Acculturation, and Teacher Self-Awareness. Also, teachers will leverage various instructional materials and resources described in the Curriculum 3B section to ensure that the curriculum reflects the heritages of International Academy of Denver's students. In addition to curriculum and instruction, International Academy of Denver's redesign includes several evidence-based, culturally responsive structures and practices including: No-Nonsense Nurturing, community meetings and celebrations, multiple opportunities for student voice and leadership, Restorative Approaches, robust ELA programming that includes instruction in Spanish, and parental engagement structures such as the Family Liaison position, the Parental Advisory Committee (PAC), and the partnership with Together Colorado that is aimed at parent/community empowerment.

International Academy of Denver at Harrington Lesson Planning Practices

Curriculum development in regards to scope and sequence, unit planning, and materials is further detailed in the next section. Regarding daily lesson planning, International Academy of Denver teachers will use their developed UOIs to complete a daily lesson plan template that includes an aligned CCSS/CAS; Content Language Objective (CLO); PYP concepts, skills, attitudes, and actions that are addressed; an inquiry driven learning agenda; differentiation; and assessment. Although UOIs will be crafted by horizontal teams, teachers may elect to complete daily lesson plans individually or in their teams. They will post all lessons plans outside of their classroom daily. The Senior Team Leads and IB Coordinator will support teachers in implementing inquiry driven teaching strategies and activities that build the IB Learner Profile. Curriculum review is detailed in the following section.

B. Curriculum

The PYP framework will allow for instructors to utilize CCSS/CAS, the DPS scope and sequence documents, and DPS instructional materials as a basis for providing a rigorous and cohesive international education.

Curriculum Design

Guided and facilitated by the IB Coordinator, horizontal teacher teachers will use the DPS CAS/CCSS aligned scope and sequence documents to craft Units of Inquiry (UOI) for the PYP transdisciplinary themes that include transdisciplinary concepts, skills, and attitudes. Teachers will align UOIs to the rigor of PARCC aligned Illuminate interim assessments and map a plan for student success of the standards, learning objectives, thematic knowledge, concepts, skills, attitudes, and inclination for action that are embedded within the IB PYP. The UOIs will be considered a teaching and learning cycle and will culminate with a summative assessment. Teachers will craft daily lesson plans based on these UOIs. Vertical teams will also collaborate to ensure that both CCSS/CAS and PYP themes/concepts/skills/attitudes are well normed for mastery at each grade level. Teams will create their first 2 UOIs during extended summer training, and will use embedded collaboration time and non-student contact professional development days to create the remaining 4 UOIs with the IB Coordinator.

Curricular Materials

In selecting curriculum materials, we focused on resources that are approved by DPS, culturally responsive, are easily differentiated, and promote the transdisciplinary knowledge, concepts, skills, and attitudes inherent in the PYP and IB Learner Profile.

Selected Curriculum

	K	1	2	3	4	5
Literacy	Mondo	Mondo	Mondo	Mondo	Mondo	Mondo
Math	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges
Social Studies	TCI	TCI	TCI	TCI	TCI	TCI
Science*	Tracks	Tracks	Tracks	Tracks	Tracks	Tracks

ELD	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve
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*We intend to supplement the Science materials with FOSS materials.

Literacy

International Academy of Denver will utilize the Mondo Bookshop core literacy program in K-5. Mondo was selected because of its proven results. For example PS 34 in Queens, NY (14 % Hispanic and 75% African American) increased their 3rd grade reading proficiency by 56% through implementing the Mondo Bookshop curriculum

(<http://www.mondopub.com/c/@EiHDSdsqe.nEA/Pages/research.html?nocache@2>). Bookshop provides a CCSS aligned core reading program that includes explicit, systematic instruction in the five elements of reading: phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and has an embedded assessment component. The program is taught during a daily literacy block that may include a 30-minute skills/phonics block followed by a 60-minute Reader’s Workshop. Another reason Bookshop was selected is that it lends itself to precise differentiation. The scope & sequence/pacing charts delineate the lesson sequences that guide individual instructional pathways, resulting in targeted instruction that is both fully differentiated and informed by assessment. Teachers guide individual students along comprehensive instructional paths based on their assessed readiness needs, as opposed to having all students reading the same core selection, which may be adapted to accommodate both lower and advanced readers. The MONDO Reader’s Workshop library consists of levels A-X across grades K-5 and includes 503 tiles and 20 text types. Titles are also offered as interactive ebooks for technology integration and special needs accommodations. Additionally, Mondo offers resources to support ELs.

International Academy of Denver will also utilize Mondo’s K-5 Pathways to Writing program. Pathways to Writing is a “modeled and shared” writing program that includes lessons and resources on guided, shared writing. Writing rotates move through the different writing styles expressed in the CCSS: Narrative, Expository, and Opinion/Persuasive. During each unit, the class will study a different type of writing. Writing tasks will be aligned to reading content in the workshop model. In addition to process writing, International Academy of Denver will use various resources to teach and reinforce grammar, mechanics and spelling such as: www.Time4Writing.com (free printable resources), www.NoRedInk.com (free blended learning accounts for students), and Simple Solutions: English Grammar and Mechanics (inexpensive, grade leveled workbooks). All students benefit from explicit instruction in the structure of the English language, and in particular these resources were selected to support the language development of ELs in the workshop model.

International Academy of Denver will supplement the core Mondo reading and writing program with Illuminate curricular resources, culturally relevant texts, and Accelerated Reader 360/IStation personalized blended learning programs. As described in the Progress Monitoring and Assessment (3F) section, teachers will use Illuminate to access CCSS interim assessment data (whole class and individual) after administering interims. Along with these reports, Illuminate will provide teachers with standards aligned lesson plans, guides for common student misconceptions, and high-quality rigorous text recommendations to support areas of low performance. Also, International Academy of Denver will supplement classroom libraries and workshop book sets with culturally relevant texts that reflect their heritages and backgrounds (in culturally competent ways, ideally written by a member of the community the book represents). Colorin Colorado provides an extensive text list, organized by genre and structure, that represent American Indian, Latino/a, and Asian Pacific cultures (<http://www.colorincolorado.org/books-authors/multicultural-literature>) and Brown Sugar & Spice Book Service provides an extensive list of children’s books that represent African and African American

cultures (<http://www.brownssbooks.com/>) . Last, International Academy of Denver will integrate Accelerated Reader and IStation blended learning programs into literacy instruction in order to provide personalized avenues for remediation, grade-level content, and advancement. Accelerated Reader personalizes and inspires independent reading, and has proven to meet the needs of similar demographics. A recent study, which drew upon patterns of growth in 2.8 million students, found that EL/FRL students who used Accelerated Reader 360 were 4.8/2.5 times more likely to be college ready than those that didn't (Renaissance Learning, 2015). IStation provides students opportunities to learn and practice early reading, advanced reading, and writing skills at their instructional level. This program was selected because of its embedded assessment and progress monitoring system, Spanish instructional component, and engaging characters that highly motivate elementary school students.

Math

International Academy of Denver will use Bridges to Math for its K-5 programming. This program focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It is aligned to CCSS/CAS and allows students to engage in the CCSS shifts of developing dual fluency and extended discourse on their mathematical thinking. The program provides teacher guides, a teacher website tool, student books, activities, and embedded assessments. Materials are also available in Spanish for ELA-S classrooms. The program also provides a Number Corner 20 minute daily math exercise program for differentiated reinforcement. International Academy of Denver teachers will consistently integrate math manipulatives such as counters, base ten blocks, fraction bars, and other tools in order to consistently provide a Concrete-Representational-Abstract (CRA) sequence of instruction, a method that not only builds conceptual understanding for all students, but particularly supports ELs and students with disabilities. International Academy of Denver teachers will supplement Bridges with Illuminate curricular resources and lesson plans in the DDI process as interim data is analyzed, and will integrate IStation math as a blended learning option for providing remediation and advancement.

Interdisciplinary Social Studies and Science

Science and Social Studies instruction at International Academy of Denver is interdisciplinary in K-5 and provides students with opportunities to construct knowledge, investigate problems, make connections, engage in culture, and develop 21st Century Skills within the PYP UOI framework. Horizontal teacher teams will use DPS curricular guides and the curriculum sources bulleted below to create engaging, thematic interdisciplinary units of study that are aligned to the Colorado Academic Standards for Science and Social Studies. UOIs will be guided by Social Studies Alive! themes: Kinder- Me and My World, 1-My School and Family, 2- My Community, 3- Our Community and Beyond, 4- Regions of Our Country, and 5- America's Past.

- TCI Social Studies ALIVE! TCI's online Social Studies programs teach students about the world around them in ways that make them excited to learn every day. The program is aligned to state standards, provides teacher led hands-on activities, and includes a blended learning component. The program was selected because it is thematic based for each grade level, lends itself well to differentiation, provides Spanish instructional materials, and has an embedded "read aloud" option for students with accommodations. International Academy of Denver will also leverage the supplemental elementary social studies resources endorsed by DPS such as the Rand McNally materials, as they are aligned to CAS/CMAS and Social Studies Alive! themes.
- Full Option Science System (FOSS) provides grade leveled, learning modules that are aligned to the Next Generation Science Standards. Modules engage students in inquiry driven

investigations, integrate critical reading and writing skills to support Common Core ELA shifts in content, and utilizes technology to deliver learning experiences. Each grade level's module includes investigations in earth science, physical science, and life science. FOSS was selected because it provides International Academy of Denver students with a high-quality opportunity to engage rigorous, constructivist study. Teachers will also utilize the DPS endorsed *BCSC Science Tracks: Connecting Science and Literacy*, a comprehensive, modular, kit-based elementary school science program that includes a full year of instruction at each grade level K–5. Teachers will align FOSS and Science Tracks investigations to each grade level's interdisciplinary theme.

- Each UOI will lend itself well to culturally responsive teaching in that exploring ourselves, our community, and our country provides opportunities to include the stories, histories, cultures, and scientific contributions of diverse peoples. Teachers will use multicultural classroom libraries and free sources such as Scholastic resources on African American Heritage, Smithsonian Black History and Hispanic Heritage lesson plans and teaching resources, and National Educational Association's Hispanic Heritage instructional resources to ensure cultural inclusion in this course.

Spanish

- International Academy of Denver students will receive Spanish instruction as part of the IB PYP world language offering. The Descubre el Español con Santalliana K-5 curriculum will be used as the primary curriculum. This curriculum has shown to be effective in second language development and other DPS schools are adopting this resource including STRIVE Prep Ruby Hill.

C. Scope and Sequence

A Scope and Sequence for 1st grade math and core literacy are included in Appendix K. The 1st grade interdisciplinary social studies and science class will be completed during summer green days.

Appendix K: 1st Grade Literacy and Math Scope and Sequence

D. Class Size

International Academy of Denver class sizes will be consistent with the minimum requirements in the DPS Budget Guidance Manual, with class sizes budgeted for 28 students in ECE-5 classrooms, whenever possible. Mild/moderate special education teacher caseloads are projected to be (based on demographic indicators and 15-16 caseloads).

- ECE 5: .4
- K-2 8:.5
- 3-5 19:1
- SLP 8: .2

E. School Schedule and Calendar

The International Academy of Denver school calendar will align with the DPS calendar in the 16-17 school year and will include 173.5 days of instruction for students, with two additional weeks of summer PD for staff onboarding as well as IB training in the fall in Year-1 and every year thereafter. In accordance with the essential turnaround priority of providing additional instructional time, International Academy of Denver Days will be added back in the calendar as student contact days. Also, the school day is being increased by 35 minutes in the 16-17 school year (7:55am-3:30pm) which will add 101 additional instructional hours to the school year. All International Academy of Denver students will take 3 core academic classes everyday: Literacy, Math, and an Interdisciplinary Social Studies and Science course. Literacy and math instruction are extended in order to provide adequate time for

individualization via intensive academic intervention or acceleration. Instructional contact time in core areas are grade dependent due to increasing demands in content over time, particularly in math. Students in K-5 have between 100-160 minutes of literacy instruction a day, 60-100 minutes of math instruction a day, 45-50 minutes of interdisciplinary social studies and science instruction, and a 45 minute English Language Development (ELD) block for identified ELs.

The school calendar includes 186 days for teachers (12.5 non student contact professional development days). The teacher daily schedule is from 7:15am-3:45pm and provides 90 minute for individual and collaborative planning time.

Appendix L School Calendar

Appendix M Student and Teacher Schedule

F. Progress Monitoring and Assessment

Frequent assessment of student progress aligns to the High Quality Instruction and Excellent Instruction Leadership turnaround priority and will produce the multiple opportunities for improvement that is paramount for making dramatic student gains in turnaround schools. International Academy of Denver will employ robust structures for administering a variety of diagnostic/formative/summative assessments, implementing data driven instruction, and monitoring progress towards annual performance goals. All assessment methods aim at assessing both CCSS/CAS and PYP knowledge, concepts, skills, attitudes, and inclination for action. All assessments are also aligned to the language allocation guidelines for each grade level.

Repertoire of Assessment

State Mandated, CCSS Aligned Summative Assessments

International Academy of Denver will administer all annual PARCC (Literacy and Math) and CMAS (Social Studies and Science) assessments in grades 3-5. All state assessments will be administered in accordance with district and state regulations and procedures to ensure accountability and fairness. Additionally, International Academy of Denver will ensure a viable infrastructure of computers with high-speed internet in order to administer these computer based assessments effectively. International Academy of Denver will use PARCC/CMAS data to measure students' mastery of grade level standards, to assess annual performance goals, and to measure teacher effectiveness.

WIDA English Language Proficiency Assessments/Summative and Formative

International Academy of Denver will administer the annual, state mandated WIDA ACCESS Assessment Language Proficiency/Development Test in grades K-5. It will be administered to all ELL students to measure their English proficiency in four core areas; Reading, Speaking, Listening and Writing. Additionally, ELA-S teachers will administer the WIDA MODEL progress monitor assessment in the fall and spring to ELLs that are at a "developing" range or below. International Academy of Denver will use WIDA data for TNLI ELA placement and flexible groupings for ELD blocks, as well as additional interventions and supports in the MTSS process.

CCSS/CAS Aligned Formative/Summative Interim Assessments

International Academy of Denver will administer Illuminate Literacy and Math assessments 4 times a year in grades 2-5 in order to measure student mastery, growth, and progress towards annual performance goals. International Academy of Denver teachers will use Illuminate interims throughout the entire learning cycle. Illuminate interims are intended to be "assessments for learning," not "assessments of learning." First of all, assessments operationalize standards for teachers and learners.

Therefore, International Academy of Denver teachers will use Illuminate interims in the backwards design process to plan their unit instruction. Then, after administering the assessments, teachers will use the Illuminate platform to access assessment reports that provide actionable class-wide and student specific data. Teachers and grade level data teams will use these assessment reports in the Data Inquiry Cycle that includes making action plans for re-teaching, spiraling, and grouping students for Tier II interventions. Additionally, International Academy of Denver will administer DPS CMAS aligned interims for monitoring science and social studies.

Literacy and Math Benchmark and Progress Monitoring Assessments

International Academy of Denver will use the STAR Early Literacy assessment to benchmark and progress monitor student literacy and numeracy development in K-5; the assessment will be given 4 times a year. Teachers will use detailed and actionable reports that provide information on print concepts, phonological awareness, phonics and word recognition, fluency, and vocabulary acquisition, counting and cardinality, composing and decomposing numbers, and measurement and data to drive differentiated instruction. Accelerated Reader and EL Achieve progress monitoring tools and end of unit assessments will be used to provide equally attentive progress monitoring to English Language Learners. Additionally, teachers will access benchmark and progress monitoring literacy and math data through the assessments and reports that are embedded in the IStation individualized blended learning curriculum that teachers will use for differentiated instruction and intervention. IStation assessments are available in both English and Spanish. IStation reports include:

- ✓ Priority Reports — identify students that demonstrate weaknesses or lack of progress by risk level and skill need
- ✓ Summary Reports — graphically show the number of students in each tier and overall scores in each critical subject domain, with the ability to change what is shown on the report by demographics and reporting period
- ✓ Skill Growth Reports — show progress made in all skills tested, across all assessment periods, with variable views by student, classroom, tier group, grade level, campus, district, and state
- ✓ Tier Movement Reports — show a monthly comparison of the number of students within each tier

Curriculum Aligned Formative and Summative Assessments/Progress Monitoring

To ensure students are mastering content on a regular basis, International Academy of Denver teachers will administer regular assessments throughout and after a unit of study. These assessments will be strategically selected in the Units of Inquiry to assess student mastery of CCSS/CAS aligned objectives and the PYP components of thematic knowledge, concepts, skills, attitudes, and inclination towards action. Rather than waiting for the close of a unit to determine students' misconceptions or struggles with content, they will provide frequent skills assessments to "catch it early." Teachers will either craft formative assessments that are aligned to the curriculum and Illuminate interims *or* they will administer formative and summative assessments that are embedded in the CCSS aligned curriculums they are implementing. These frequent assessments will include, but not be limited to projects, rubric scored writing and discourse, performance tasks, and quizzes. Teachers and grade level data teams will use these frequent assessments in the Data Inquiry Cycle that includes making action plans for re-teaching, spiraling, and grouping students for Tier II interventions.

Daily Exit Tickets/Checks for Understanding

International Academy of Denver teachers will administer daily exit tickets, provide effective checks for understanding for all students, and collect student work in order to assess student mastery of daily

objectives. Every objective that is taught will be assessed. Teachers will use these informal assessments to alter lesson plans, re-teach and spiral content, and group students.

Data Culture

As the school's instructional leader, the Principal Johnson will use the DPS Data Culture Framework and Data Culture Implementation Tool to establish and embed data practices. This framework identifies the structures, practices, and mindset of students, teachers, teams, and school leaders when building a school data culture. The hallmark DDI structure at International Academy of Denver will be the horizontal teacher data teams that are facilitated by the Senior Team Leads. They will meet daily to engage in the Denver Public School's 5 Step Data Inquiry Cycle protocol throughout their PYP UOI teaching and learning cycles:

Analyze:

- Preview interim assessment for backwards planning
- Examine data to identify a high-leverage student achievement issue
- Identify a root cause of the student achievement issue

Plan:

- Select an evidence-based improvement strategy
- Create an action plan for implementing the improvement strategy
- Create a timeline with discrete tasks for implementing the action plan
- Identify metrics and create a plan for monitoring implementation

Implement:

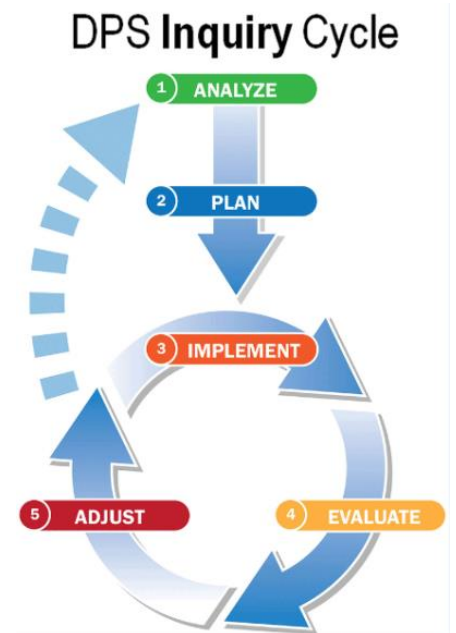
- Put the plan into action
- Create communications to educators summarizing the action plan (email, PowerPoint, etc.)
- Create a plan to ensure teachers have a sense of ownership
- Allocate resources for implementation (PD, trainings, communication time during faculty meetings, schedule adjustments, etc.)

Evaluate:

- Track the fidelity of implementation
- Analyze data gathered to measure impact on student achievement issue and determine if the action plan is working
- If you determine the student achievement goals have been accomplished based on analysis of the data, go back to Analyze to identify a new student achievement issue
- If you determine the student achievement goals have not been accomplished move onto the Adjust phase and/or revisit the root cause you've identified and check it for alignment in your plan and implementation

Adjust:

- Consider changes to action plan based on evaluation findings
- Document and implement changes to action plan



The principal's primary role in school data teams is developing the capacity of the IB Coordinator, Assistant Principal, and Senior Team Leads, while the IB Coordinator, Assistant Principal, and Senior Team Lead's primary role is developing the capacity of International Academy of Denver teachers. Teachers will receive professional development on the Data Inquiry Cycle during green and blue PD days; this professional development will include multiple opportunities for practice and application. Data teams will track data inquiry steps on the DPS Data Analysis Action Plan template and submit them weekly to the Instructional Leadership Team (ILT) for feedback and support. Additionally, the principal and assistant principal will observe data team meetings regularly to model best practices, ensure fidelity, and to identify trends for professional development. Data teams are held once a week to look at classes on a frequent basis. Schoolwide shifts and intervention groups are more consistently analyzed on Blue/green days (per District calendar) and our interim assessments, and will include constant focus on ELD progress monitoring tools as core content areas in ELA-S classrooms.

Academic Performance Goals.

International Academy of Denver's rigorous performance goals are the driving force behind the design and implementation of curriculum, instruction, and MTSS structures, and all assessments that are administered throughout the year will serve as feedback on the efficacy of this design and implementation.

Performance Goals and Interim Targets for the 2016-2017 school year:

Assessment Category	Annual Goal: 2017 PARCC % of Students Proficient or Advanced	Baseline: 2014 TCAP % of Students Proficient or Advanced	Interim Goal #1: Fall 2016 Illuminate Interim Assessment % of Students Proficient or Advanced	Interim Goal #2: Winter 2016 Illuminate Interim Assessment % of Students Proficient or Advanced	Interim Goal #1: Winter 2017 Illuminate Interim Assessment % of Students Proficient or Advanced
Reading	50%	35%	38%	42%	47%
Writing	40%	23%	28%	32%	37%
Math	50%	37%	38%	42%	47%

The ILT will aggressively monitor these targets through reviewing and analyzing Illuminate assessment data after each administration. They will examine trends and needs that may be occurring in sub groups, specific classrooms, by grade level, or school wide. Using specific interim trigger points, the ILT will implement a host of corrective actions when the school, grade levels, or teaches are not meeting interim target expectations. These actions will include professional development, modeling instruction, modeling data analysis and action planning, increased instructional coaching, and potential curricular and instructional shifts.

Regular Data Reporting:

During each parent-teacher conference, teachers will not only report grades, but they will share and thoroughly explain assessments data (PARCC, CMAS, Illuminate, STAR) with parents to ensure that each family understands exactly where their student is academically in comparison to her or his peers.

Additionally, the principal will regularly report out progress towards annual performance goals and any corresponding corrective action plan to staff during monthly staff meetings and to students and parents during Friday community meetings every six weeks.

G. Academic Intervention & Acceleration

The Colorado Department of Education supports the Multi-Tiered System of Support (MTSS) approach to ensuring that all students are thriving academically. This approach is an imperative element in the Increasing Opportunities for Students to Learn turnaround priority. MTSS is an umbrella for tiered approaches in Response to Intervention (RtI) for academic interventions and support and PBIS for social emotional interventions and supports. International Academy of Denver’s PBIS structure is explained in the Discipline Policy (1D) section of the application, therefore this section will focus solely on academic interventions and supports. Language interventions and supports are detailed in the English Language Learner (3I) section.

MTSS Problem Solving Process

MTSS at International Academy of Denver will be embedded in the larger Data Inquiry Cycle structure. Each grade level data team will serve as the MTSS Problem Solving Team and will be facilitated by Senior Team Leads. Data team meetings will be dedicated to MTSS Problem Solving every 6 weeks. In addition, any successes or items of concern regarding students in Tier II or Tier III will be discussed at the regular weekly Date Cycle meetings. While the entire weekly meeting will not revolved around MTSS as described in the agendas below, it provides regular check in and progress monitoring structures for students in this high needs population. MTSS Problem Solving meetings will follow this yearly structure:

<p>MTSS Meeting 1: Universal Screening and Initial Placement <i>3 weeks into school year</i></p>	<ul style="list-style-type: none"> ● International Academy of Denver will identify students for interventions and supports via universal screening after the 3rd week of school, as opposed to waiting for students to struggle and widen the gap before they are referred and placed. ● Senior Team Leads will prepare an Excel spreadsheet document for each grade level that will include PARCC ELA and Math score, ACCESS scores, and STAR data. ● Grade level MTSS teams will triangulate data points and identify students for Tier II and potentially Tier III (if they are significantly behind) interventions. Interventions may target grade-level instruction and/or “root cause” areas of academic struggle. ● Students in grades 3-5 will be identified for READ Plans for students with a “significant reading discrepancy” (as normed by the ILT). Classroom teachers will create plans and send to parents/guardians for approval. ● Classroom teachers will send parents a letter alerting them of the intervention placement.
<p>MTSS Meeting 2: Review and Adjust <i>9 weeks into school year</i></p>	<ul style="list-style-type: none"> ● Staff members providing interventions will collect progress monitoring data on a bi-weekly basis and enter into grade-level Excel spreadsheet. Progress monitoring measures will include STAR and assessments that are embedded in intervention programs such as IStation. ● MTSS Problems Solving teams will review the first round of Illuminate interim data and 6 weeks of progress monitoring data

	<p>for students placed in interventions.</p> <ul style="list-style-type: none"> ● At this time, students may exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● Classroom teachers will send parents a letter alerting them of any changes to their student’s intervention placement.
<p>MTSS Meeting 3: Review and Adjust <i>15 weeks into the school year</i></p>	<ul style="list-style-type: none"> ● MTSS Problems Solving teams will review updated assessment data (Illuminate, STAR, IStation Progress Monitoring) ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● Students that have not made adequate growth after 12 weeks of a research-based intervention will have their own Student Intervention Team (SIT) that will consist of the Senior Team, Classroom teacher, the parent/guardian, and potentially Special Service providers. They will also receive a SIT plan at this time that will include additional data collection, student strengths, targeted area(s) of need, intervention plan, accommodation plan, and an academic goal with a progress monitoring plan. <ul style="list-style-type: none"> ○ SIT Plans for ELs will include usage of the DPS Cultural Linguistic Diversity (CLD) and African American Boys Checklist (developed by DPS’ Dr. Darlene Sampson) to ensure an anti-biased, culturally competent process.
<p>MTSS Meeting 4: Review and Adjust <i>21 weeks into the school year</i></p>	<ul style="list-style-type: none"> ● MTSS Problems Solving teams will review updated assessment data (Illuminate, STAR, IStation progress monitoring, etc.) ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● More students may be progressed to an individual SIT team. ● SIT Plans will be evaluated and adjusted; special education consultant may be invited to join the student’s team. <ul style="list-style-type: none"> ○ A student with a SIT Plan that has not made adequate growth for the duration of their intervention period and remains significantly behind grade level (12th percentile or lower) may be referred to a Special Education evaluation.
<p>MTSS Meeting 5: Review and Adjust <i>27 weeks into the school year</i></p>	<ul style="list-style-type: none"> ● MTSS Problems Solving teams will review updated assessment data (Illuminate, STAR, IStation, etc) ● At this time, students may be added to the intervention list, exit interventions, stay in their current intervention, or be progressed to Tier III interventions. ● More students may be progressed to an individual SIT team. ● SIT Plans will be evaluated and adjusted; special education consultant may be invited to join the student’s team. <ul style="list-style-type: none"> ○ A student with a SIT Plan that has not made adequate growth for the duration of their intervention period and remains significantly behind grade level (12th percentile or lower) may be referred to a Special Education evaluation.
<p>MTSS Meeting 6: Review and Adjust</p>	<ul style="list-style-type: none"> ● MTSS teams will review end of year assessments data (Illuminate STAR, IStation progress monitoring, etc)

33 weeks into the school year	<ul style="list-style-type: none"> • Teams will package SIT plans and intervention recommendations for individual students and provide them to the ascending grade level team. • Teams will use assessment data to evaluate the efficacy of their selected intervention programs.
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Identified Academic Intervention and Supports

Tier	Interventions and Supports	Identification Points
Tier I	<ul style="list-style-type: none"> • Standards based curriculum delivered with DDI and differentiation • Sheltered English teaching strategies • Extended school day • Extended math and literacy instruction • Mondo Leveled Literacy/Guided Reading • Accelerated Reader • IStation Literacy and Math Personalization 	<ul style="list-style-type: none"> • All students
Tier II	<p><i>In-class interventions and supports delivered by classroom teacher, volunteer, and math fellows...</i></p> <ul style="list-style-type: none"> • Small group instruction of grade level material 25Mins/5 Days • Scholars Unlimited after school tutoring of grade level material 60Min/4 Days • Mondo Phonics Program for Older Students 25Min/5 Days • Math Fellows Program 50Min/5 Days (4th and 5th) • IStation Literacy and Math blended learning program 	<ul style="list-style-type: none"> • Designated ELLs • Students that are “UNSAT” or “PP” on PARCC/Illuminate • Students that are up to 3 years below grade level in literacy or math • Students that are between the 13-25th percentile on benchmark literacy and math CBMs
Tier III	<p><i>Provided outside of GENED class by Senior Team Leads...</i></p> <ul style="list-style-type: none"> • Lexia (Basic Reading Skills) 45Min/5 Days • Intensive Guided Reading w/LLI (Comprehension) 45Min/5 Days • Origo Math Program 45Min/5 Days 	<ul style="list-style-type: none"> • Students that are 3 or more years below in literacy or math • Students that are below the 13th percentile on benchmark literacy and math CBMs • Students that are not making adequate progress in Tier II interventions

Our goal at International Academy of Denver is to best serve the entire student body, recognizing that sometimes supplemental services are necessary to create an equitable environment. We monitor students with disabilities and native Spanish speakers using the same MTSS meetings and procedures,

provide them with the best fit Tier II or Tier II intervention listed above, and supplement with any appropriate supports listed below to meet a student's specific needs:

- Integrated SPED teacher academic services through a GENED "push-in" model
- Direct SPED teacher academic and social emotional services through a "pull-out" model.
- Direct SLP services for speech language impairments.
- Small groups with intensive focus on specific focus on needs identified in the data will utilize either teacher made curricula and/or Illuminate, STAR, and IStation will be utilized for all students, selecting content that meets each individual's needs
- Mondo Literacy is designed to facilitate learning for high needs students and has a Spanish component that will be utilized to support ELLs in Tiers 2 and 3

Academic Acceleration

Grade level data teams will also review assessment data to identify students that are academically advanced. Acceleration opportunities will be afforded to students in the following ways:

- Extension activities embedded within the UOI.
- Advanced reading will be offered through Accelerated Reader and MONDO Leveled Literacy
- Advanced math will be offered through IStation blended learning program
- Advanced content will be provided through extension activities that are embedded in curriculum programs
- Students that are identified as GT will have Advanced Learning Plans (ALPs) that teachers will follow closely
- Students that are 2 years or more above grade level may have the opportunity to attend a literacy, math, or content class in the ascending grade level.
- All English Language Learners are given the opportunity to access general mainstream instruction which is grounded in the IB model, Mondo Literacy, Bridges mathematics, EL Achieve (ELD) and FoSS for Science.

Intervention and Support Scheduling

Through our MTSS model, students are provided a push-in level of intervention first to minimize the loss of access to grade level instruction, but to ensure they have scaffolds that are appropriate for their various needs. As their needs increase, or if we see large gaps based on READ plans/IEPs, individualized supports will be provided in tight 8-12 week interventions. Our school wide master schedule also provides opportunities for acceleration and intervention because common content is taught at the same time K-5. In doing so, teachers are able to flexibly group where appropriate. We use STAR/Istation data for initial screeners, as well as prior years BOEs.

- GENED reading and math classes have been extended in order to embed time for both grade-level content and blended learning/small group instruction for intervention and acceleration.
- Senior Team Leads provide intensive interventions at International Academy of Denver for .5 of their appointment. These Tier III intensive interventions will be small-group pull-outs from extended literacy and math instructional time. Interventions will not impact students' access of the GENED content.
- Math Fellows programming is providing during the regularly scheduled extended math instruction for 4th graders.
- Scholar Unlimited tutoring is provided after school.

H. Promotion & Retention Policies.

International Academy of Denver will follow DPS Board IK-R policies for promotion and retention. A summary of the current policy is as follows:

1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. **If students are below grade level and at-risk they would have been identified and placed in an academic intervention at the beginning of the school year via the MTSS problem solving process. See Academic Intervention and Acceleration section for specific interventions that will be provided to students at-risk for retention.*
3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following:
 - a. A summary of the school's interventions during the current year to meet the student's academic needs
 - b. The interventions to be implemented during the next school year to meet the student's academic needs.
4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.

Retention Compliance with READ ACT

The READ Act provides guidance for deciding to advance students with Significant Reading Deficiencies. International Academy of Denver teachers will review this guidance before completing step 1 of the IK-R summary above. The act indicated that parents can choose retention as an intervention strategy for students who are significantly below grade level. Parents have the decision making authority for advancement decisions for grades K-3 until 2016-17. Beginning in 2016- 2017, for students completing third grade, the superintendent can make the final decision for advancement (<http://www.cde.state.co.us/coloradoliteracy/2014readfactsheet>).

I. English Language Learners

Robust ELL programing is a critical factor in the Increase Opportunities for Students to Learn priority.

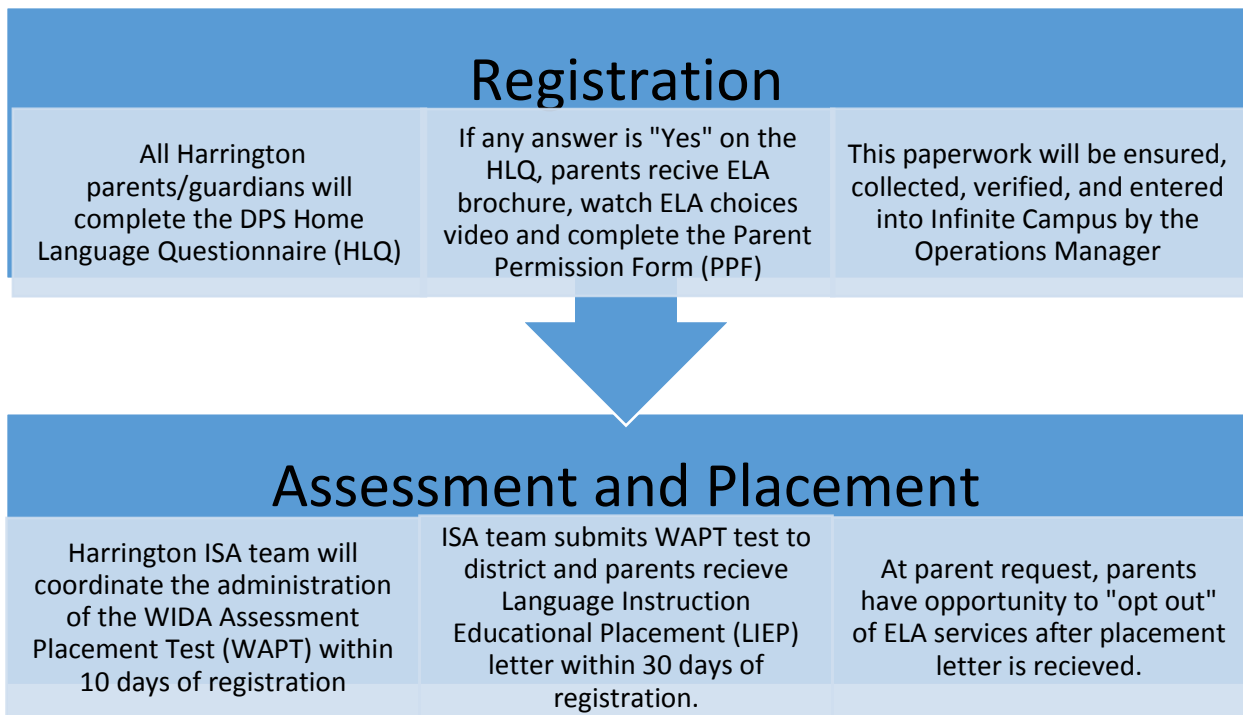
Instructional Advisory Assessment Team (ISA)

International Academy of Denver's ISA team will focus on the achievement of ELs to ensure that ELs are acquiring English and academic proficiency at a rate equal to their native English speaking peers. This team will consist of a bilingual assistant principal that has significant experience serving ELs in various models including TNLI and Dual Language (administrative designee), an ELA-S IB Coordinator, and 1 ELA (S teacher. The ISA's team key functions will be:

- Identify and correct EL identification and placement Issues.
- Ensure collaboration with Special Education team to address the language needs of ELs identified as students with disabilities.
- Review English language proficiency and academic progress of all ELs (including those who have declined services) and monitor annual performance goals. Such data review will include ACCESS, PARCC/CMAS, Illuminate, and STAR.
- Monitor grade-level MTSS Problem Solving Teams for ELs' placement and progress in interventions, and recommend corrective action when growth is not meeting expectations.
- Guard against disproportionality of ELs in Special Education
- Communicate with parents regarding ELA program decisions and/or concerns
- Continue to monitor students for two years after redesignation—using a body of evidence to determine if student is making appropriate progress or needs to return to ELA program services

The ISA team will meet every 6 weeks to complete these functions; these meetings will be facilitated by the AP. The ISA team will keep impeccable records including agendas, minutes, and data and reports that are used to inform decision making.

Identification, Assessment, and Placement



International Academy of Denver will ensure that parents that are not proficient in English are provided with sufficient information in their primary language in a manner that allows parents to make well-informed decisions about the participation in school programs and services. These strategies include:

- HLQ, PPF, and the ELA Brochure will be provided in Spanish and other native languages as indicated in the 2012 Consent Decree.
- Office Manager, the AP, and educators in the school with ELA instructional experience will be available during and after a student's registration to answer parents' questions; selected staff will either be bilingual or will answer questions via an interpreter.

- Parents will watch a short video (in English and Spanish) that explains the ELA Program options available to them.
- The bilingual (Spanish and English) Office Manager will provide referrals to Newcomer Centers where appropriate.

A screening placement assessment (W-APT) will be conducted within 10 days of the start of school and English language development services will be communicated to parents/guardians within 30 days of arrival. English language learners will be initially scheduled into an English Language Development (ELD) class and that time will be used to assess English language levels and develop an appropriate English Language Acquisition (ELA) plan. Appropriately leveled ELD services will begin immediately after assessment and placement. ELLs will then take ACCESS and MODEL assessments to determine English language proficiency, monitor progress, and support educational planning. This assessment data will be triangulated with academic proficiency assessments described in the Progress Monitoring and Assessment (3I) section in the MTSS process- grade level MTSS Problem Solving teams and the ISA team will ensure that ELs are provided effective supports and interventions in both pathways- language acquisition and academic skills. Interventions for English Language Learners are outlined in the Progress Monitoring and Assessment section.

Program Design and Curriculum

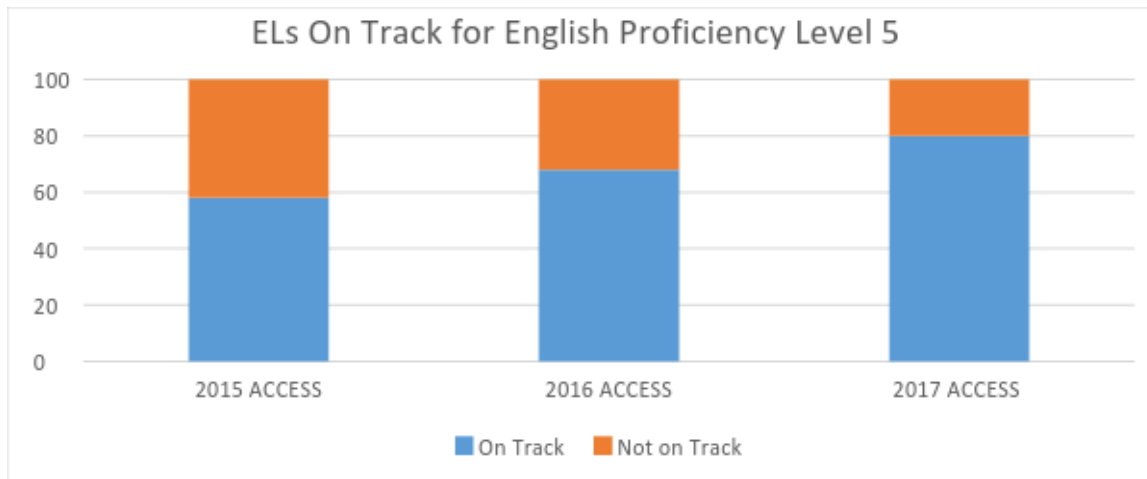
Consistent with the DPS ELA program guidelines, International Academy of Denver will implement a Transitional Native Language Instruction (TNLI) model. This model aims to transition students from Spanish to English through native language instruction and support, English language development, and supported English content instruction. International Academy of Denver’s TNLI program aims to achieve:

- High levels of academic achievement in all curricular areas
- Academic instruction in Spanish through 5th grade (in accordance with DPS TNLI language allocations) as a means of fostering bi-lingual and bi-literate students.

Annual Performance Goals for ELs

International Academy of Denver has developed rigorous standards for EL performance in language acquisition and academic status and growth (see executive summary).

Language Proficiency



In order to meet these goals, International Academy of Denver will provide comprehensive EL Programming which includes:

English Language Development

Systemic English language instruction will be provided throughout the instructional day at International Academy of Denver– through both a dedicated, targeted ELD block and integration into content delivery.

ELD Block

Students are strategically grouped by ACCESS levels for a daily, 45 minute targeted ELD block that emphasizes a gradual release from listening and speaking to reading and writing. During these blocks, teachers at International Academy of Denver will implement EL Achieve’s evidence based Systematic ELD Units. The program offers thematic ELD Instructional Units for K-2 and 3-5 that are built on CCSS and WIDA standards to ensure that topics and language taught are grade-level appropriate, high leverage, and portable. These instructional units will be used by our IB coordinator to help develop themes for the Units of Inquiry. In doing so, we are leveraging EL Achieve to support our IB PYP model.

Each unit provides:

1. Scaffolding for English Learners of varying English proficiency to construct meaning from grade appropriate texts and oral presentations.
2. Opportunities for frequent oral and written interactions for specific purposes.
3. Opportunities for students to speak and write about complex literary and informational texts and topics
4. Activities that require students to create and support oral and written claims.
5. Materials that guide students to communicate findings, to answer questions and to solve problems.
6. Resources and activities that require students to analyze and critique the arguments of others orally and in writing
7. Resources and activities that require students to adapt language choices to purpose, task, and audience when speaking and writing
8. Resources and activities for students to determine the meaning of words/phrases in oral presentations and in literary and informational text.
9. Resources/activities for students to create clear and coherent grade appropriate speech and text.
10. Resources and activities for students to make accurate use of standard English to communicate in speech and writing.
11. Pre-assessments, formative assessments, and summative assessments that can be used to drive instruction. Assessments are aligned to the Language Allocation Guidelines; the assessments are designed to reflect the same English-to Spanish proportions and content utilized during the instruction for the unit.

All units of study are paired with a Systematic ELD Support Kit that is designed to streamline preparation for teachers by providing tools needed to structure engaging, purposeful student interactions. Along with the interactive language practice tools, each kit includes virtually all the materials needed for instruction such as The Curriculum Guide (CG) that provides a structure of “Teach, Practice the Language, Take Language to Application” as well as a “script” for teachers to follow as they teach the language and lead students through practice activities. This toolkit will also help instructors

In addition to systematic ELD, our literacy model aligns with a clearly defined Language Allocation Guidelines to strategically provide students opportunities to bridge their native language and English.

ELD Integration into Content

Teachers will integrate the following techniques for ensuring ELD throughout the school day, in all content areas:

- Content Language Objectives (CLOs): CLOs are carefully crafted daily learning objectives that include both a CCSS/CAS and a language component. They guide instruction to ensure that students are learning how to speak and write about the content they are learning. Informal assessments align to both components. Sentences stems will also be expected to support higher levels of thinking.
- Explicit Instruction of Academic Vocabulary: Teachers will identify high-leverage academic vocabulary and language tasks for their units of study, and will teach them explicitly using the McREL Academic Language Framework: 1) Identify the task 2) provide an exemplar 3) provide the needed technical vocabulary 3) provide the specific grammar 4) provide scaffolds such as sentence starters that would support the student in engaging in the task.
- Language Transfer Instruction: It is critical to capitalize on the similarities and differences between Spanish and English. Explicit instruction in this builds essential transfer skills that can significantly impact the acquisition of English (August, Calderón, Carlo 2002). ELA-S teachers will focus on these transfer skills in the context of their content instruction: pairing cognates, pointing out differences when introducing a phonemic sound (e.g. “ch”), pointing out differences in language structures (e.g adjective placement), comparing question marks, etc.

Sheltered English Content Instruction

In addition to systemic English language development instruction across all content areas, all teachers at International Academy of Denver will consistently incorporate specific ELL instructional strategies that provide ELLs equitable access to their content. Such techniques will include:

- Building background knowledge by explicitly linking new concepts to past learning and student’s personal and cultural experiences
- Assuring comprehensible input to ELs through appropriate teacher vocabulary, rate, and enunciation.
- Ample use of visual cues (pictures, videos, anchor charts, memory aids, etc)
- Explicit and concrete demonstrations of concepts (modeling, realia, manipulatives, exemplars, etc)
- Total Physical Response (TPR) strategies for vocabulary and concept development
- Incorporate before, during, and after reading strategies.
- Provide strategic grouping for interaction activities
- Scaffolds for oral and written language (e.g sentence frames)
- Use of graphic organizers and thinking maps for input and output
- Assessments are created by teachers to match the language of instruction

Native Language Instruction in Spanish

Students placed in TNLI programming based on data and parent choice at International Academy of Denver will receive Spanish language instruction in ELA-S designated classrooms with ELA-S certified teachers aligned with the language allocation guidelines. International Academy of Denver will follow DPS language allocations. The graph below provides details how teachers will provide instruction in each class that meets the overall DPS guidelines and requirements:

Language Use Plan at International Academy of Denver at Harrington

Reference:

Spanish English

Grade	Literacy	Guided Reading	Math	Science	Social Studies	Do Now/Morning Meeting	ELD	Social Skills	Hallway
Kindergarten	90	10							
First Grade	85	15							
Second Grade	80	20				50 50			
Third Grade	65	35	Spanish until Spring English in Spring			50 50			
Fourth Grade	35	65	With Spanish Support			35 65			
Fifth Grade	15	85	With Spanish Support			35 65			

The allocation guidelines structure instruction for each grade level throughout the year, with the exception of 3rd grade. These guidelines help teachers know what language instruction will be provided in for direct instruction. For small group or differentiation, ELA-S teachers can use Spanish to support those who are not making a clear transition or struggle with directions/content. For third grade, after PARCC testing, the ELA-S class transitions to English and follows the 4th grade model. This prepares students for being to PARCC in English, as required by 4th grade. As we develop the IB units of study, we are looking at the scope and sequence of EL Achieve to ensure that our unit align with the language demands and social studies/science thematic units. We believe by aligning the two and providing our ELLs the opportunity to build confidence in the academic language of the unit of study, our students will be better equipped to engage in critical thinking and accountable talk. . Lastly, the Reader's Workshop model shows how both language are used. MONDO units of study are 15 days, our programming and pacing allots 20 days. This provides the flexibility for teachers to reteach content and also permits our ELA-S teachers the time needed to bridge. Each grade level is different on the amount of days that will be taught in English.

ELA-S teachers will use the following sequence of instruction to incorporate Spanish and English strategically during content driven instruction:

Learn the Concept	The Bridge	Extensions
Students learn concepts in Spanish. Teachers choose the theme and accompanying big idea drawn from the content standards. Teachers initiate lessons in Spanish and develop new concepts using authentic tasks for reading and writing	Students compare the concepts in two languages. Once the students have learned and expressed the curricular language and concepts, the relevant words and phrases are written side by side in Spanish and English. Students and teachers engage in contrastive analysis	Students engage in extension activities in English using listening, speaking, reading and writing. Taking the key concepts and language identified in the Bridge, they apply their learning from one language to another.

Teacher Qualifications

International Academy of Denver at Harrington will ensure that all teachers have the necessary qualifications to support ELs, or that they are “on track” for acquiring those qualifications through district coursework. Teachers in ELA-S classrooms must be ELA-S certified. Teachers in ELA-E classrooms must have an ELA-S or ELA-E certification. The AP/ISA coordinator will monitor teachers that are “on track” for meeting qualifications to ensure that all coursework and subsequent licensing meet timeline expectations.

Professional Development

International Academy of Denver will embed the following PD topics in its yearly PD calendar, utilizing blue/green days, school weekly PD sessions, and district provided training/PDUs. Our IB coordinator/interventionist teacher, Margarita Rodriguez-Corriere will provide expertise in developing culturally responsive, ELL-best practice units of study. ELA-S coaching will also be conducted by Assistant Head of School who is bilingual. We will continue to partner with ELA-S coordinators, Lindsay Armstrong, Valeria Praga and Literacy Academic Partner, Sarah Tilton, who have helped with our programming/instruction practices. Our Senior Team Lead, Karen Hoard, is trained in EL Achieve and will oversee this programming, alongside the Assistant Head of School.

- All International Academy of Denver teachers will receive professional development on systemic English language development including formulating and assessing CLOs, the McREL Academic Language framework, and Spanish/English transfer skills.
- All required International Academy of Denver teachers will receive professional development in the implementation of EL Achieve Systematic ELD Units in ELD blocks.
- All International Academy of Denver teachers will receive training on Sheltered English strategies for ensuring equitable access to content instruction
- We have ELA-S vertical PD throughout the year to ensure the team understands our language allocation guidelines as well as the expectations for EL Achieve. We also provide ELA-S teachers with targeted coaching grounded in classroom observations and feedback cycles.
- ELA-S teachers will receive training on native language instruction techniques and resources
- All ISA team members and the principal who oversees ISA processes will complete DPS required professional development including ISA Team, ELA 101, and TNLI language allocation trainings.

- Teachers working towards ELA endorsements will engage in DPS required coursework; additionally, the ISA team coordinator will conduct 2 ELA observations/evaluations of these teachers throughout the duration of the school year.

In addition to professional development, all International Academy of Denver teachers will be coached and evaluated on systematic English language development and Sheltered English content delivery via LEAP procedures using the Framework for Effective Teaching (I1, I2, and I4).

The ELA professional development programming will be evaluated by applying the District audit processes to ensure our programming is accurate from registration to redesignation. We will continue to work with our ELA School Partner, Cesar Sanchez, as well as seek guidance for unique circumstances. We will look at our ACCESS data to make decisions on effectiveness of programming to ensure growth is visible and sustained.

Exiting and Redesignation

International Academy of Denver will implement a collaborative plan for determining whether to exit/redesignate students from the ELA program in accordance with district requirements detailed in the graphic below. The ISA team will use a body of evidence including ACCESS scores, PARCC scores, A NET CCSS aligned interim assessments, and student grades to assess whether or not students can participate meaningfully and equally in the mainstream classroom. When this body of evidence displays student readiness to be redesignated as a Fluency English Speaker, the ISA team will collaborate with parents before making recommendations. Parents will review the body of evidence in a meeting with ISA members, and will contribute to the decision making process. Students that are redesignated will be monitored by the ISA Team for at least two years to determine if additional ELA program services are needed. ISA team will monitor these students' Illuminate CCSS interim assessments, PARCC scores, and student grades during this two year period. If it is determined that students need additional ELA services during this monitoring period, the ISA team will again collaborate with parents to determine if the student needs reentry into ELA programming.

Students with disabilities will not be discriminated against in the recruitment and enrollment process. Recruitment materials and activities will address International Academy of Denver's Special Education programming in an attempt to attract students with mild/moderate needs. Additionally, International Academy of Denver will enroll all students with mild/moderate needs through the DPS Choice Process. If a student with severe needs and a center based program selection on their IEP is placed at International Academy of Denver through the DPS Choice Process, the principal will enlist the support of International Academy of Denver's DPS SPED Partner to facilitate an enrollment hearing with the family and sending school in order to determine whether or not International Academy of Denver can provide the FAPE mandated by the IEP.

Staffing Structure

Approximately 10% of International Academy of Denver students in ECE-5 have been identified with an educational disability (40 students). SPED staffing structure includes:

- DPS Itinerant SPED Teacher that will case manage and service ECE
- 1.5 SPED Teachers that will case manage and service K-5
- A Speech Language Pathologist that will case manage and service student with Speech Language Disabilities (DPS Office of Student Services will determine the 16-17 SLP time allocation for International Academy of Denver in Spring 2016).
- International Academy of Denver will employ a 1.0 School Psychologist that will provide mental health minutes for students with the identified services on their IEPs, and will conduct all necessary cognitive and social/emotional evaluations for IEP initial and three year SPED evaluations.
- International Academy of Denver will employ a .4 FTE school nurse. The nurse will conduct all necessary health evaluation for initial and three year SPED evaluations.
- DPS Office of Student Services will determine OT/PT time allocations based on IEP needs.

Based on 15-16 caseloads, the projected ratios are:

- ECE 5:..25
- K-2 8:..5
- 3-5 19:1
- SLP 8:..2

All Special Education teachers at International Academy of Denver will have current Colorado Department of Education Special Education Generalist Licenses. International Academy of Denver will recruit Special Education teachers through posting positions with the Center for Exceptional Children (CEC), University of Kansas Special Education Program, and special education programs at Colorado based universities (UNC, UC-D, Metro, etc.). Because a significant portion of students with disabilities at International Academy of Denver are also ELLs, International Academy of Denver will specifically recruit Special Education teachers that are bilingual Spanish speakers.

Continuum of Services

In order to achieve these rigorous performance goals, International Academy of Denver will provide a robust mild/moderate continuum of services that affords *both* specially designed instruction in disability areas *and* integrated instruction that supports students' access and mastery of the GENED curriculum within the *Least Restrictive Environment* (LRE). These services include:

- Integrated SPED teacher academic services through a GENED "push-in" model
- Direct SPED teacher academic and social emotional services through a "pull-out" model.
- Direct SLP services for speech language impairments.

- Direct mental health services from the school psychologist.
- Direct OT/PT services

International Academy of Denver is willing to work with DPS to host a center based program for students with severe disabilities in the future.

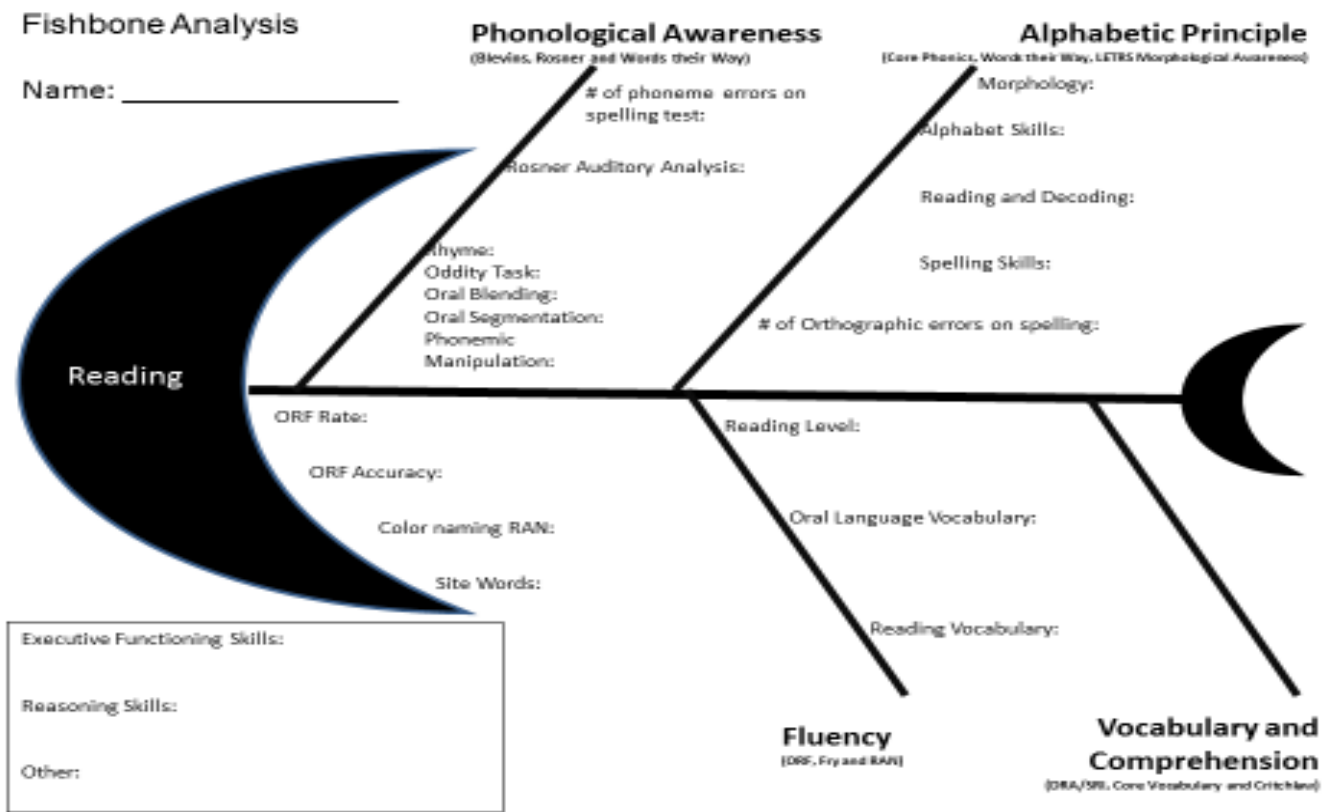
Data Inquiry Cycle

Identification and Evaluation

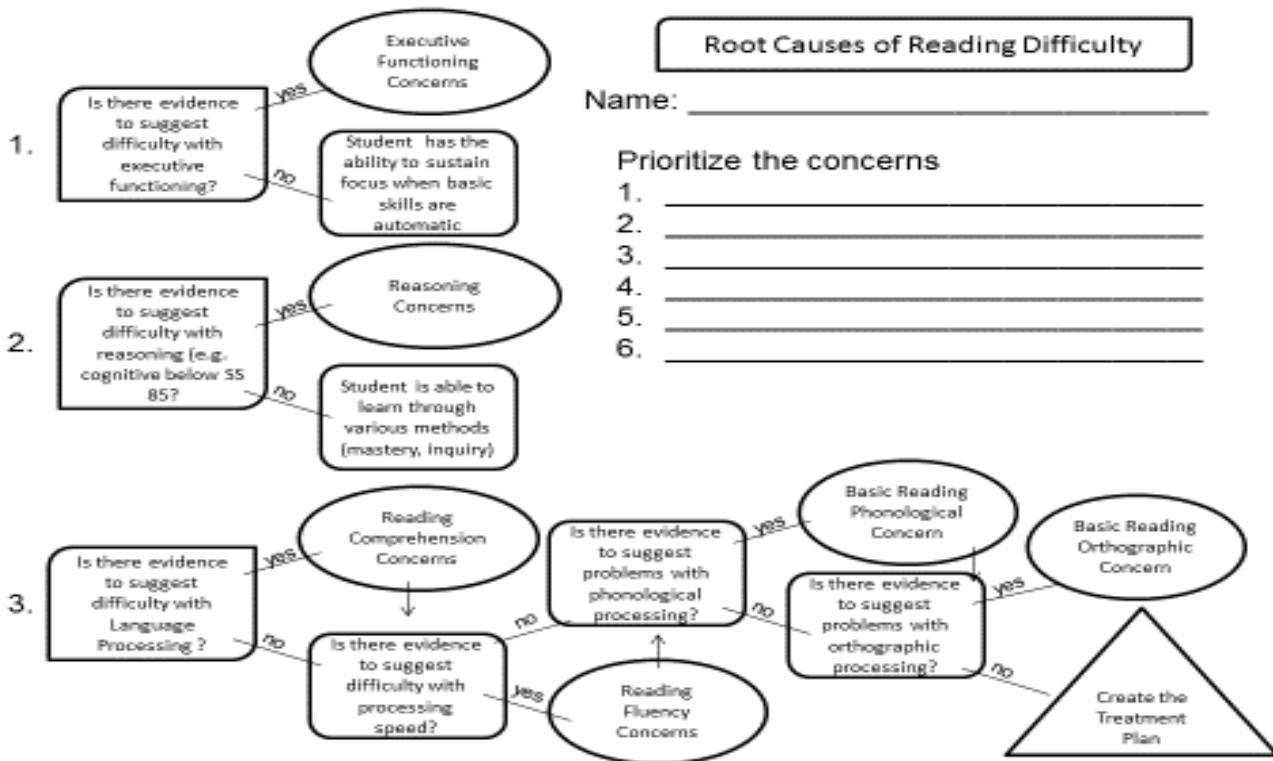
- Students in ECE are identified with disabilities through the DPS Child Find process.
- Students will be identified for initial Special Education services through the MTSS Problem Solving Process. Before being evaluated for Special Education, students in grades K-5 will have a formalized SIT Plan and at least 12 weeks of a research-based intervention that was closely monitored. The MTSS Problem Solving Teams will have consulted with a Special Education teacher before a referral is made.
- The MTSS team will provide a thorough Body of Evidence (BOE) upon referral to special education. These BOEs will include:
 - ✓ For suspected *behavioral disabilities*, the PBIS Problem Solving team will provide a BOE that includes: academic functioning data (PARCC, Illuminate, and literacy/math CBMs), discipline data, a series of direct observation data (frequency, peer-to-peer compassion, duration, ABC, etc), a Behavioral Intervention Plan (BIP), and at least 12 progress monitoring data points such as daily behavior goal tracking sheets/point sheets. The special education team will administer additional informal and formal social/emotional/behavioral measures such as the Behavioral Assessment System for Children to complement existing BOE if parents provide consent for a special education evaluation. The special education team will ensure that BOEs meet DPS disability checklist guidelines for Series Emotional Disabilities (SED) and Other Health Impairment-ADHD (OHI) before making identification decisions.
 - ✓ For suspected *learning disabilities*, the MTSS Problem Solving Team will provide a BOE that includes: PARCC/CMAS data points, Illuminate interim data, ACCESS data, STAR data, a SIT Plan, and at least 6 progress monitoring data points for each area of need. The special education team will administer additional informal screeners in the area(s) of need to complement the existing BOE, and may administer formal academic assessments such as the WIAT III if parents provide consent for a special education evaluation. The special education team will ensure that BOEs meet DPS disability checklist guidelines for Specific Learning Disabilities (SLD) before making identification decisions.
 - ✓ For other suspected disabilities such as Speech Language Disabilities, Autism and Traumatic Brain Injuries, the MTSS Problem Solving teams will provide collected academic/behavioral assessment data to the special education team. The special education team will leverage their SSPs and DPS SPED partners to collect further assessment data, ensure appropriate referrals, and conduct identification process.
 - ✓ In order to address inappropriate identification and disproportionality, the International Academy of Denver special education team will work diligently to rule out language acquisition in the special education evaluation and identification process. The team will use IDEA ELL provisions to reduce bias in the process, will ensure an ELA certified teacher is a part of the decision making process, will refer students to DPS SEAS department to be evaluated in their native language (must do for LEPs), and will leverage DPS support partners and department experts such as bi-lingual psychologists in the decision making process.

Specially Designed Instruction

Often in special education programs, students are delivered an entire scope of sequence of a researched-based program even though they do not have gaps in all the areas covered by the program. Not only does this not maximize the student’s instructional time with the special education provider, but it rarely results in students receiving the targeted instruction that is needed to make dramatic gains. At International Academy of Denver, Special Education teachers will use the evidenced-based 5 step DPS Data Inquiry Cycle to specially design targeted and highly effective instruction for students with educational disabilities. As an initial data gathering process to prepare for Step 1: Analyze, SPED teachers will use the “Fishbone Root Cause Analysis” process developed by DPS’s Student Service’s Director of Professional Development Robert Frantum-Allen. This process consists of collecting various, short informal screeners that measure the different cognitive processes of an academic skill set such as reading (i.e. Phonological Processing, Basic Reading Skills, Fluency, and Comprehension). These data points are then placed on a fishbone analysis tool in order to visualize the specific gaps students have in their skillsets:



Once the fishbone tool is completed with assessment data, teachers will work through the following decision making process to prioritize areas of instruction (Step 2 Plan):



Root Causes of Reading Difficulty

Name: _____

Prioritize the concerns

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Once treatment plans are implemented (Step 3 Implement), SPED teachers will closely monitor the efficacy of instruction through administering CBMs and embedded measures in research-based programming weekly. Progress monitoring data for the treatment plan/IEP goals and objectives will be evaluated and adjusted through Steps 4 and 5 of the Data Inquiry Cycle.

Special education teachers will use the following research-based programs in their design process: Words Their Way, Writing Road to Reading, Lexia, Language!, Handwriting Without Tears, IXL, and Origo Math.

Special education teachers will also use the Data Inquiry Cycle to specially design instruction for students with behavioral, social emotional, and executive functioning disabilities. They will use the following research-based programs and strategies in their design process:

- PEACE 4 Kids (social skills, empathy building, aggressive replacement).
- Direct compensatory skills for executive functioning (EF) such as organization tools, self-talk, rehearsal strategies for memories and distress tolerance skills.

Collaboration and Alignment

GENED and SPED teachers will collaborate regularly to co-plan, ensure SPED and PYP programmatic alignment, and review student growth and need. These teachers will collaborate during green days and during daily data team meetings.

Professional Development

Special education teachers will take advantage of ongoing PD opportunities provided through DPS Student Services, including the specially designed instruction PDUs offered by Robert Frantum-Allen and his team. GENED teachers will receive training in understanding educational disabilities and providing

accommodations with fidelity during green PD days; this training will be presented by the International Academy of Denver special education teachers.

Programmatic Evaluation

The principal will audit and evaluate the special education program 3 times year. The goal of this process will be to ensure compliant services and FAPE, and to monitor annual performance goals. The litmus test for FAPE is student growth. Illuminate data and grades will be disaggregated for the subgroup and will be reviewed along with IEP goal progress monitoring data. If students with disabilities are not making adequate growth, the principal will support teachers with corrective actions and will monitor the effectiveness of these actions. Additionally, during this process, the principal will audit to ensure that all students with IEPs are receiving the services indicated on their IEPs. At the end of each year, the principal will review end of year growth data with the special education team to determine the efficacy of used programs and resources in order to make programmatic changes and procurement decisions for the following year.

K. Gifted and Talented

Identification

Students will be identified for gifted and talented services using the district identification process, which includes multiple pathways for identification. Students may be identified in any general intellectual ability, specific academic aptitude or specific talent aptitude areas. The new ECEA rules will be followed to ensure portability of identification across the state which is why schools must align identification to the district (AU) process. Universal sweeps of all students in K, 2nd and 6th grades is part of the identification process employed by the district to find and support typically underserved students. A bank of assessments that has been researched for its effectiveness with underserved populations will also be available for use in the identification process. The gifted and talented teacher will be responsible for attending training offered by the district and implementing identification processes.

Programming

IB PYP's inquiry driven and constructivist teaching practices provide an excellence learning environment in which students that are gifted and talent can thrive. Additionally, International Academy of Denver teachers will access DPS provided resources for meeting the needs of GT learners. All students identified as gifted and talented will have an Advanced Learning Plan (ALP). New ECEA rules require Advanced Learning plans include standards based goals. This new rule states that the standard may be on or above grade level. ALPs will be crafted by the student's learning team: parent(s), classroom teacher, and GT teacher, and will outline the evidence based instructional strategies and programming that teachers will use to meet student needs. Instructional strategies will aim to effectively differentiate for GT students by using depth and complexity *and* rigor and engagement frameworks. GT teachers in collaboration with GENED teachers will use the following evidenced programs to advance learning: William and Mary's integrated curriculum model for all subject areas, Jacob's Ladder for reading comprehension, Project M2 (grade 2) and Project M3 (grade 3-5) for math. In addition to instructional strategies and curricular programming, ALPs include a required social emotional component. Teachers will use aspects of the Cluster Grouping model, Autonomous Learner Model (ALM), and the Parallel Curriculum Model (PCM) to meet the affective needs of GT learners.

GT Staffing

All GT postings require the applicant to have an endorsement in gifted and talented education or a master's degree/higher in gifted and talented education. GT teachers will be recruited through the DPS "Teach in Denver" board and postings at local GT Education departments at local colleges and

universities. If the International Academy of Denver is unable to locate a candidate that meets the “highly qualified” indicators listed above, the principal can propose a non-qualified candidate by providing the district with a body of evidence that shows International Academy of Denver conducted an exhaustive search for a qualified candidate along with a thorough explanation on why the candidate was the best fit out of the hiring pool. The candidate must then develop a plan for getting their qualification within one year of hire. This documentation is then sent to the DPS GT Director for approval before the position can be offered to a non-qualified candidate.

Professional Development

All GT teachers are required to attend district offered PD (typically these meetings occur monthly) in addition to a three-day summer training. Training topics include differentiation strategies, research based strategies, identifying and serving CLD students, affective needs of gifted learners, etc. Also included in this training are sessions to train on identification practices, test administration, Advanced Learning Plan development and monitoring, etc. The GT teacher will then provide essential training to GENED teachers on blue/green PD days; concepts will include differentiation strategies, ALP integration strategies, and use of evidenced based programming such as William and Mary, Jacob’s Ladder, and Project M2 and M3.

Program Evaluation

Every DPS school develops a GT building plan which documents the supports within the school to ensure that the needs of gifted and talented students needs are being addresses in a holistic manner. Principal Johnson will create and be the champion of the plan; her extensive experience in gifted and talented education at Polaris will be invaluable here. The plan will then be used to evaluate for adequate growth of GT teachers and guide conversations during site visits by DPS GT department staff. The creation of a GT data dashboard is being developed which will increase school leader access to specific data regarding the performance of GT students within their building. The principal along with DPS GT department staff will employ an array of corrective actions if data indicates a lack of performance.

L. Supplemental Programming

International Academy of Denver’s commitment to educating the whole child was thoroughly explained in the School Culture section of the application (1C), the following programmatic elementals that promote student’s mental, social, emotional, and physical health were detailed: Mindfulness, multiple opportunities for student voice and leadership, and a robust tiered system for PBIS. In addition to these cultural trademarks and a daily special class and in alignment with the Increase Opportunities for Students to Learn turnaround priority, International Academy of Denver students will have the opportunity to engage in a weekly enrichment course every Friday and extracurricular sports activities. International Academy of Denver parents have advocated loudly for their students to access to such opportunities. These enrichment courses will be taught by both teachers and community agencies. Topics will vary and may include yoga, strategic gaming, theater and debate, foreign languages, graffiti art, etc. Agency led enrichments will include Denver Zoo, Denver Urban Gardens, Dumb Friends League, Art 360, etc.). Enrichments will be oriented towards service learning and will be closely tied to Units of Inquiry, serving as mediums for students to access the last level of the PYP framework- inclination for social and community action. Sports will also be offered during this enrichment period such as soccer, flag football, and Girls on the Run. Students will elect their enrichment course every 6 weeks. The paraprofessional level Enrichment Coordinator position is dedicated to organizing and facilitating the enrichment and sports program. Additionally, Scholars Unlimited will provide International Academy of Denver with a free after school tutoring program for 60 students and a full-day 7 week summer school program.

Section IV: TEACHING

The International Academy of Denver at Harrington will follow DPS protocols to ensure all core content teachers are “Highly Qualified” both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA).

A. Teacher Recruitment & Hiring

Teacher Qualifications

Teacher qualification were identified to best fit International Academy of Denver’s targeted student population, mission, turnaround priorities, and pedagogical practices. International Academy of Denver at Harrington’s teachers will demonstrate the following *personal qualities*:

- An asset based mindset regarding targeted student population and a relentless commitment to high expectations and achievement.
- Commitment to embodying and developing of all aspects of the IB Learner Profile
- Unwavering commitment to International Academy of Denver’s vision, mission, and turnaround priorities and pedagogical orientation to the IB PYP framework
- Advocates for and engages students, families and the community in support of improved students’ achievement
- An orientation to language acquisition, understanding all teachers are language teachers
- A belief in restorative approaches to discipline
- Pledges professional growth and development: Pursues opportunities for professional growth and contributes to a culture of inquiry
- Demonstrates self-awareness, reflects on practice with self and others and acts on feedback
- Team Oriented: Collaborates with school teams to positively impact students’ outcomes

International Academy of Denver teachers will demonstrate the following skill sets:

- Understands CCSS/CAS and has ability to align and implement content/language objectives that build to the standard.
- Assessment practices that align to the PYP program
- Utilizing the MYP planning framework for instructional planning and reflection
- Utilizing inquiry-based instructional methods to create engaging learning environments
- Ability to craft strategic backwards designed lesson plans
- Fosters a motivational, respectful, and structured classroom environment
- Repertoire of English language development and Sheltered English instructional strategies.
- Uses students’ work and data to plan, adjust and differentiate instruction.
- Familiarity with workshop model for literacy instruction
- A toolbox for promoting and harnessing rigor, higher order thinking, and academic discourse in their students.
- Ability to bridge student heritage into their curriculum in a culturally competent and anti-biased manner.
- Culturally competent communication skills that foster respect, inclusion, and parent engagement
- Recognition of the complexity of culture and the privilege of the domination class that translates into allowing parents and students to use their personal culture to enhance the quest for educational excellence

- Bi-lingual: Spanish preferred

International Academy of Denver teachers will have the following experience:

- 2 years of experience teaching in an urban, Title 1 elementary school preferred, IB/PYP or international education experience preferred
- 2 years of experience teaching in diverse school with significant African American and Latino/a populations preferred
- 2 years of experience teaching in a TNLI elementary program preferred
- Improving the academic achievement of low-income, diverse student populations preferred
- Preferred IB PYP experience

The International Academy of Denver will ensure that all Core Content teachers hired are “Highly Qualified” in accordance with the Elementary and Secondary Education Act (ESEA). This means that classroom teachers must hold a Bachelor’s degree, pass the state’s elementary content test, and be fully certified in elementary education through CDE. Teachers that provide Spanish language support per TNLI language allocation guidelines must have an additional ELA-S CDE endorsement; all other teachers must have an ELA-S, or ELA-E.

Teacher Recruitment and Hiring

The Standards used to hire our teachers include the following *attributes*: Our teachers will be inquisitive and reflective adults. They should be deep thinkers and have philosophies on how middle school students learn best. Knowing that our school will be one of the most demanding middle schools with the most academically successful students, we should have teachers who are intrinsically motivated, self-directed, and love to push thinking. This will require flexibility and creativity.

With a small staff present as we begin our new school, it is imperative that we have teachers with deep knowledge and a clear understanding around the importance of sharing that knowledge with their team. Each core teacher shall embrace leadership opportunities. Furthermore, ideal candidates will have the following *competencies*: They will expect data-driven classrooms and understand how to embed the CCSS/CAS and the IB PYP Framework into daily as well as yearly scope and sequence documents. They will know how to establish rigorous classrooms that are organized and structured for students. They should be able to facilitate instruction through a learner centered approach that capitalizes off of student inquiry, and personalized learning. Their own personal organizational skills should be highly effective. Having some expertise or knowledge around IB PYP and ability to speak and write in Spanish and English would be a preference. Ultimately, it is our goal to hire staff who exhibit the IB Learner Profile core values.

International Academy of Denver will recruit teachers through multiple avenues including postings on the “Teacher in Denver” DPS job board, district and state education job fairs, relationships with local education departments at colleges and universities, professional networks (ACSD, CASE, CDE, etc.), and social media. An imperative recruitment source will be posting through the Rocky Mountain Association of World IB Schools (IBARMS). The essential goal in teacher recruitment is to demonstrate why the International Academy of Denver is an excellent place to teach and lead, therefore these elements will strategically embedded in all recruitment materials:

- Opportunity to engage in critical turnaround work that will ultimately make a positive impact in the community.
- Teachers can earn an additional \$2550 per year, beyond the DPS pay scale for teaching in a “hard to serve” position.

- ELA-S teachers can earn an additional \$2550 per year for being in a “hard to staff” position.
- Due to its “priority status,” teachers at International Academy of Denver have the opportunity additional performance bonuses per their teacher effectiveness rating: up to \$4k for distinguished, up to \$3K for effective, and up to \$2K for approaching.
- Leadership opportunities through Teacher Leadership & Collaboration distributive leadership model.
- Daily collaboration planning time embedded in teacher schedules
- Ongoing instructional coaching and support from leadership

Principal Johnson and a selected hiring committee will work closely with DPS Human Resources to post positions, interview, and hire applicants. A timeline for hiring is November 2015 through April 2016, with the expectation of having filling all positions before April 30th 2016. International Academy of Denver will use the following selection process to select the best candidates:

- Stage-1: Application, resume and cover letter screening
- Stage-2: Initial 45 minute interview.
- Stage-3: Observation of candidate teaching a sample lesson. The lesson will be followed-up with a second 45-minute interview.
- Stage-4: Verification of previous employment, professional and personal references.
- Stage-5: Offers of employment to the strongest candidates. When an offer is made to a potential new employee, he or she will be fully informed of the terms of their contract in accordance with the DPS collective bargaining agreement

International Academy of Denver will utilize Public Impact’s interview model for turnaround teachers in order to ensure the selection of a high-quality staff. In this model, the goal of interviewing is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. (e.g., a time when he or she influenced another person, participated in a group activity). The events they are asked to share will align with IB Learner Profile Core Values. An overview of this process is:

- The interviewer asks first for a brief (e.g., 1 minute) summary of what led up to each situation and the critical milestones or “headlines” in the story that the person is about to tell, such as key conversations or meetings, key actions, turning points and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidates did, said, thought and felt at the time and how others who were involved responded.
- The interviewer must interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting what a person would do on the job.

In addition to using this interview model, the International Academy of Denver’s Hiring Committee will use the Public Impact Complete Question Menu for ensuring the sectional of questions that align to the teachers competencies listed above, particularly those aligned with the IB Learner Profile Core Values. (http://www.publicimpact.com/publications/Turnaround_Teacher_Selection_Toolkit.pdf).

B. Teacher Retention

International Academy of Denver teacher retention goals are:

2016	2017	2018	2019	2020
80%	85%	85%	90%	90%

The key leverage for teacher retention is ensuring that International Academy of Denver is a flourishing school where teachers not only feel honored to teach at, but a place where they thrive. A critical aspect to creating a prideful connection between teachers and the school is creating a culture of collective, mission driven responsibility. International Academy of Denver's leadership will ensure that all staff members understand the "why" behind the work and commit themselves to the mission and performance goals. Teachers are more likely to stay at International Academy of Denver if they feel personally and intrinsically invested in the work. Another essential component to teacher retention at International Academy of Denver is celebrating teachers' dedication and achievement through "hard to serve" stipends, performance bonuses, and consistent public acknowledgements such as DPS Core Value awards. International Academy of Denver will also achieve retention goals through ensuring a strong and favorable school culture that is conducive to both student and teacher learning. Research indicates that a regular root cause to teacher turnover is poor working conditions where student behavioral issues are rampant and teachers work in isolation (Cooper and Alverado, 2006). . Last, recent research reveals that a high-leverage teacher retention strategy is providing teachers robust professional development and leadership opportunities. "Teacher leaders are able to take on new challenges that keep them excited about their work, and the educators they support often achieve greater success in the classroom" (Weaver, 2015). International Academy of Denver will provide teachers opportunities for leadership through the Teacher Leader & Collaboration distributive leadership model. This model does not only afford teacher leader opportunities at International Academy of Denver and within the district, but it offers additional retention qualities such as regular peer collaboration, consistent instructional coaching and support, and social emotional support from the Senior Team Leads.

C. Teacher Coaching

Effective, consistent, data-driven Instructional coaching is an imperative system for International Academy of Denver's turnaround priority of High Quality Instruction and Excellent Instructional Leadership. International Academy of Denver's Senior Team Leads and the IB Coordinator will be the primary instructional coaches for all teachers (caseload of 8-10 teachers) with some supplemental coaching from the principal and assistant principal. Coaches will use the Framework for Effective Teaching as the reference point for PYP instructional delivery, focusing heavily on inquiry driven and constructivist techniques.

Research-Based Observation/Feedback Coaching Model:

Using Bambrick Santoyo's *Leverage Leadership* Observation/Feedback model. The model hinges on frequent observation, and "bite sized" actionable, in person feedback within a data-driven six week coaching cycle. Feedback is delivered in 6 Steps:

1. Provide precise praise
2. Probe: Ask a pointed, open ended question to guide teachers to the feedback
3. Identify problem and concrete action step that will address the problem
4. Practice. Role play or simulate how the teacher could have improved the instruction
5. Plan Ahead. Revise upcoming instruction to implement feedback
6. Set timelines. Determine time by which the action will be accomplished.

This protocol was selected because it considered best practice in education reform as endorsed by the Relay school leadership program, and because it aligned well with best IB teacher development practices. In “The IB Teacher Professional: Identifying, measuring, and characterizing pedagogical attributes, perspectives, and beliefs,” Bergeron and Dean emphasize the importance of coaching as a form of teacher development in excellence school systems and not that “in constructivist camps, a teacher coach should be conceived of as enabling the learner to come to his/her own professional interpretations and decisions, using inquiry-based approaches to reflection and consequent action (reflexivity). The excellent mentor would enable the learner (mentee) to examine rigorously his/her practice and guided them to sources which might enable the learner to better achieve professional learning goals and/or personal learning” (2007)

[file:///C:/Users/Charlotte/Downloads/Pedagogical%20Leadership%20in%20a%20PYP%20school%20\(1\)%20\(1\).pdf](file:///C:/Users/Charlotte/Downloads/Pedagogical%20Leadership%20in%20a%20PYP%20school%20(1)%20(1).pdf). This closely aligns with the “probing” step of the proposed coaching protocol in that teachers are guided to their instructional take away via inquiry as opposed to it being explicitly delivered.

Throughout the coaching cycle, both student and teacher data will be analyzed and used to drive action steps, and to set goals. The specific level of support provided to each individual teacher is identified by the the Principal and Senior Team Leads based on experience, LEAP data, and ongoing student performance data. Teachers designated as “low touch” are those who will receive modified support throughout the six-week cycle, based on previous data (3 observation and feedback loops during the 6 week cycle). Teachers designated as “high touch” are those who will receive heavy coaching support throughout the cycle. High touch teachers receive weekly classroom observations and feedback loops during each 6 week cycle in order to provide real-time opportunities to practice highest leverage strategies and grow as professional educators. Every 6 weeks, teachers will collaborate with their Senior Team Lead to set objectives from their Professional Learning Plans (PLP) that will result in the highest impact on student achievement. Student performance data and observation feedback protocols will inform these objective setting conversations. During weekly observation-feedback conversations , teachers and Senior Team Leads will monitor and ensure the implementation of coaching feedback.

D. Teacher Evaluation

International Academy of Denver’s teachers will be evaluated 4 times per year using the DPS LEAP framework, 50% of which is based upon student achievement data. For each evaluation, the evaluating administrator (principal or assistant principal) will perform two observations and specialized peer observers will perform the other two. Principal Johnson will create a calendar for evaluation components and will review all teacher evaluations in a timely manner to ensure that that evaluations are consistently being conducted. All teachers and administrators will be trained in the LEAP evaluation framework. Administrative and peer observer scores will be documented in the LEAP framework system. In addition to the four formal observations, the Principal and Assistant Principal will perform additional observations and classroom walkthroughs regularly for all teachers.

The Senior Team Leads and the IB Coordinator coach teachers in the development of Professional Learning Plans with rigorous and attainable goals. These goals will inform the professional development of each teacher, with a focus on developing IB PYP knowledge and implementation. International

Academy of Denver will use the LEAP evaluation system framework and observation tools to set individual performance goals at goal-setting conferences which will occur at the start of the school year. Individual, grade level, and collective evaluations will be used to drive professional development. Professional development resources and opportunities will be directed strategically at areas of instructional weaknesses identified through evaluation. This may include whole group professional development training on a specific area on the LEAP framework, adjustments to teacher goal setting, a team book study, and/or sending teachers to specific workshops or trainings. It is expected that teachers will demonstrate growth in areas of weakness, instruction will improve and; as a result, student engagement and academic achievement will improve as well.

If a teacher's performance is deemed unsatisfactory, by LEAP scores and/or student data, the teacher will be provided with more intensive coaching and support. If performance still does not improve, the administrative team and Human Resources will consider non-renewal or dismissal, consistent with employment terms.

E. Professional Development

All classroom teachers ECE-5th, specials teachers and Senior Team Leads plan to report back to school early. Teachers will return 2 weeks (10 days) for half-day (8am-12:00pm) sessions for professional development in IB, school rituals and routines, culture work and school-wide expectation trainings.

International Academy of Denver will provide staff members with ongoing, effective professional development that is designed to prepare teachers for the implementation of IB PYP and turnaround priorities that will ultimately achieve the vision/mission and performance goals of the school.

International Academy of Denver will utilize an extended two week summer training (one week dedicated to IB PYP development solely), DPS blue days, along with daily teacher collaboration, and weekly staff development meeting time to provide professional development that is aligned with the "Living the Learning" philosophy offered in Bambrick-Santoyo's Leverage Leadership. The philosophy encourages leaders to design their workshops just as teachers design lessons: objective-driven with sufficient time allocated to practice and application. The Instructional Leadership Team will create a detailed PD calendar of workshops dedicated to the topics listed in the graphic below.

The Senior Team Leads and the IB Coordinator will deliver the school's professional development. The IB Coordinator will be hired Jan 1st 2016 in order to provide him/her time to plan the week long IB PYP training for staff and admin that will occur in August. Additionally, in regards to IB PYP development, one teacher from each grade level will attend the Keystone IB ARMS training in June. This person will serve as the grade level point person for supporting teacher teams in implementing the PYP framework.

The ILT team will engage in a professional development evaluation meeting every 6 weeks. The team will review instruction coaching data, administrative walk-throughs, and student data to review the efficacy of professional development. The team will in turn use this data review to improve PD workshops and adjust the calendar.

Section V: GOVERNANCE & FINANCE

A. School Governance

International Academy of Denver is an Innovation School, governed by the Denver Public Schools Board of Education and the International Academy of Denver Principal will report to a District Instructional Superintendent.

The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 7 voting members, with parents constituting the largest group.

Positions assigned by the principal:

- 1 Principal (or designee)
- 1 Others optional (Support Staff/ Classified Staff Member(s), parent(s) to ensure equity, parent association member(s), local community or business person)

Positions elected by majority vote (serving 1 year terms):

- 3 Teachers (selected by a vote of teachers)
- 4 Parents (selected by a vote of parents)

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following:
- Advising on the school's annual budget
- Advising on the school's master calendar and schedule
- Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

Other School Committees:

International Academy of Denver will implement other school committees to engage teachers, parents, and community members in school decision-making and improving student achievement and school culture. Other school committees will include:

- School Personnel Committee
- School Equity Committee
- Blended Learning Committee
- Parent/Family Engagement Committee
- Restorative Justice Committee
- Teacher Appreciation Committee

B. Budget & Policy Narrative

Budget Priorities

- 5 year balanced budget based on projected enrollment as well as 80% of projected enrollment created by Karin Johnson, Principal and Corina Hall, DPS Budget Partner
- Enrollment projections provided by the District Planning and Analysis department for the first five years
- Budget priorities include are fully funded.
- In addition to revenues outlined in the budget projection, International Academy of Denver plans to budget based on actual versus average teacher salaries, recuperating approximately \$149,100 - \$175,980 in school based discretionary funding to support the turnaround plan.

Revenues

- Revenue will be generated from Student Based Budgeting including supplemental and mill levy funding for specific programs and services.
- Based on estimates from the District Budget Office, International Academy of Denver has budgeted for new school startup funds in the amounts of \$300,000 each for years one, two and \$200,000 in year three and additional targeted intervention assistance in the amount of \$100,000 for each of the first two years as well.

Expenses

- The majority of expenses at International Academy of Denver are related to instructional staffing with a small percentage going towards administration

Financial Management

- International Academy of Denver will participate in the District “School Budget Analyst” program. This person will perform most duties related to the budget in cooperation with the Principal and the Financial Partner.

Contingency Plan

- In the event that the school only enrolls 80% of the projected student population the school would work to maintain core priorities within the plan while making reductions in the following areas:
 - Reduce the RJ Coordinator, PFC Liaison, SAL/STR, and Enrichment Coordinator to part time.
 - Reduce one intervention teacher
 - Reduce teaching, specials staff, and classroom paras proportional to the reduction in student enrollment (2 teachers) which will allow for the school to maintain class size targets.
 - Reduce Non-salary expenses proportionate to the 20% reduction in PPR while maintaining core non-salary expenses
- Included in the application is both a conservative 5-Year Budget based on conservative enrollment estimates provided by the DPS Planning and Analysis department.

Attachment – 5 Year Budget Projection

C. Facility

International Academy of Denver Elementary School is located at 2401 E 37th Ave, Denver, CO 80205. The school is working with the Operations Support Services Team (OSS) to identify FFE needs and possible considerations for a future Bond request through a separate process.

Section VI. WAIVERS

Waivers Requests and Replacement Policies DPS, DCTA, and Colorado State Statutes

DPS Policy Waivers

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF-R4: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a Collaborative School Committee (CSC).</p> <p>Membership: Each CSC shall consist of at least: three parents or legal guardians of students enrolled in the school one teacher who provides instruction at the school the principal or the principal's designee one person from the community one adult member of an organization of parents, teachers and students recognized by the school</p> <p>The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.</p> <p>A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.</p> <p>To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.</p> <p>Election of Members: Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC. If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.</p> <p>Duties: In accordance with state statute, the CSC shall:</p> <ol style="list-style-type: none"> 1. Act as the school accountability committee for the school. 2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education. 3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan. 4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required. 5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations. 6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee's activities to increase parent engagement must include, but need not be limited to: Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, 	

	<p>the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school; Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.</p> <p>The CSC will not:</p> <ol style="list-style-type: none"> 1. participate in the day-to-day operations of the school; 2. be involved in issues relating to individuals (staff, students, or parents) within the school; or 3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract). <p>Meetings The CSC shall publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable. If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.</p>	
Replacement Policy	<p>The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 7 voting members, with parents constituting the largest group.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal (or designee) ● 1 Others optional (Support Staff/ Classified Staff Member(s), parent(s) to ensure equity, parent association member(s), local community or business person) <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● 3 Teachers (selected by a vote of teachers) ● 4 Parents (selected by a vote of parents) <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists) ● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following: ● Advising on the school's annual budget ● Advising on the school's master calendar and schedule ● Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	KHBA: Sponsorship Programs	Governance / Budget
Policy	<p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program. The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis</p>	

	if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students. Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues. Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement. All sponsorship activities will comply with district policies.	
Replacement Policy	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities. 	
School Proposal	IKE / IKE-R: Promotion, Retention, and Acceleration of Students	Education Program
Policy	<p>The Board of Education recognizes that high expectations and standards for student achievement are necessary to ensure that students are well prepared for the next level of their education. The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial.</p> <p>Definitions “Promotion” means the process of advancing a student to the next grade at the end of the current school year. “Retention” means the process of having a student repeat a grade. “Acceleration” means the process of moving a student ahead one or more grades.</p> <p>Individual Learning Plans Teachers shall assess the teaching and learning process on a continual basis and identify students early in the school year who are not making adequate progress toward achieving the District's academic standards. Teachers may choose to implement an individual learning plan for each student who is not making adequate progress toward achieving the District's academic standards.</p> <p>Promotion/Retention/Acceleration Before considering whether to retain or accelerate a student, District staff shall consider and document each of the following factors: Academic skills; Maturity; Evidence of academic growth; Chronological age; Language proficiency; Special education status; attendance record/truancy; Transiency; Previous grade retention or acceleration; and Likely success in completing the academic work at the next grade level. After considering the above factors, the principal shall make a recommendation whether to retain or accelerate the student, however, a student shall not be retained or accelerated unless the principal has made such a recommendation and the student's parents/guardians agree with the recommendation. Retention and acceleration shall be used sparingly when special circumstances warrant, and retention due to social, emotional or physical immaturity shall be used on a very limited basis. A student's parents may appeal a principal's decision to retain or accelerate a student in accordance with regulations adopted by the Superintendent. The procedure to retain a student in kindergarten, first, second, or third grade due to the student's significant reading deficiency shall be in accordance with Board Policy ILBC, Superintendent Regulation ILBC-R, and applicable law.</p>	
Replacement Policy	Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement	

	<p>levels as determined by performance on multiple metrics including standardized reading and math assessments. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees. <p>All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.</p>	
School Proposal	GCF/GDF: Staff Recruitment/ Hiring	Teaching: Human Resources Management: Hiring
Policy	<p>Hiring There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability. All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act. All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection. The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district. Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. 	

	<p>The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements)</p> <p>Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA). Core content areas under ESEA include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music).</p> <p>The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. Background checks will be administered using the existing systems and processes for the district. The School shall conduct reference checks.</p>
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Collective Bargaining Agreement Articles Waivers
WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

School Proposal	Article 1-7: Definition of "School Year"	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Request for Waivers	Governance: Management
Policy	Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management

Policy	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</p>	
Replacement Policy	<p>The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 7 voting members, with parents constituting the largest group.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal (or designee) ● 1 Others optional (Support Staff/ Classified Staff Member(s), parent(s) to ensure equity, parent association member(s), local community or business person) <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● 3 Teachers (selected by a vote of teachers) ● 4 Parents (selected by a vote of parents) <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists) ● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following: <ul style="list-style-type: none"> ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule ● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	<p>Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load</p>	<p>Educational Program: Calendar & Schedule</p>
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p>	

	<p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District’s scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time. Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties. 8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>
<p>School’s Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.</p> <ul style="list-style-type: none"> ● The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. ● The School has the authority to establish class sizes and teaching loads that support the Innovation Plan. ● The School has the authority to establish or replace any necessary committees that support the Innovation Plan. <p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional directed common planning time.</p>

	8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.	
School Proposal	Article 10/ PAR MOU: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher's probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
School's Replacement Policy	<p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive approved teacher evaluation training but will not be</p>	

	<p>required to hold a state administrator license.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal’s supervision within the designated period of time. The plan of improvement will list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right.</p> <p>10-5-3: Formal full observations are recommended to last one class period (typically 45-60 minutes) and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5 During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher’s personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	The school will follow the district’s basic fairness and due process guidelines in handling complaints against teachers, administrative leave, and in issuing corrective action to employees at the Innovation school.	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments

<p>Article Summary</p>	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. 	
<p>School's Replacement Policy</p>	<p>13-7. The innovation school will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> • It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. • In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. • The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers (with the exception of ADA placements). <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to determining probationary or non-probationary status.</p>	
<p>School Proposal</p>	<p>Article 13-8 Personnel Committee & 13-10 Reduction in Building Staff (RIBS)</p>	<p>Teaching: Human Resources Management: Hiring & Staff Assignments</p>
<p>Article Summary</p>	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p> <p>13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of</p>	

	<p>teaching assignments at a school, or when a Collaborative School Committee decides fewer teaching assignments are needed in a department, grade level or ELA/specialty area.</p> <p>13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.</p> <p>13-10-3 The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The Personnel Committee shall notify the affected consideration group as soon as possible. Teachers will not be required to reinterview for their positions if they are not in an affected consideration group.</p> <p>13-10-3-1 For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.</p> <p>13-10-3-2 Each teacher may reside in only one consideration group.</p> <p>13-10-3-3 Excluding job share teachers, contract teachers who are assigned to a school less than full-time, shall be accorded the same transfer rights as other teachers in the consideration group.</p> <p>13-10-4 Teachers on approved leaves where their positions are being held in accordance with Appendix B shall be considered equally for the purpose of reduction.</p> <p>13-10-5 The Personnel Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for 44 of 99 Reduction in Building Staff, the Personnel Committee shall include the following: · Teachers in the consideration group may choose to vacate an assignment. · Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process. · All members of the consideration group must be interviewed by the Personnel Committee.</p> <p>13-10-6 The Personnel Committee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Committee is unable to reach consensus, the principal will decide which candidate will be reduced.</p> <p>13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.</p> <p>13-10-8 Teachers who are involuntarily transferred are expected to actively participate in the teacher staffing process. The District may pursue consequences for teachers who are directly placed for three (3) consecutive years who have not actively participated in the teaching staffing process.</p> <p>13-10-9 Leaves/Job Share/Retirement. See related Articles 22, 25 and 31-16.</p>
<p>School's Replacement Policy</p>	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, the school leader shall establish a hiring committee which will be constructed by the principal in consultation with the CSC to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>13-10. The principal, with consultation from the CSC, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in</p>

	the position being reduced will be considered and the principal and the principal will make RIBS decisions based on school determined criteria including performance and professionalism.	
School Proposal	Article 14-1: Summer School Teaching Positions	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	The Innovation School will not participate in the district Reduction in Force process and will not be required to accept direct placement of district employees who have been reduced. New staff members will be employed at the school based on their qualifications and position requirements.	
School Proposal	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation

Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	<p>The School has the authority to determine its own compensation structure for additional work provided the school submits a replacement policy to their CSC and HR for annual review ensuring sustainability, transparency and equity.</p> <ul style="list-style-type: none"> • The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School <u>will meet or exceed the rates</u> of pay set in the DPS/DCTA Collective Bargaining Agreement. • The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan. In no event shall this determination be made later than the date of the final budget submission for the following school year, on or around April 1st. 	
School Proposal	Article 7: Grievance Policy	Teaching: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all</p>	

pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.

7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.

7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.

7-4 Rights of Teachers to Representation.

All teachers who file a grievance shall do so with full knowledge and assurance that they are entitled to be represented by the Association and/or the Association's designee(s) if they so choose. Level One representation will normally be provided by the Association's building-level Association Representative.

7-5 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.

State Statute Waivers
WAIVER REQUESTS – COLORADO STATE STATUTES

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.</p> <ul style="list-style-type: none"> ● The School in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth. ● The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive approved training in evaluation skills by the district personnel or school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191. ● Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form. ● All teachers will receive at least one formal evaluation each year and will receive the minimum number of observations necessary to generate an end-of-year LEAP score. ● The school’s principal shall receive an annual evaluation by the Superintendent or his/her designee. 	

School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (l) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school.</p> <ul style="list-style-type: none"> The principal, in consultation with the CSC, will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales provided the school submits a replacement policy to their CSC and HR for annual review to ensure sustainability, transparency and equity. <p>For all unique job descriptions, the Principal in consultation with the CSC and HR shall determine the rate of pay during the budget cycle each Spring for the following year.</p> <ul style="list-style-type: none"> The school will use support staff positions that have been established by the Board, when applicable. When unique support staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan. 	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. 	

	<ul style="list-style-type: none"> The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner. 	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	<p>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.</p>	
Replacement Policy	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <ul style="list-style-type: none"> School has the authority to determine the number of professional development days, days off, and late starts/early release days. In accordance with the innovation plan, the school’s principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. 	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	<p>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</p>	
Replacement Policy	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <ul style="list-style-type: none"> In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a 	

	<p>timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.</p> <ul style="list-style-type: none"> The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. 	
School Proposal	<p>Section 22-32-109 (1)(n)(II)(B): School Calendar</p>	<p>Educational Program: Calendar and Schedule</p>
Policy	<p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>	
Replacement Policy	<p>The school has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> No later than 60 calendar days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract. 	
School Proposal	<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>
Policy	<p>(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;</p>	
Replacement	<p>The DPS Board authorizes the school to develop an educational program that aligns to</p>	

Policy	<p>the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> ● Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. ● The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. ● The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. ● Substantive interim changes must be approved by the Principal and District Staff. 	
School Proposal	<p>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</p>	<p>Education Program</p>
Policy	<p>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;</p>	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> ● Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. ● The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. ● The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. ● Substantive interim changes must be approved by the Principal and District Staff. 	

School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	<p>The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.</p> <ul style="list-style-type: none"> • All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment (ESEA). Core content areas under ESEA include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, 	

	economics); and the arts (visual arts, music).	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2) , may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3) , or to a school in an innovation school zone, as defined in section 22-32.5-103 (4) .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. <ul style="list-style-type: none"> All dismissals that occur during the school year must follow procedures established in District policy GDQD and regulation GDQD-R. Teachers may be non-renewed at the end of the school year for a lawful reason. 	
School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary. (2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned. (3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision. (4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education. (5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person. (b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.	
School's Replacement Policy	In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process. <ul style="list-style-type: none"> Principal candidates are provided to the CSC and superintendent or his/her designee from the district's principal hiring pool using the LEAD in Denver evaluation process. 	

	<ul style="list-style-type: none"> • The district superintendent or his/her designee will manage the principal selection process in collaboration with the CSC and shall recommend at least two final candidates to the superintendent for hiring. • The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the proposed candidates meets his/her approval. • In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee. • Interviews and selection follow the DPS Human Resource hiring procedures. 	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Teaching: Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	<p>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</p> <ul style="list-style-type: none"> • The school may employ non-licensed teachers for supplemental and 	

	<p>enrichment instruction consistent with the innovation plan and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Policy</p>	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.</p> <p>(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lessor of:</p> <p>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</p> <p>(II) One-twelfth of the annual salary specified in the employment contract.</p> <p>(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.</p> <p>(II) Repealed.</p> <p>(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district,</p>	

the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to [section 22-2-117](#), provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to [section 22-63-302](#) or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in [section 22-9-106](#) as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in [section 22-9-106](#) and only if the contract or policy is in the best interest of the students enrolled in the school district.

(4) (a) Notwithstanding the provisions of [section 24-72-204 \(3\) \(a\), C.R.S.](#), upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.

	<p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>	
<p>Replacement Policy</p>	<p>Teaching staff will receive annual contracts even if they previously acquired non-probationary status in the District prior to being hired at the school. The annual contract expires at the end of each contract year. All contracts will be in writing.</p> <p>If an employee intends to resign from their position after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.</p> <p>Dismissal at the end of the year will be done through the non-renewal process. DPS Board Policies GDQD and GDQD-R do not apply in this situation.</p> <ul style="list-style-type: none"> • Teachers do not acquire or lose non-probationary status while at the school. • Teachers leaving employment at the school and transferring to a position in another District school shall be subject to the District's policy regarding transfers from innovation schools in determining their probationary or non-probationary status. <p>The school principal has the authority to make employment offers to qualified candidates. The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district (with the exception of ADA placements).</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p>Teaching: Human Resources Management: Dismissals</p>
<p>Statute Description</p>	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract</p>	

	<p>may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<p>Teachers are hired on an annual contract even if they acquired non-probationary status in the District prior to being hired at the school. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	<p>The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service using the district salary schedule as a base.</p> <p>The school will accept transfers that are being placed under District compliance with the Americans with Disability Act (ADA).</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Teaching: Human Resource Management: Dismissals</p>
Policy	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
Replacement Policy	<p>All teachers are employed on annual contracts, even if they acquired non-probationary status in the District prior to being hired at the school or the school converting to</p>	

	<p>Innovation status</p> <ul style="list-style-type: none"> • Annual contracts can be non-renewed at the end of the contract term for lawful reasons. • In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R. 	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</p>	<p>Teaching: Human Resource Management: Dismissals</p>
<p>Statute Description</p>	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p> <p>(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.</p> <p>(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with</p>	

experience in labor or employment matters.

(c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to [section 22-9-106](#). The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than

twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:

(l) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: [Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S.](#), or [section 18-6-301, C.R.S.](#), or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or

	<p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>	
Replacement Policy	<p>The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher’s employment during the school year. In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule</p>	<p>Teaching: Human Resource Management: Compensation</p>
Policy	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	
Replacement Policy	<p>The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the CSC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR for review to ensure sustainability, transparency and equity.</p> <ul style="list-style-type: none"> • Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws. 	
School Proposal	<p>22-63-402. Services - disbursements</p>	<p>Teaching: Human Resource Management: Teacher License</p>
Policy	<p>No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher’s license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher’s license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.</p>	
Replacement Policy	<p>The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the</p>	

	<p>requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p>	
<p>School Proposal</p>	<p>22-7-1207: Advancement – decision – parental involvement</p>	<p>Educational Program: Promotion, Retention and Acceleration of Students</p>
<p>Policy</p>	<p>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent...</p>	

	in a language that the parent understands.	
Replacement Policy	<p>The school will follow the school’s replacement policy IKE/IKE-R regarding retention and promotion of students. Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments. The principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by the any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees. • All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. 	
School Proposal	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Teaching: Payment of Salaries
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	<p>The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR to ensure sustainability, transparency and equity.</p>	
School Proposal	22-33-102(1) Definition of "Academic Year"	Education Program: Calendar
Policy	<p>As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.</p>	
Replacement Policy	<p>“Academic year” refers to the year as it is established by the innovation school’s developed academic calendar for the School. The calendar will be posted publically by May 1st for the following school year. The school’s CSC will provide input into the calendar.</p>	

Compensation Philosophy

- The school will offer stipends for certain roles, responsibilities, and staff qualification guided by their compensation philosophy. The compensation philosophy can be revised annually with school leadership developing school compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC will review and provide feedback on the school compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.