Trevista ECE-8 at Horace Mann

Innovation Plan

May 10, 2012

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Innovation Plan

OVERVIEW

Trevista ECE-8th opened in the fall of 2008 as a consolidation due to the closing of three underperforming neighborhood schools; Remington Elementary School, Smedley Elementary School, and Horace Mann Middle School. The principal appointed to lead the consolidation was previously the principal of one of the closing elementary schools. The staff represented of one third of each school's staff and ten percent new hires.

In 2010, Trevista was identified by the U.S. Department of Education as one of the lowest five percent of schools in the nation in terms of performance. In order to obtain funding, Denver Public Schools developed a successful turnaround proposal for the district and each school.

A School Quality Review was conducted in April, 2011 by Cambridge Education and the Colorado Department of Education. The SQR included parent focus groups. Six planning meetings with staff and parents resulted in Trevista receiving a Tiered Intervention Grant from Title I funds administered by the state to implement a "transformation plan" in the 2011-2012 school year.

The School Quality Review found:

What the school does well

• The school is safe and orderly in common areas and classrooms and most students feel safe.
Teachers in nearly all elementary grades use incentives effectively to promote students' positive behaviors.
• The school offers a wide and varied range of specials, electives and after-school programs for most students in grades K through 8 that give suitable opportunities for students' social, physical and cultural development.
• Interventions including English language development classes make a strong contribution to student learning.

Areas for Improvement

• Establish a shared vision for what successful learning looks like and that includes greater engagement of students in the learning process and teachers' greater focus on student progress and achievement when teaching.
• Develop a more distributive model of leadership by ensuring that leadership roles, responsibilities and accountabilities are clear and so enables the principal to focus on developing more effective instructional leadership.
• Lift the quality of teaching to that of the best so that students make more consistent progress from grade to grade in all subjects.
• Develop a more rigorous schedule for monitoring that always measures the effectiveness of the school's work against student outcomes.
• Establish a regular and systematic schedule of principal visits to classes to ensure agreed improvement strategies are being implemented and so hold teachers to account for students' learning and progress.
• Build a professional school learning community that believes that students can learn, celebrates student academic success more consistently and that participates actively in and responds positively to professional development that focuses on school and individual teacher needs.

• Implement a long-term strategic plan that includes quantifiable goals and benchmarks against which to measure success and which result from a more rigorous analysis of assessment and other outcome data, including student views.

In November 2011, the District was notified by the state that the partnership with Trevista would be on hold until a timeline was established to hire a new principal and a more aggressive turnaround strategy had to be determined. With the Trevista principal retiring, the District made the decision to hire a new principal and replace the staff as part of the turnaround plan. Trevista held a community meeting in December with 70 people in attendance to discuss the necessary changes. All staff members were notified that they would need to apply for positions and were provided with resume writing, interview training and support from the District Human Resources personnel. Two community meetings were held in January to discuss the plan and meet with principal candidates.

In February 2012, the District identified the new Trevista principal, La Dawn Baity. The new principal conducted interviews and observations of all staff who applied to remain teaching at Trevista. Forty one of the forty seven Trevista teachers applied. Fifteen teachers were offered positions.

Staff being hired to work at Trevista began meeting with the principal and Deputy Director for the West Denver Network weekly to provide input into the Innovation Plan. In addition, all teachers hired for Trevista have reviewed and agreed to the implementation of the Innovation Plan.

Trevista's Turnaround Plan includes:

- Significant changes in personnel
- Over $1 million in state funding to support innovative and additional resources
- Documented Plan of Accountability for Excellence

The purpose of the Innovation Plan is to ensure that the Trevista leadership team has the necessary autonomy to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

INTRODUCTION

School:
Trevista ECE-8
4130 Navajo St
Denver, CO

School Leader: La Dawn Baity

Submission date: May 21, 2012

Innovation Planning Team

- La Dawn Baity, Principal

The Trevista Innovation Team is led by incoming Principal La Dawn Baity, who brings over 27 years experience as an educator and administrator. Ms. Baity served most recently as principal Steck Elementary School. During her tenure at Steck, Ms Baity implemented a system to set ambitious goals, provide appropriate interventions or enrichments and progress monitor the achievement of every child in the school. As a result,

Steck's median growth percentile scores are the highest in the state. More importantly, there are no gaps in subgroup populations' scores. Special Education, FRL, ELL, Caucasian and Minority populations all achieved nearly identical median growth percentile scores. Ms. Baity has been with Denver Public Schools for 10 years serving as a literacy specialist and staff developer before becoming a principal. Prior to coming to DPS, Ms. Baity was a classroom teacher for 15 years teaching special education, first and fifth grades in the Sheridan School District located in Southwest Denver. Ms. Baity also spent four years as a literacy coach for the Sheridan School District.

- Guy Pasquino, Academy Director (AP), transitioned to education from the financial industry in 1996 after receiving his M.Ed. from Boston College. He has taught elementary and middle school while working for Lawrence Public Schools and Boston Public Schools in Massachusetts, Gilbert Public Schools in Arizona and Denver Public Schools in Colorado. He also served as Adjunct Faculty for Lesley University. Guy has been tasked with organizing the discipline and assessment plans. He is the proud father of 2 DPS students.

- Kalpana (Kal) Rao, Ph.D., Academy Director (AP), RTI & Intervention, has been an educator in urban schools since 1998. She began teaching through Teach for America in Compton, California, and has since taught and led in Milwaukee Public Schools and Boston Public Schools as well. As a bilingual educator, much of her teaching and leadership has been around the needs of ELLs. She began her work with Denver Public Schools as part of the teacher effectiveness work of LEAP in 2010, and helped create the Framework for Effective Teaching now in use across the district. Currently, she is working as an assistant principal in a turnaround school in the far northeast region of DPS, thus gaining valuable experience in schools looking to drastically improve academic achievement in innovative and thoughtful ways. Besides her work in K-12 education, Kal has also taught undergraduate and graduate-level teacher preparation courses, most recently focusing on culturally responsive pedagogy.

  Kal's contributions to the Innovation Plan for Trevista include the content for the special education and Response to Intervention sections, as well as feedback for the culturally responsive education portions of the plan. She also provided feedback on sections relating to Trevista's assessment plan and work for English Language Learners.

- Jesús Rodriguez, Academy Director (AP), Community Engagement & Culturally Responsiveness, was born in Denver, Colorado and received two Bachelor of Arts degrees from the University of Northern Colorado (UNC) in Elementary Education with an emphasis in Bilingual/Bicultural Education and Spanish, respectively. As an undergraduate, Jesús also traveled abroad and studied in Zacatecas, Mexico. Upon graduating from UNC, Jesús taught 4th and 5th grade ELA-S classes at Lena L. Archuleta Elementary School in Far Northeast Denver. While teaching, Jesús earned his Master of Arts degree from the University of Colorado, Boulder (CU) in Educational Equity and Cultural Diversity with an emphasis in working with linguistically diverse students. He holds a professional teaching license with endorsements in linguistically diverse education: Bilingual and ESL. Jesús again traveled abroad to study in Puebla, Mexico where he also taught a 6th grade English as a foreign language class. After teaching at Archuleta, Jesús shifted roles into the Administrative Assistant to the Principal position there. He was then accepted into the Ritchie Program for School Leaders through the University of Denver and reassigned to his latest position as Principal Intern at Columbian Elementary School in Northwest Denver. Due to Jesús' background, he was able to assist with the Trevista innovation plan, specifically in the areas of culturally responsive education and parental/community engagement.

- Samantha Haviland, School Counselor, holds her M. Ed. In Counseling and Career Development, is a Nationally Certified Counselor, and is currently working on a Ph.D. in Educational Leadership. She is in her sixth year as a school counselor. Currently Samantha is working for Denver Public School as a part time grant manager for

GEAR UP grant and part time counselor at Trevista working intensively with the Class of 2017 and 2018 students. She holds intensive training in career counseling, education law, multicultural counseling, and the Love and Logic curriculum.

- Jose "Dave" Hernandez, School Counselor, has been at Trevista ECE-8 since the Fall of 2010. This is his 4th year working as a school counselor, having worked 2 years previously as a high school guidance counselor. Prior to counseling, Dave provided 10 years of service as a classroom teacher serving the educational needs of a mostly inner-city, high risk, student populations throughout DPS. Dave has had the opportunity to provide input into the development of the Innovation Plan for Trevista overall and specifically in the areas supporting the social/emotional and mental health needs of students.

- Elyse Manteris, Ph.D. NCSP, school psychologist, is serving on the mental health team at Trevista. Along with the other members of the team, her role in the innovation plan is to help develop a comprehensive, culturally relevant plan of social, emotional, and mental health programs and supports for all students at Trevista. As a result of Elyse's contributions, the plan should help students feel safe and connected in the school and community so that they can continue to gain academic skills and competence.

- Joe DeRose, Director of Student Activities and Community Outreach Director, has been a DPS teacher for 15 years, currently in the 3rd year of a 3 year teaching loop at Trevista (4th, 5th, and 6th grade). Previously, Joe taught at Bryant-Webster for 10 years and was the Chair of the Collaborative School Committee there for 9 years. A graduate of Denver Public Schools; Joe attended Bryant-Webster, Horace Mann (now Trevista) and North. Joe participated in developing sections of the innovation plan that will enhance community, parent and student involvement in extra-curricular programs, clubs, activities and events at Trevista.

- Rose Kundert, Parent Liaison and Middle School Parent, communicates, encourages, and engages Trevista parents and families. She offers workshop to our parents, helps them to support their children in ways that will contribute to their child's learning. She was born in Texas and is the mother of 3 wonderful boys. Rose is a hard worker and always sees the good in everyone. A lifelong learner, she walks the talk of making positive changes every day. She enjoys family life and learning new things and believes wholeheartedly that parents play an important role in their children's education.

- Laura Brinkman currently serves as the Deputy Director with the West Denver Network, in this role, Laura supervises all of the Elementary and K-8 schools in the West Denver Network. She has 26 years of experience as an administrator and teacher both at the elementary and secondary level. Prior to DPS Ms. Brinkman served as an elementary school principal in Douglas County and Aurora Public Schools. Under her leadership Fletcher Elementary in Aurora Public schools moved from being one of the lowing performing schools in the state to an award winning "Beating the Odds" school. In Douglas County she led her school to maintain high performance and high growth and the ELL students in her school exceeded the state average for growth. Ms. Brinkman's secondary experience has included being a Director of an Expeditionary Learning School in Mapleton Public schools, an assistant principal at Englewood High School and a teacher at Abraham Lincoln High School. She began her career 24 years ago as a special education teacher at Ebert Elementary in Denver Public Schools.

- Elizabeth Pascal, currently the DPS director of humanities has been a bilingual educator in DPS for more than 27 years. Elizabeth's focus has been on literacy development and English language acquisition as a literacy coordinator, assistant principal, English language acquisition specialist, literacy specialist, staff-developer, Title

I reading teacher, and bilingual classroom teacher. She has provided consultation on the Trevista English Language Development curriculum and professional development plan.

- Debbie Hearty currently serves as the Executive Director of the Office of Teacher Learning and Leadership in the Denver Public Schools. In this role, Debbie leads the growth component of LEAP, the new teacher and support system, the professional development related to the rollout of the Common Core Standards as well as other professional learning efforts. Debbie is an experienced math teacher and university professor.

- Elizabeth Aguirre is a parent and has been at Trevista for 4 years. She has two children who attend Trevista, a son in 7th grade, and a daughter in the 3rd grade. The education of her children is very important to her and for that reason she attends committees like the Superintendent's Parent Forum. She also attends CSC meetings and is the ELA representative for my school. She supports the innovation that is taking place at Trevista because she thinks this change will benefit her children and all students at Trevista. Elizabeth also volunteers at school 2 to 3 days a week, and she will continue helping and supporting the activities of the school of her children.

- Monica Rodriguez is a single parent with two kids at Trevista. She is going to school part time and is also the chair person on the CSC at Trevista where her two children, a daughter in 2nd grade and a son in kindergarten. She thinks the new changes with the school going through Innovation will benefit her kids and the students at Trevista. She is looking forward to new things for next school year. She has been volunteering at Trevista for 3 years.

INNOVATION PLAN DEVELOPMENT PROCESS

Innovation Plan development began upon selecting La Dawn Baity as the new principal for Trevista.

Laura Brinkman and La Dawn met to review the Cambridge Report and the Turnaround Plans and recognized that the comprehensive changes and strategies for rapid increases in student achievement needed would require school level autonomy that Innovation Status would allow.

2/24/12 La Dawn met with the rehired faculty and outlined vision and expectations as well as the intent to pursue innovation status in order to close achievement gaps and make necessary progress.

La Dawn also met individually with teachers to get their input and hopes for the future of Trevista, which became the basis for the innovation plan

3/1/12 La Dawn and Laura Brinkman met to study successful turnaround school waivers and schedules that Trevista could model. Orchard Gardens in Boston MA

3/13/12 the leadership team met and parsed out the components of the plan based on expertise and responsibilities for carrying out the plan.

La Dawn held weekly Monday 4:15 meetings with rehired and newly hired staff to review the Innovation Plan and provide input.

La Dawn met with the following constituents to solicit input on the Innovation Plan:
3/13/12 Staff to establish a consistent process for their input. Decided on weekly meetings.

3/14/12 Trevista CSC - Reviewed outline of the restructuring and innovation plans
3/15/12 Mental Health Team about the Innovation Plan
3/15/12 Joe DeRose about the Innovation Plan
3/12/12 Debbie Hearty and Elizabeth Pascal on the ELA Plan
3/19/12 Rehired teachers to discuss contract language and innovation plan
3/23/12 Innovation Team parents to review the ELA educational plan and discipline procedures

4/2/12 Metro Group - Values Work - La Dawn, Laura, Jesus, Guy, Kal, Joe, and Rose (Leadership Team); Laura; Fernando Guidice, Community Liaison Specialist for West Denver Network

Meetings with parents on the planning team to get input March 14th (CSC, April 20th, May 3rd)

La Dawn met with the following constituents to solicit input on the Innovation Plan:
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3/12/12 Debbie Hearty and Elizabeth Pascal on the ELA Plan
3/19/12 Rehired teachers to discuss contract language and innovation plan
3/23/12 Innovation Team parents to review the ELA educational plan and discipline procedures
4/2/12 Metro Group - Values Work - La Dawn, Laura, Jesus, Guy, Kal, Joe, and Rose (Leadership Team) Laura Fernando Guidice, Community Liaison Specialist for West Denver Network
3/21/12 all parent meeting in Trevista Auditorium, advertised in Friday folders
4/3/12-4/6/12 Leadership Team visit to Orchard Gardens School, Boston, MA
4/12/12 Community Partners Meeting – Overview of Innovation Plan – La Dawn, Joe DeRose, and Maria Irivarren, DPS Community Engagement Coordinator
4/13/12 Monthly Parent Meeting – Overview of Innovation Plan in English & Spanish
5/3/12 Rehired teachers to review and amend contract language.

INNOVATION: MISSION & VISION

Mission
Trevista ECE-8th School exists to serve the unique academic, physical, social, and emotional needs of students. The community of Trevista is committed to creating and maintaining a child-centered and caring environment where teaching and learning recognize the diversity and gifts of all members and ensure students are both supported and challenged to meet their highest potential.

Vision
The Trevista community is invested in the college and career readiness of all students achieved through our relentless commitment to and accountability for:

- A safe, respectful and supportive school environment,
- Highly engaging and rigorous instruction,
- Language-rich and culturally responsive classrooms, and
- Collaboration with and among families, students and staff.

Alignment with DPS

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students' academic, physical, social and emotional needs are met and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers. Our goals align to Denver Public Schools' goals and students will be college and career ready.

Autonomy & Accountability

The purpose of the Innovation Plan is to ensure that the Trevista leadership and staff have the necessary autonomy (school level decision making ability) to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

The following autonomies are being requested by Trevista:

Educational Program:

- English Language Development Program Curriculum Modifications and Adaptations (TNLI - implementation, teacher training, progress monitoring)
- Process for Curriculum Analysis, Revision and/or Replacement (In depth organizational diagnosis - e.g. Science 2013-14)
- School Selected and/or District Interim Assessments (Timeline changes to district)
- Selection of Intervention Curriculum and materials
- School Administration of State Assessments (6 weeks later than District)
- Year 1: Optional Extended Learning Opportunities provided by City Year Corps
- Year 2: Mandatory College and Career Readiness Programs for 6^{th} – 8^{th} grades

Time:

- Staff Schedule and Calendar Changes
- Start date for students will be one week later and end date will be one week later than the district
- The week prior to the start of school will be used for individual assessment of students
- Student length of day (currently 8:30-4:00 M-Th, 8:30-1:00 Fridays) Extended to 8:00-4:00 M-Th, 8:00-1:00 Friday) Year 2 – student length of day 8:00 – 4:00 for 6^{th} – 8^{th} grades 2013-2014
- Teachers length of day on Fridays extended from 3:15 to 4:00pm for professional development
- Individual planning 45 minutes daily
- Academy Team Planning 45 minutes weekly
- Reading 1.5 hours and 45 minutes writing every day elementary school, 1.5 hours Reading/Writing for MS
- Reading Intervention 30 minutes per day embedded in reading block (in most cases)
- Math 1.5 hours every day ES and MS
- Customized ELD Block 30 minutes daily plus Imagine Learning 20 minutes per day
- Intervention Math Groups (30 minutes pre-teach)
- Intervention Math Block 30 minutes per day – "Origo Math" in 1^{st} – 2^{nd} grades; "Do the Math" in 3rd – 6^{th} grades; "Do the Math Now" in 7^{th} and 8^{th} grades
- School determined assessment dates

People:

- School Leadership Team and Advisory Board selection of future School Principal

- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for New Staff
    - o Non-probationary teachers hired before approval of the Innovation Plan will be grandfathered into existing employment terms. Probationary teachers and all other teachers hired after approval of the plan will receive annual contracts. Non-probationary teachers hired after approval of the Innovation Plan will resume non-probationary status if they are hired in another DPS school in the future, all other new teachers will be hired on annual contracts.
    - o Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990,§ 22-63-101, *et seq*., with the exception of specific waivers required for implementing the innovation plan.
- Teachers specialize in content area through a platooning model; additionally math department lead, literacy department lead, student services department lead will receive stipends for additional duties
- School determined professional development

Money:

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services from a Menu
- Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site)
- Stipends for additional duties
- Stipends for additional teaching days and extended time
- Incentive Pay - Bonuses based on School Performance and Participation Goals
- Increase Enrollment to Generate More Funding (600 current, target enrollment 700-750)

Innovation status will help us overcome barriers in the following ways:

- **Quality of Instruction:** CDE and the West Denver Network identified a lack of consistently high quality instruction across all classrooms. This observation is supported by very low student achievement and student growth score data. Innovation status, through flexibility with the timing and process around hiring, will ensure the building is staffed with talented teachers who are ready, willing and able to lead a rapid improvement effort. These teachers will help build a school culture focused on high expectations, excellence, rigor and continuous improvement.
- **Lack of Instructional Time in Current Schedule:** Given the learning needs of the Trevista student community, our students need a longer school day to ensure we can provide a rich, well-rounded curricular experience without compromising necessary time on core instruction. Through Innovation Status, Trevista will add three hours of instructional time per week over the current schedule totally over 100 hours of additional teaching and learning. In Year two, Trevista will add an additional mandatory three hours per week for all 6^{th} – 8^{th} graders with a College and Career Readiness Program (optional courses will be offered for younger students). Year two and beyond will result in 216 hours of additional teaching/learning time for middle school students.
- **Lack of Engagement:** Data from CDE and the West Denver Network reveal a significant lack of engagement among students in high-level, rigorous tasks. Ensuring a high quality teacher in every room enables Trevista to maximize every instructional minute. Flexibility with curriculum, time, resources and hiring through Innovation status will allow us to increase engagement in significant ways. (For example, average vs. actual salaries will allow Trevista to invest more broadly in technology

and teachers who are unable to provide an engaging, motivating environment will not be retained at Trevista.

- **Achievement Gaps:** High poverty, predominantly students of color, comprises over 95% of the school population. 50% of Trevista's population consists of students who are emerging bilinguals (second language learning students). There is a significant gap between the achievement levels of second language learners and their native English speaking peers. In order to provide an equitable education and meet the needs of our students, Trevista must guarantee our families and students that every year
    - an excellent teacher is in every classroom
    - consistent, innovative approaches to language-rich instruction are our highest priority
    - district calendar adjustments allow us to maximize learning time,
    - extended learning opportunities and intensive interventions to accelerate academic achievement for every student .

  Each of these provisions would be hindered without the flexibility of Innovation status.
- **English Language Proficiency:** Trevista's CELA scores demonstrate that current practices are not effective in developing English Language proficiencies. With the help of the DPS Chief Academic Officer staff, Trevista will use Innovation status to ensure all teachers have the skills and understandings, the curricular resources and the support to provide language-development opportunities strategically throughout the day. In addition, we will implement a consistent and customized English Language Development (ELD) block for our students. Working within the court order, Trevista will also hire two high performing English as a Second Language Resource Teachers and expand their role to include coaching, mentoring and supporting high levels of ELD strategies throughout the day in our classrooms. We will also design and incorporate predictive progress monitoring tools to inform our data team cycles and drive instructional improvements and intervention schedules.
- **Assessment Schedules:** Currently, the district opts in to early state assessment windows and establishes an interim schedule and set of assessments for students based on a timeline determined by external (not Trevista) departments.. In order to maximize opportunities for teaching and learning, Trevista students will benefit from state assessments administered later in the year and from flexibility around timing, content, and frequency of formative assessments. Innovation status will allow us to determine the most appropriate schedule and assessment resources to measure and monitor proficiency toward grade level standards.
- **Financial Resources:** The current student-based budgeting process does not provide for sufficient financial resources to guarantee the academic success of Trevista students. Innovation status would allow us flexibility with our budget, e.g. using actual vs. average salaries, contracting services, etc. Savings to our SBB will allow Trevista to add and sustain critical staff, instructional resources and add an additional stipend and incentive system to reward teachers throughout the year for achieving milestone targets.

The need for dramatic improvement is clear. Trevista's inconsistent implementation of the previous redesign plan did not adequately meet the needs of their students. Trevista has been losing almost 40 students per year since it opened as a consolidation of three schools. Currently, almost 60% of Trevista's boundary students "Choice" into other DPS or private schools. Student achievement is disproportionately low compared to similar schools in the area. New families to the Northwest Denver area do not consider Trevista a viable option for their children. Community perception, supported by data, is that Trevista is a failing school. It is evident that Innovation status will help us overcome many barriers impacting community perception and student achievement.

As an Innovation School, Trevista has a unique opportunity to create new energy and commitment to a shared mission and vision among staff and families. Trevista has the ability to examine curriculum alignment with student data and create milestone assessments. Innovation status will improve teacher efficacy by granting some autonomy for our school to make curriculum changes when it is evident current programs are not sufficient for our students' needs. With Innovation status, Trevista would be able to access new resources and reallocate existing resources. Trevista would be able to recruit and develop teachers with the knowledge and skills to support intervention and acceleration and provide teachers with incentives to take on leadership roles and work collaboratively to reach school goals. Our academy school model, a focus on safety, positive school culture, highly structured goal setting and progress monitoring systems, new programs, committed teachers, additional support services and documented student achievement and growth will change student and community perception of Trevista and enhance the school's ability to retain current students and attract new families in the neighborhood.

School Culture

The Trevista school community deserves a positive and intentional school culture. Thus, Trevista ECE-8th grade is working closely with The Metro Center for Urban Education as we build an intentional school culture based on equity and cultural responsiveness .We have contracted with the Metro Center to support our work throughout the year, establishing principles of Culturally Responsive Education and creating a CRE school.

A core value at Trevista is for all students to know that it matters that they came to school, and before the day begins several adults have greeted them by name. At the beginning of the school year, Trevista will dedicate time to building an intentional school culture through whole school, academy-level, grade-level and classroom-specific efforts mapped back to our vision, mission and student handbook.

EDUCATION PROGRAM

Research-Based Programming

The research supporting Trevista's program decisions is the same as Denver Public Schools, as we will be using the same core programs. The district's curricular programs were chosen because of their alignment with college and career readiness expectations. Additionally, Trevista will work with the district on the implementation of the Common Core Standards, the Colorado English Language Proficiencies and the Colorado Academic Standards to ensure our curricular programs meet or exceed the expectations of these high standards.

English Language Arts

Elementary

The Elementary Literacy Program is a differentiated instructional program that supports the literacy and language development of students in kindergarten through grade 5. Students learn to read and write through genre-based units of study, which are implemented through the Reading and Writing Workshop model. Direct instruction is provided to students in whole group, small group, and individual settings and is based on standards, as well as assessment of students' strengths and needs. Students have multiple opportunities to practice skills and strategies being taught through engagement in meaningful independent work.

Utilizing a Reading Workshop model, the DPS reading curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they create their own reading processing systems.

Utilizing a Writing Workshop model, the DPS writing curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they explore the craft of writing through mentor texts and apply writing strategies for a variety of tasks, purposes, and audiences.

The instructional planning guides were designed to guide students through the process of thinking of themselves as readers and writers. During each unit of study, students come to know what it is like to lead an author's life and will be encouraged to develop a love of reading and writing.
The instructional planning guides focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension in a variety of reading and writing genres. The program is set in a double-block schedule to provide sufficient time to systematically instruct students, develop their skills, and continuously assess their development.

While instruction is based on standards and big ideas, the elementary literacy program is flexible enough to adapt the instructional approach to classroom's needs. A reading and writing workshop format provides students with many opportunities to apply their reading and writing skills during whole- and small-group instruction and independent work time. The workshop format provides many opportunities to assess students' skill development.

The elementary program is aligned to research and best practices. It includes ELA-E and ELA-S classroom kits that have bilingual materials to build proficiency and literacy in one's native language (ELA-S classrooms) and support students' transition to English.

Secondary
Trevista will implement the district adopted language arts curriculum, *SpringBoard*, a research-based English program for grades 6–12. It is a 45- to 90-minute block that gives students instruction and practice in reading, writing, and critical thinking. The secondary language arts block provides students with many opportunities to apply their reading and writing skills during whole- and small-group instruction and independent work time. Using *SpringBoard* curriculum from the College Board, the program's pedagogical foundation consists of the skills, understandings, and strategies identified by college faculty that students need for success in Advanced Placement courses and college-level work, and it is:

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

The program integrates four essential characteristics:

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

District pacing and planning guides will be used as resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary. See the Trevista Curriculum Mapping and Implementation Process for more information.

Both the elementary and secondary literacy programs will integrate a focus on vocabulary through school wide implementation of Beck, McKeown, and Kucan's *Bringing Words to Life.* Additionally, there will be intentional planning and implementation of academic language in all literacy instruction.

Literacy Interventions
Trevista will implement the following interventions for reading and writing:

- double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
- use of Imagine Learning to support second language learners' reading and writing development;
- fluency strategies implemented in small groups and/or individually; and
- double dose of small group instruction focused on comprehension.

Mathematics
Trevista will implement the district-adopted mathematics curriculum.

Elementary
For the elementary school grades, Trevista will use the *Everyday Mathematics* curriculum, a complete, research-based mathematics curriculum. The program supports ECE (pre-kindergarten) through grade 5 and introduces students to these major mathematical content domains: number sense, algebra, measurement, geometry, data analysis, and probability. The *Everyday Mathematics* curriculum helps students move beyond basic arithmetic by nurturing higher-order and critical thinking skills using every day, real-world problems and situations. Teachers will use additional resources to be provided to ensure alignment between the units within *Everyday Mathematics* and the new Common Core State Standards (CCSS). These tools include guidance on lessons and concepts to emphasize and de-emphasize as well as formative assessment tools (instructional tasks) to check progress toward readiness for the CCSS.

Secondary
For Middle School grades, Trevista will use *Connected Mathematics Project* (CMP). The educators of the *Connected Mathematics Project* (CMP) have a collective, overarching goal: to help students understand how important it is to be proficient in the various disciplines of mathematics, specifically: reason and communication, vocabulary, forms of representation, materials, tools, techniques, intellectual methods.

Connected Mathematics is a comprehensive middle school mathematics curriculum that provides students with multiple opportunities to develop knowledge and fluency with skills and concepts across mathematical strands. Because the program's mathematical ideas develop and deepen over the course of three years, students must have opportunities to study mathematics in each strand every year.

The educators of the *Connected Mathematics Project* (CMP) have a collective, overarching goal: to help students understand how important it is to be proficient in the various disciplines of mathematics. Students the world over will one day compete for resources to get ahead. With technological advances and global commerce framing their paths to success, students who have insight and a creative attitude, and

who have been disciplined in mathematical reasoning and communication will be better positioned respond to the needs of a global economy.

Specifically, educators of *Connected Mathematics* seek to guide students to proficiency in these areas of mathematics: reason and communication, vocabulary, forms of representation, materials, tools, techniques, and intellectual methods.

Support for *Connected Mathematics* is demonstrated by these results in 10 years of testing:

- CMP is an effective middle school curriculum that is accessible to all students.
- CMP students do as well as, or better than, non-CMP students on tests of basic skills, and outperform non-CMP students on tests of problem- solving ability, conceptual understanding, and proportional reasoning.
- CMP students can use basic skills to solve important mathematical problems and are able to communicate their reasoning and understanding.
- By the end of grade 8, CMP students show considerable ability to solve non-routine algebra problems and demonstrate a strong understanding of linear functions and a beginning understanding of exponential and quadratic functions.

Math Interventions

The primary approach to mathematics interventions at Trevista is to build teachers mathematics understandings and instructional strategies to ensure high quality core instruction alongside scheduled intervention blocks that ensure the time and place to provide small group instruction that recognizes student strengths and gaps and appropriate next steps to advance understandings.

Additionally, Trevista will implement the following district approved interventions for mathematics:

- double dosing of small group instruction including daily pre-teaching and re-teaching use of Imagine Learning to support second language learners' reading and writing development;
- *Do the Math* (Marilyn Burns) for development of basic math skills.

We will investigate the inclusion of additional intervention programs, based on early data.

Science

Trevista will implement the district adopted science curriculum.

Elementary

For elementary, we will use the district's curriculum, *BSCS Science Tracks: Connecting Science and Literacy*. The goal is to provide students with meaningful, stimulating, and interesting hands-on science programs. To do so, teachers will be provided with tools they need to help students mimic how scientists go about finding problems and methods to solve them. Essentially, the goal is to engage students in inquiry-based science in fun and challenging ways.

BSCS Science Tracks: Connecting Science and Literacy:

- Focuses on principles (big ideas) in earth, life, and physical sciences;
- Incorporates a research-based, constructivist approach to learning;
- Includes embedded formative assessments;
- Teaches science as inquiry;
- Provides literacy strategies;
- Aligns with Colorado science standards and TCAP science assessment frameworks; and

- Includes kits for hands-on learning.

Secondary

Structure and facilitated discussions based on shared understanding of rules of scientific discourses must be the rule to enhance our science disciplinary literacy (e.g., justifying understandings, basing arguments on data, critically assessing the explanation of peers). Both aspects of understanding—explaining and representing—are required to meet standards and prepare our students for the technological world they will enter. Science should include activities focused on the following main ideas.

- Scientific Thinking
- Scientific Tools and Technologies
- Scientific Communication
- Scientific Investigation

The content for sixth grade is earth science. Seventh grade students learn about biology. Eighth graders take physical science, including physics and chemistry. Specifically:

- 6th Grade: Earth Science: *Investigating Earth Systems (IES)*, developed by the American Geological Institute and published by its About Time.
- 7th Grade Life Science: *Science and Life Issues (SALI)* was developed by the Lawrence Hall of Science and is published by Lab-Aids.
- 8th Grade: Physical Science: *InterActions in Physical Science (IPS)* was developed by San Diego State University and is published by its About Time.

The curriculum:

- focuses on principles or big ideas in earth, life, and physical sciences;
- incorporates a research-based, constructivist approach to learning;
- includes embedded formative assessments;
- teaches science as inquiry;
- aligns with Colorado science standards and CSAP science assessment frameworks; and
- includes materials for hands-on learning.

Social Studies

Trevista will implement the district adopted social studies curriculum based on Teacher Curriculum Institute's (TCI) resource texts. TCI's Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. TCI uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. With TCI's elementary programs, students don't just learn social studies. They learn social skills.

Elementary

<u>Kindergarten</u>

Social Studies Alive! Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students explore ways to get along with others and how to solve problems. They learn that people live differently in different places and that they can help care for the world.

1st Grade

Social Studies Alive! My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change.

2nd Grade

Social Studies Alive! My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing a community within the classroom, making a simple toy using assembly-line techniques, and acting out people's experiences in different time periods.

3rd Grade

Social Studies Alive! Our Community and Beyond broadens students' awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities.

4th Grade

Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Students learn to think like social scientists as they "tour" the regions, investigating the features that make the regions distinct and the characteristics that unite them. Ultimately, students apply what they have learned about our nation as they research their own states.

5th Grade

Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

6th Grade: Geography

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

7th Grade: World History

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

8th Grade: U.S. History

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

District pacing and planning guides may be used as resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary. See the Trevista Curriculum Mapping and Implementation Process for more information.

Spanish Language

Trevista will provide Heritage Spanish (Spanish for Spanish Speakers) as an elective for middle school students. Trevista will hire an hourly teacher with experience in native Spanish instruction for this role. Middle school students can choose this elective four days per week, 30 minutes/day.

Arts

During the course of each child's ten years of schooling (ECE–grade 8) at Trevista, the child will attain standard-driven levels of arts experiences and instruction in multiple arts areas, including vocal music, instrumental music, visual arts, and dance. These experiences serve as a foundation for future study in the arts and complement the core instructional program. Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential.

Physical Education

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

Trevista Curriculum Mapping and Implementation Process

Using our Common Core Standards curriculum map, which will be developed during the summer, Trevista teachers will meet weekly in grade level and/or content teams to backward map curriculum units and weekly lesson plans: Teachers will identify specific concepts students must know and be able to do in each content area and grade level as well as associated performance tasks (see sample data map by teacher). Teachers will monitor performance goals for each student and identify interventions and instructional groupings six times per year (Aug 28 and 29 for baseline, Oct 15, Dec 3, Feb 19 and March 18 for intermediate and secondary and April 8 for primary, May 20 for end of year review). When teams determine existing curricular materials are not adequate to reach student performance goals, supplemental and/or replacement curriculum may be identified. (For example: If students are struggling with number sense and computational skills, teachers may find that *Everyday Math* does not have adequate scaffolding and practice in computational skills to access its higher-order problem-solving.

Teachers would supplement the *Everyday Math* curricular materials with *Do the Math* or Number World computation programs.)

If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum aligned to the Common Core State Standards and the Colorado Academic Standards.

Instructional Core Philosophy and Approach

The research supporting Trevista's program decisions is the same as Denver Public Schools, as we will be using the same core programs.

At the center of our philosophy is the **instructional core,** which represents the critical work of teaching and learning that goes on in classrooms. The core includes three interdependent components: *teachers'* knowledge and skill, *students'* engagement in their own learning, and academically challenging *content.*

The "instructional core" builds on the idea of the instructional triangle developed by David K. Cohen and Deborah Lowenberg Ball in their June 1999 paper "Instruction, Capacity, and Improvement", published by the Consortium for Policy Research in Education.

To begin the 2012 – 2013 school year, Trevista will increase the effectiveness of its educational program by consulting with department leaders and improving the implementation of the existing DPS curriculum. Trevista's Leadership Team will work with experts in the Chief Academic Officer's departments to align our instructional programs with district and state standards.

In the first year of Innovation, Trevista teachers and administrators will focus efforts on data analysis, goal setting, effective lesson design, excellent core teaching, targeted interventions, explicit language development and frequent, relevant milestone assessments cycles. Adoption of new curriculum could impede our efforts by shifting focus from the teaching/learning cycle to a focus on effective implementation of unfamiliar curriculum programs. The current core DPS curriculum programs align well with the philosophy of the incoming teachers and administration. However, following year one of Innovation status, Trevista's School Advisory Board will examine student data to determine curriculum adjustments or additions.

Trevista's instructional approach will be centered on the following key frameworks:

- **Instructional Coherence:** We will develop and implement a strong instructional core, based on common lesson design and instructional practices employed by every adult in the building. Coherence in instructional practice will be created through staff agreements and professional development. The initial meetings and professional development will occur during the staff summer retreat (August 15th–17th), district "Green Days" and continue as on-going professional learning throughout the year.
    1. A consistent, coherent English Language Acquisition (ELA) plan supported by expert ESL coaches/mentors
    2. A high quality, redesigned English Language Development Block (ELD)
    3. Culturally Responsive Teaching

4. Positive Culture and Climate: teacher to students, teacher to parents, teacher to teacher and student to student
5. Systematic student assessment processes with deep understanding/implementation of appropriate core teaching, supports and interventions
6. *Understanding by Design* – a system to support high quality assessments, lesson design and instruction aligned to Common Core State Standards and college readiness expectations.

- **Vertical Alignment:** Teachers will work collaboratively with the district, West Denver Network, and school leadership to lay out a vertically aligned curriculum map developed from Common Core Standards. Our maps will detail the development of skills and knowledge across grade levels. They ensure students who progress through the school will have a strong, coherent and progressive curriculum experience. Curriculum maps will be drafted by summer work groups and refined during our summer retreat, so they will be ready to guide instruction by the start of school. Stipends will be paid to staff and assistant principals for their summer work

- **Assessment Cycles:** Trevista will implement the following Teaching/Learning Cycle and accountability to rapid closure of student achievement gaps.
  - August (*calendar adjustment*)—Gather baseline data via 1:1 "assessments by appointment" the week before school begins (DRA, ELA levels, Math Screener etc.) August 27th – 29th. Teachers analyze data to determine individual, small group and whole group needs. August 30th and 31st.
  - Teachers work with Academy Directors and principal to set ambitious reading, math and ELA goals (more than one year's growth for every child below grade level). Goals are backward mapped to determine where students need to be at 6 week intervals to ensure accelerated learning trajectory toward end-of-year goals. (see sample student data maps)
  - Provide excellent core teaching based on relevant assessments and planning (*Understanding by Design*)
  - Provide daily, systematic interventions (not to supplant core instruction – see master schedule)
  - Teachers meet weekly to refine core instruction and adjust interventions as needed. See attached flow chart.
  - October, December, February, April, June –Teachers administer milestone assessments in 6 week cycles (see proposed assessment calendar).
  - Student Data Map meetings with Academy Director and Principal (every 6 weeks) to review growth for every student. (see proposed assessment calendar).
  - Adjust, increase or maintain interventions as needed.
  - Plan for the next assessment cycle.

- **Extended Learning Time:** Trevista will leverage the extended school day to provide high quality interventions during school hours. Currently many students do not receive adequate, aggressive interventions because participation in after school academic supports are dependent on transportation or students electing out of services based on family commitments. (Sibling supervision, work schedules etc.)

  Trevista's master schedule includes intervention blocks built into the day. Time and human resources allocated to the reading block allows for a "double dose" intervention to occur as a rotation. Elementary students begin their official day 30 minutes after middle school students

allowing us to provide "Pre-Teach" math instruction to small groups of students. The purpose of Pre-teach is to review necessary prerequisite skills and give students an opportunity to interact with the content prior to the lesson so they are ready to fully engage with their classmates and the content. The pre-teach sessions will include: prerequisite skill instruction and practice, academic language support and opportunities to connect to background knowledge.

Middle school students, reading below grade level, will also have a double dose of direct, small group reading instruction. In addition to core instruction, our City Year Corps members have been trained in Collaborative, Strategic Reading, fluency strategies and other reading interventions effective with older students. Our middle school students performing below grade level will also participate in a math intervention program called "Do the Math Now". However, we also recognize the gap this creates as it is not yet available in Spanish, and Trevista is designated as an ELA Zone school. Middle school students have highly engaging elective options at the end of the day, and the elective options are dependent on high quality completion of in class and homework assignments.

In addition to their academic tutoring training, stated above, Trevista Instructional experts (Principal, A.Ps, Instructional Facilitator, etc.) will train City Year Corps members to tutor students in small groups before, during and after school.

The Trevista principal, three academy directors, and the West Denver Network instructional superintendents will all conduct weekly classroom observations to collect data on implementation and provide supportive feedback to improve systems and instruction.

Year Two and Beyond

Trevista's long range plan directly supports the mission of the Denver Public Schools.

"We will lead the nation's cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education."

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students' academic, physical, social and emotional needs are met and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers. Our goals align to Denver Public Schools' goals and students will be college and career ready.

To this end, during Year One, the Trevista leadership team and Student Activities Director will partner with private and public organizations, feeder high schools, and local colleges to create a comprehensive, engaging College and Career Readiness Program for Year Two. Trevista's middle school (6^{th} – 8^{th} grade) program courses will offer our students civic, career, and college readiness experiences. Trevista leadership believes a planning year is needed to design an innovative model program. Many schools implementing an extended learning model in their first year report they believe they should have taken more time to be certain the extended learning programs and practices aligned more closely with core instruction and long term goals. Trevista has already begun conversations with Colorado Uplift as a planning partner for Year Two.

Our City Year Corps Members and their director will work with Trevista Leadership to develop Friday afternoon ELT in Year One. These will be "student selected" and optional.

Collaborative Culture for Educational Programs

The school culture at Trevista is one in which students' diversity is recognized and incorporated into the classroom. Also, the adults in the building collaborate to identify how to support students and increase social and academic development of all children. Our core values, developed through our work with the Metro Center for Urban Education, will drive how we treat students, parents and each other. There will be a focus on achievement, but not at the cost of who individual students are nor by ignoring the importance of a positive, supportive school and classroom culture.

In addition to implementation of Responsive Classroom strategies and Gear-Up/Advisory Group daily meetings (see page 12), Trevista's culture and learning environment will be driven by our core values. (see attachment) Those values will be revisited weekly during our PLCs, and especially evident in our

Tuesday Grade Level Meetings

Trevista is implementing a unique Child Centered approach to weekly team meetings in order to make certain the social, emotional and academic needs of each child are addressed and concrete action steps identified to provide additional support. This will ultimately be part of our RTI and SIT team processes, but identified as Universal Level Interventions. The table below describes how Tuesday Grade Level Meetings align with Trevista's values, mission and vision and contribute an innovative, intentional school culture.

Fridays—Data Centered Conversations	Tuesdays—Child Centered Conversations
Part I: English Language Development (ELD) Focus-content led by expert, Elizabeth Pascal • Added focus on the ELD block for literacy teachers, • ELL and sheltering strategies for math/science/social studies teachers *Part II:* Understanding by Design PLCs—Considering both language and content, teachers, through collaboration and PD, will answer these questions: • What do students need to learn? • How will we know they learned it? • How will we respond when they don't-interventions ? • How will we respond when they learn it-enrichment and extensions ? Then PLCs will combine content areas and share content and language objectives/key strategies for the week.	Shared agendas across grade-level teams with small group conversations within. ESL resource teacher attends. As possible, the special education and interventionist teachers attend. Example—When the 3 / 4 team meets, the teacher leader uses a Google doc agenda to lead the discussion and make public the notes. The pairs of teachers that share kids engage in the conversation during the agenda to answer these critical questions: • What are each students' learning styles strengths, weakness, special interests, etc. • What learning can we celebrate and document? • Which children need additional supports and who is going to take responsibility/action? All teams will use shared agendas across all

During Part II, the essentialists get planning time but using same template. *Part III:* All teams share out what ELA strategies they are incorporating, how they are doing it, what are their language and content goals with a question for input. Teachers leave for the weekend with their lesson plans for the upcoming week.	grade levels, shared templates—the Trevista Way. The Academy Director takes on the role of connecting the conversation with essentials teachers, the mental health team, and, if needed, special educators and interventionists are not able to come.

Trevista will follow district guidelines on class size. Students will be heterogeneously grouped in classes with the exception of time during the day designated for small group instruction, ELD and intervention, when students are grouped by their specific needs

Using *The Responsive Classroom* curriculum resources, Trevista ECE – 5th grade teachers will facilitate daily Morning Meetings with their homeroom students. Training of all teachers on Responsive Classroom procedures will occur during our staff retreat and on the first district PD days. Our school will also use strategies from *Creating Positive Climate and Culture in Elementary Classrooms* to teach expected behaviors throughout the building including the cafeteria and playground. Trevista elementary students will participate in "Games Day" the second day of school to learn the rules of playground games.

Trevista's Middle School students will use an Advisory curriculum to explore social and emotional issues as well as develop study skills necessary for secondary students and college readiness. All middle school students will be part of an advisory group. Groups will meet frequently to support other students and check that they are on track. Advisors will help students develop a personalized plan to prepare for success. The faculty advisor will ensure additional time will be given to support student's academic and emotional needs.

Advisory sessions will focus on creating a safe and supportive environment for all students. Advisory sessions will cover issues such as —creating a safe space, conflict resolution, understanding stress, and social skills such as team building and time management.

Trevista will use additional income from average vs. actual salaries to fund a playground coach.The role of the coach on the playground is to create safe and inclusive options and opportunities for play. The coach is not a substitute for a playground supervisor. Our playground coach will inventory and submit orders for playground equipment as well as supervise the distribution, collection and storage of playground equipment daily. The playground coach will assess playground coverage areas and the quality of supervision in order to alert administrative staff of unsafe conditions or additional professional development needed for playground supervisors. The playground coach will work closely with the facilities manager to ensure safe play areas, playground equipment and structures and adequate filling in fall zone areas. Middle School students will participate in a modified form of games day appropriate for their age.

Positive Culture for Learning Environments

Positive Behavior Interventions and Supports

Trevista will use PBIS as a school wide support system. This will create a positive learning environment for all students. Positive Behavior Interventions and Supports (PBIS) is a framework or approach comprised of

intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. PBIS is not a specific —model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective. Decades of converging research have consistently demonstrated that these strategies are individually and collectively effective and efficient. In addition, PBIS has relevant applications to educating all students in schools, not just students with disabilities.

Upper intermediate and middle school students and their families will also receive training on Trevista Discipline Ladder. This ladder is directly aligned to the DPS Discipline ladder, but has been modified to make it more accessible to all.

Collaborative Grade, Department and School Level Planning
Trevista will work to build a strong professional learning community where teachers collaborate in structured ways to assess student progress and identify strategies to improve instruction. Through the collaborative development of a student handbook and discipline system, Trevista teachers will prioritize consistent and high school-wide expectations and a unified school culture. Developing a unified school culture that emphasizes the school's increased rigor and expectations of everyone in the building is critical to our Innovation efforts.

Social and Emotional Supports
Trevista has invested in additional mental health support services. Next year, we will employ one and a half school counselors (up from 1) and a 5 day per week school psychologist (up from 2 days). This results in almost 67% more mental health support.

We have requested 10 City Year Corps members who will serve as mentors and role models for our upper elementary and middle school students with specific alignment to and focus on our attendance goals. City Year members will be highly trained by City Year and our administrative staff in order for their role to have the most positive impact on our students before, during and after school. Additionally, City Year members will be assigned to upper intermediate and middle school teachers to strengthen their classroom management/tutor support role.

Trevista's school academy model provides additional support for a positive school culture and climate for adults and students. Our academy model will structure clusters of grades as follows: ECE - 2nd Grade; 3rd-6th grades, and 7th - 8th and each will have an assigned Assistant Principal (also known as Academy Director).

A progress monitoring system will be established to examine the effectiveness of our school culture systems. Surveys are currently being developed for teachers, students, and parents so we are in a constant cycle of reflection and implementation regarding school culture on all levels. Additionally, focus groups will be held with teachers, students, and parents on an ongoing basis to assess the progress and strength of our school climate and culture.

Cultural Relevancy and Responsiveness

Trevista will ensure the educational programs of the school are culturally relevant and responsive to students' specific needs in the following ways:

- Trevista is working closely with The Metro Center for Urban Education to ensure our materials, resources, attitudes and behaviors proactively address the needs of culturally and linguistically diverse students.

- Trevista leadership team has invited the curriculum directors from each department to review our existing materials and recommend additions or those we need to discard.
- Trevista staff will continuously work to:
    - recognize our own cultural lens and biases (read and discuss literature, create culture wheels, examine where we as individuals and as a collective are on cultural proficiency).
    - deepen and apply our knowledge of students' and community's cultural backgrounds (examine behavior, norms, communication, learning styles); use asset-based approach to make content and learning relevant.
    - engage in conversations to raise awareness of social, economic, and political context (dialogue, questioning, problem-posing/solving), particularly non-dominant perspectives
    - use culturally appropriate management strategies (promote equal access to learning, setting academic and social goals, establishing and maintaining expectations for behavior, working with families AND communicating respect to diversity, reaffirm community, and avoid marginalizing students)
    - use resources depicting people of reflective cultural groups, display and use books, posters, artifacts, etc. that promote themes of diversity, tolerance, and community, etc.
    - be explicit about expectations, engage students in discussions about norms, model behavior that is expected, provide opportunities to practice, be aware of inconsistency
    - be sensitive to cultural differences in communication styles with parents and students (assume that all parents care about their children and have something to offer)
    - commit to build caring classroom and school wide communities (respect student perspectives, initiate out-of-classroom conversations, engage students in social games, make connections between school and home)

Meeting the Learning Needs of Students Below Grade Level

Trevista will use a variety of program structures and strategies to identify and meet the learning needs of students who are performing below grade level including the following:

- Teachers will know as much as possible about their students (race/ethnicity, language, culture, home life, needs, learning styles, personal qualities such as temperament, interests, families)
    - Trevista applied for and received a Home Visit Grant for next year. This program provides training, guidelines and compensation for teachers to conduct several home visits for every child in their class next year.
    - See table on page 24 describing Tuesday Grade Level Meetings
- Trevista will attract and retain teachers whose actions and attitudes toward students and their families demonstrate the belief that all students can learn and their needs are being met through expertly implemented differentiation
- Our daily schedule provides an intervention block for all students below grade level from 8:00 – 8:30am. An additional 30 minute intervention block is built into each teaching schedule (see master schedule).
- Using a school-wide planning model, Understanding by Design (UbD) Trevista teachers will plan for and provide rigorous, Common Core Standards-based instruction
- Trevista teachers meet weekly, during an extended assessment/planning block to ensure flexible grouping (heterogeneous and homogeneous) – see flow chart
- Maximize student engagement and time on task (cooperative learning groups, experiential learning opportunities, use of technology, Inquiry based learning, team teaching, block scheduling, tutoring, remediation interventions, before and after school programs, homework clubs)

- Ongoing formative and summative assessments (observations, interim assessment data, end-of-unit UbD assessments, DRA2, STAR, ELD Progress Rubric etc.)
  - Trevista's frequent and regular Student Data Mapping Model ensures that all students' needs for additional services or extended learning time are individually considered, closely aligned to current assessment data, and linked to the most relevant interventions.

Address the Needs of English Language Learners

As part of the registration process, all students' parents/guardians will complete a Home Language Questionnaire. During registration, Trevista will dedicate two bilingual staff members, a secretary and school counselor, to support parents making informed decisions about ELA options. In addition, we will set up a bank of laptop computers for parents to view the Spanish version of the Parent Overview of ELA options found on the Secretaries Information Web Site. If the parent/guardian indicates on the form that the student speaks/understands a language other than English, the student will be interviewed by a bilingual ESL resource teacher to determine initial classroom placement. Students who are new to the district, without previous test scores, will also be tested on the CELA Placement Test within ten days of enrollment. The parent/guardian will promptly be notified of the test results. Based on CELA results, home language and the Parent Permission Form, students will receive the appropriate ELA services.

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

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

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

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

All Trevista Teachers will meet or exceed the ELA-E or ELA-S requirements of the district. Veteran teachers will prove completion of ELA course work required for ELA-E designation. ELA-S teachers will submit evidence of passing scores on the Spanish Language Proficiency test. All teachers will participate in the Trevista Friday afternoon professional development. One hour of our three hour block will be specifically devoted to ELA strategies P.D. and collaborative construction of weekly language objectives for all lessons. ELA coaches will provide feedback and support for high level implementation of comprehensible strategies and supportive classroom environments.

To ensure we do not misidentify second language or special education students our special education Chairperson, Cherie Grubbs has enrolled in a DPS PDU focusing on the theory behind culture fair assessment for English learners. Cherie will receive training and opportunities to practice Spanish in the context of interviews, assessments, and special education staffings to learn parent-friendly ways to communicate. In addition to a masters' degree in Special Education, Cherie also has endorsements in Bilingual Ed and ESL. Cherie will provide training to other staff members so we have a pipeline of qualified educators with the expertise to avoid misidentification.

ELA Program and Strategies

Two ELA Resource Teachers will serve as ESL teachers for students and coaches for classroom teachers to develop or refine SIOP[1] practices, improve classroom design to support L2 learners and provide a language rich environment.to accelerate the stages of language development. ELA Coaches will work side-by-side with teachers to plan instruction and implement supports for English learners to ensure academic success.

During the summer, Trevista's Leadership Team and ESL coaches will work with DPS English Language Development experts to design a full day model of ELA strategies and outline school-wide expectations to maximize language development for all of our students.
Prior to beginning our planning, the Leadership Team and ESL Coaches will read**,** *Leading Academic Achievement for English Language Learners (A Guide for Principals).* Under the direction of our ELA professional development consultant, Elizabeth Pascal, we will collect articles and resources to support P.D. reviewing sheltered instruction practices. Our summer retreat will launch our ELA training to ensure consistent, cohesive practices. Trevista teachers and staff will also receive training in vocabulary development using Beck, McKeown and Kucan's book, *Bringing Words to Life: Robust Vocabulary Instruction*. In addition, Trevista teachers will receive content specific resources such as, *The SIOP Model for Teaching Mathematics to English Learners.*

Throughout the school, *Avenues* will be used as a resource for identifying the scope and sequence for teaching language forms and functions in English. As stated above, *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel Beck will be utilized, in a highly structured model, as a resource for building academic language. All resources will be used to support the implementation of dictation, vocabulary development and shared reading lessons designed to increase English proficiency.

Our unique ELD coaching model will ensure teachers have a knowledgeable resource person to support their efforts in implementing a language rich environment and practices to promote English Language Development throughout the day.

An innovative and critical component to our ELD model is the development of a reliable, predictive progress monitoring tool to allow teachers and administrators to frequently track and assess the English speaking, reading and writing development of all students.

Using the *WIDA (World-Class Instructional Design & Assessment) Standards* and the *WIDA Can Do Descriptors*[2]**,** Trevista will develop an ELD rubric to track language development progress in order to provide acceleration strategies or timely interventions. Trevista will use our ELD rubric, in conjunction with CELA data, to determine baseline scores in reading, writing and speaking. Student data maps will include an English Language Development progress monitoring score for each child and will be an anchor of our Compelling Conversations meetings. *(See sample data maps in Supplementary Attachments).*

[1] The Sheltered Instruction Observation Protocol (SIOP) Model was developed to facilitate high quality instruction for English Language Learners in content area teaching.

[2] The *WIDA CAN DO Descriptors* are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners.

The DPS Transfer of Language documents will be used as anchor documents to support ELA-S teachers with professional development, scheduling, planning and instruction. Included in the Transfer of Language documents are recommendations for how to build on students' strengths in Spanish and intentional bridging of cross-language transfer. The Framework for Effective Teaching Evidence Guide and Best Practice in English Language Development documents will provide additional support.

English Language Development
ELLs who receive ELA programming will receive 45 minutes daily English Language Development instruction using the research-based *Avenues*, *Shining Star or EDGE* curriculum adopted by the district and *Imagine Learning* as part of their daily ELD program. The master schedule identifies the 45 minute block for Avenues and 30 minute block for Shining Star/Edge at every grade level. Imagine Learning and Vocabulary Development, using *Bringing Words to Life*, occurs during reading and Social Studies or Science depending on the grade level. No content or core instruction will be missed for ELA instruction, as our schedule is designed so all children are engaged in a formal language development lesson during the ELD block. Students will be regrouped during this time based on language levels supported in smaller groups by the ESL and classroom teachers. Our schedule is designed so our ESL teachers/coaches are available to support each grade level during the ELD block.

During the differentiated ELD Block, content and language objectives of the lessons will be similar, as the team of teachers will plan the lessons together during their Friday UbD planning time; however scaffolding and supports will vary based on English Language proficiency level. For example, all students receive grammar (forms and functions) instruction differentiated for their language levels. Native English speakers will be grouped according to grammatical structures and vocabulary needs.

When not engaged in direct instruction with students, our ESL teachers will provide support and feedback to classroom teachers in implementation of ELA strategies throughout the day.

As stated above, all ELL students will access the computer based ELD system, *Imagine Learning*, as part of their daily literacy rotation schedule, providing one hour per day devoted to ELD through academic content and vocabulary development.

Elementary
Sample Reading Block Rotation Schedule (following whole group mini-lesson)

- 20 minutes Guided Reading – in Spanish with ELA-S teacher
  - o *ELA-E teachers provide first dose guided reading instruction in English*
- 20 minutes Imagine Learning rotation
  - o *Native, or proficient English Speakers will participate in Star reading programs or alternative literacy station*
- 20 minutes Guided Reading – in English with "flooding" or ESL Resource teacher
- 20 minutes Independent book bag reading

Secondary
Middle School – All students will participate in Collaborative, Strategic Reading (CSR). This program promotes ELD and strategic reading skills for all students.

Transitional Native Language Instruction (TNLI) program model

Spanish-speaking students who qualify for ELA services will choose to be placed in either ELA-S or ELA-E classrooms with qualified teachers based on parent option selection. Speakers of other languages will be placed in ELA-E classrooms and receive daily ELD services. Parents will be encouraged to build academic language with their children in their home language. Trevista will employ one designated ELA-S teacher at each grade level, and all middle school teachers will be qualified ELA-S teachers. Trevista will hire teachers who meet the districts' requirement for ELA designations in addition to providing comprehensive professional development for ALL teachers on best practices for English language learners.

In a Transitional Native Language Instruction (TNLI) model, English language learners receive native language instruction in Spanish, supported English content instruction, and English language development. As students learn more English, they transition to supported English content instruction and English language development classes only. Then they are exited into the mainstream English program. Parents of students at elementary TNLI schools may choose to have their child receive supported English content instruction and English language development only. This model is provided in elementary schools with 60 or more and middle schools with 75 or more Spanish speaking English language learners.

Trevista will use the CELA Pro and Spring CELA results as our baseline indicator (for Speaking, Reading, Writing and Listening) to refer back to when judging the effectiveness of instruction for our ELL students. As part of our regular student data map meetings, we will monitor and closely track English Language Development using our rubric developed from the WIDA Standards and WIDA Can Do Descriptors.

Trevista will use the WIDA rubric and WIDA Can Do Descriptors as a tool for goal setting, outcomes mapping and progress monitoring to fast track English Language Development similar to the design described earlier for monitoring academic achievement. Ambitious ELA goals will be set for each L2 learner and mapped backward from August baseline data. Assessments (see bullets below) will provide progress monitoring information to classroom and ESL teachers, and additional ELD time or resources will be put in place as needed.

- *English Reading Level* using STAR Literacy Assessment, DRA2 and internal interim assessments
- *Spanish Reading Level* using reading records, EDL2 and TANGO progress monitoring passages
- *English Writing Oral Language Development* using a rubric based on WIDA Can Do Indicators and the work of Lance Gentille that was developed for the ELA Summer Academy
- *English Spelling Ability* using The Qualitative Spelling Inventory from *Words Their Way* by Shane Templeton and Donald Bear

Students will be exited from ELL services into the Mainstream English Instructional Program using the criteria set by the LCE Department of the Colorado Department of Education. To exit, a student must be above proficient on their CELA overall score and be proficient or above on their CELA Reading, Writing, Listening and Speaking scores and be partially proficient or above on their TCAP Reading, Writing, Math, and Science scores. In addition, Trevista will follow all DPS requirements for exiting a student from ELL services. The school ISAT will collaborate to make decisions about the student's education plan. This group will consider a body of evidence, including the previously mentioned assessments, reading scores and writing samples.

Once exited from ELL services, we will continue to formally monitor the student for two years. During this time, the school ISAT will document student academic performance using the ELA monitoring form. If at any time, the student is found to be struggling, the ISAT may request that the student be returned to ELA program services.

All professional development and training of teachers on Colorado English Proficiency Standards and transfer of language strategies will be coordinated by the school leadership team and facilitated by the ELA Resource Teachers. Teachers will receive a full day of training on key pieces of our ELA roll-out plan at our retreat on August 15th and during weekly P.D. on Friday's for the first 4 to 6 weeks of school. ESL Teachers/Coaches will determine on-going areas of focus for ELD professional development based on school needs, as indicated by our WIDA progress monitoring tool, through-out the year. Content and language Objectives will be a required part of lesson planning via our UbD model. Teachers will be expected to implement Dictation and 5-day Shared Reading lessons on schedule with school-wide expectations. The ELA Resource Teachers will provide daily in-class support and coaching to teachers.

Trevista will use a variety of strategies for communicating with parents of ELL students:

- Parent Information Nights
- Home Visit Program
- CPAC Nights
- Parent/Family Liaison
- Parent/Teacher Conferences
- Translated written communication
- Informal conversations

Program Evaluation

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

The success of our ELD program will be determined by documented, accelerated English language proficiency of our L2 students according to the WIDA Standards Rubric throughout the year. Accelerated proficiency will be demonstrated during our Student Data Map meetings. This system will be annually triangulated with data from CELA and TCAP.

Response to Intervention (RTI)

Trevista ECE-8 School will implement a Response to Intervention program to differentiate and support each individual student's academic needs. Data will be used to monitor student progress, identify students who are struggling academically, implement strategic interventions, adapt interventions to student performance and identify students with learning challenges or disabilities.

The RTI model will be based on the Colorado (CDE) Multi-tiered Model of Instruction and Intervention:

- RTI starts with high quality instruction in every classroom.
- Achievement data drives all RTI decisions.
- Regular progress monitoring is essential for the RTI process, including monitoring student performance at instructional level AND grade level.
- Data should inform re-grouping decisions every 6 weeks.

RTI is a tiered program:

- Tier I = instructional rigor, data-driven instruction and best practices in every classroom. This applies to 100% of students.
  - Literacy:
    - Elementary:

        - Utilizing a Reading Workshop model, the DPS reading curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they create their own reading processing systems.
        - Utilizing a Writing Workshop model, the DPS writing curriculum is standards-based and organized around genre-based units of study. Instruction throughout the units is focused on direct instruction that supports students as they explore the craft of writing through mentor texts and apply writing strategies for a variety of tasks, purposes, and audiences.
    - Secondary: Trevista will implement the district adopted language arts curriculum, *SpringBoard*, a research-based English program for grades 6–12. It is a 45- to 90-minute block that gives students instruction and practice in reading, writing, and critical thinking. The secondary language arts block provides students with many opportunities to apply their reading and writing skills during whole- and small-group instruction and independent work time.
- Math: *Everyday Math/Connected Math Program* curriculum aligned and adjusted according to CCSS, small groups, differentiated approaches etc.

- Tier II = small group interventions of moderate intensity to address learning or behavioral challenges for all students performing below grade level.
    - Literacy:
        - double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
        - use of Imagine Learning to support second language learners' reading and writing development;
        - fluency strategies implemented in small groups and/or individually; and
        - double dose of small group instruction focused on comprehension.

[Programs could include, but are not limited to, *Blueprint for Intervention*: *Phonological Awareness* The 95% Group; Marilyn Adams, et al.; *Making Words* (Cunningham) ; Wilson *Fundations*; SRA *Direct Instruction; Writing Alive; Collaborative, Strategic Reading*; *Junior Great Books*; *Step Up to Writing.*]

- Math:
    - double dosing of small group instruction including daily pre-teaching and re-teaching use of Imagine Learning to support second language learners' reading and writing development;
    - *Do the Math*

[Programs could include, but are not limited to *Do the Math* (Marilyn Burns), *Do the Math Now*.]

- Tier III = individualized interventions for students (1-5%).
    - Literacy: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments
    - Math: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments

Tier I assessments will occur daily in the general education classroom and should be embedded and analyzed on an ongoing basis to inform daily instruction. Data gathered from district, school, and classroom assessments will be used to identify students who are performing below grade level or not making adequate academic progress. This will be reviewed at weekly grade level/platoon meetings. Once

identified, students will be strategically placed into flexible groups according to their specific needs at Tier II. Data points will be monitored for one 5 – 6 week data team cycle.

Students in intervention programs at Tier II will take identified progress monitoring assessments on a bi-weekly basis. Grade level/platoon teams meet weekly to analyze formal and informal student data to determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented; referrals to the Student Intervention Team (SIT) would also be made at this time.

Parents will be apprised of any Tier II interventions and the progress their child is making in literacy/math.

There will be two SITs, one at the elementary (K-6) level and another at middle school (7/8). SIT will meet weekly and will be comprised of: classroom teachers, special educators, interventionists, student support providers, and administration. Teachers will gather evidence about students in literacy, math and/or behavior using school SIT forms to put students on the SIT weekly agenda. Parents will be informed, invited and encouraged to attend these meetings.

Special Education

Trevista will follow all district guidelines in supporting the needs of students with mild, moderate and severe disabilities, offering students a continuum of services in the least restrictive environment to ensure that students with disabilities receive a free and appropriate education. Students with Individual Education Plans (IEPs) will receive specialized instruction in accordance with their IEP.

Identification

Students may be referred for a special education evaluation by a parent or teacher or may be identified via the RTI process. Students who are evaluated by the IEP team and are determined eligible for an Individualized Education Program (IEP) will receive specially designed instruction and accommodations in accordance with their IEP.

Special Education Services

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

If the IEP team determines that students need a more restrictive environment, they will work with the district Special Education Department on evaluation and determination of placement.

Trevista hosts one Multi-Intensive (MI) center-based special education program. Students will be placed in the MI program via the District process.

Progress Monitoring

The special education teacher will monitor progress of students weekly, keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special education teacher will organize and run all IEP meetings in conjunction with the family, an administrator, and classroom teachers.

Student progress toward IEP goals will be monitored by the special education teacher/case manager and progress will be reported to the student and parent/guardian when report cards are sent out (typically each trimester).

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

Teacher Qualifications
Trevista has 4 special education teachers, licensed and endorsed to teach special education: 3 mild/moderate needs teachers and 1 multi-intensive needs teacher.

All special education staff will be hired in accordance with DPS policies and guidelines. Special education teachers will be appropriately licensed and qualified. Qualifications must meet NCLB Highly Qualified requirements. Training of all special education staff will be supported by the Office of Student Services at Denver Public Schools.

Recruitment/Hiring: word of mouth, district hiring fairs, teachers recommended by district leaders/experts; interviews re: instructional practice and interventions, observation of practice

Retention of teachers: special education teachers will be a part of the school, not an isolated or adjunct program; encouraged to assume school leadership roles; partnerships between general education teachers and special education teachers will be encouraged and facilitated through scheduling and PD

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

Program Evaluation
Instructional observations, progress monitoring of IEP goal attainment, formative assessments of academic achievement, and state assessments (TCAP) will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

Gifted and Talented

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

Students who are identified as GT or HGT will have Advanced Learning Plans (ALPs) in place. ALPs are a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon strengths, interests, and social-emotional needs. They are critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP will

include information about the student's areas of strength and what curriculum and programming options will be provided to match these strengths. The ALP will describe the differentiation methods to be used for acceleration, depth and complexity, higher order thinking skills and content extensions.

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

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

GT Staffing
Trevista has a half time gifted and talented teacher, hired by the school, responsible for GT identification, ALP's, GT and HGT testing, and documenting services for all GT students in the school, primarily occurring during the regular school day. The GT teacher provides classroom support for teachers and pull-out opportunities for academically advanced students.

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

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

Program Evaluation
Instructional observations, progress monitoring of ALP goal attainment, formative assessments of academic achievement, and state assessments (TCAP) will be used to determine the effectiveness of the GT program. The evaluation of GT program effectiveness is also part of the larger program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

Supplemental Programs

Consistent with the DPS recommendations for differentiating instruction, Trevista will supplement core curriculum with a variety of supplemental programs based on student learning needs, as described above. The following list includes research-based supplemental programs currently identified:

Math: "Do the Math" will be our universal program used during our intervention block with all students two or more years below grade level. Origo Math and Number World (Tier 3 - aligned with Everyday Math) may be used by special education teachers and other math tutors. Trevista will use a Pre-teaching model at the Tier II level. This model has been highly effective in rapidly closing achievement gaps. 30 minute pre-teach math lesson will occur from 8:00 – 8:30 for all students who are not meeting grade level standards, but are 2 years or less below grade level.

Literacy: LLI including a kit for intermediate students (Tier 2 or 3); Collaborative, Strategic Reading; Junior Great Books to extend critical thinking and make reading & writing connections; Step Up to Writing

Mental, Emotional, Social Development and Health Needs

In order to support the range of social development, emotional challenges, and mental health needs in children grades ECE through 8th grade, the following programs and policies will be implemented at Trevista:

- Bully Programs:
    - Olweus Bully-proofing program aims to reduce existing bullying and prevent future bullying problems. It is implemented at the community, school-wide, classroom, and individual levels. Staff will be trained in the principles of bully-proofing (methods of intervention, supervision, conflict resolution, staff discussion meetings, and data collection). A school team, led by the Trevista Mental Health Support Department, will be assembled to support the implementation of the program.
    - Mean Girls curriculum will address Relational Aggression (non-physical bullying) among Trevista's girls. The principles of the program can be used with individuals to address bullying behavior or victimization at a Tier 3 level; groups will be run to address Relational Aggression at a Tier 2 level; classroom/school-wide discussions and activities can be used to support girls at the Tier 1 level.
    - Safe2Tell – Students and staff will have access to this anonymous reporting system to provide information about bullying, threatening or harmful behavior to the principal and authorities.
    - The Responsive Classroom – Morning Meetings ECE – 5th grades and Gear Up for 6th – 8th grade students

- Mental health Support Team: The Trevista Mental Health Support Team will include one full time counselor to work with all grades, a part time counselor to work specifically with grades 7 and 8, and a full time, five-day school psychologist. The team will collaborate with teachers and administrators to effectively address the mental and developmental needs of students.
    - Groups will be run by individual or teams of mental health staff to address specific issues (i.e., divorce/loss, social skills, anger management, etc.). Specific topics will be identified within the 2012-13 students via needs assessments and teacher/parent/community input.
    - College and career readiness will be a focus of the mental health team
    - Advisory period to be co-facilitated by the counseling staff to provide training in the development of positive social skills, empathy, and self-advocacy among students.

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- Revolutions Foods may provide healthy breakfast/lunch/snack options to support healthy nutrition. Students may be involved in menu selections and educational opportunities that relate to health, food, and nutrition.
- Morning (Core, Homeroom, etc.) meetings: a designated time will be set aside to discuss social and emotional issues, help students to problem-solve, and support positive culture and climate throughout the school.
- Mentor Programs: Trevista has designated funds to partner with City Year, a program to provide upper elementary and middle school students with mentoring and tutoring supports. Trevista has requested 10 City Year Members to mentor approximately 50 – 60 students in the 6th through 8th grades.
- SOS – Signs of Suicide: In concordance with the DPS mission, all 6th grade students will complete the SOS program. This program is designed to teach students and staff to recognize the signs of depression and other risk factors and/or signs that indicate suicidal ideation or thoughts. The program will be

taught by member of the mental health team in collaboration with classroom teachers and staff; the parent community will be another supporting factor of the program throughout the year. The program is presented twice within the school year, once in the fall and a supplemental/refresher course in the spring.

- Develop and/or strengthen community-based partnerships with agencies that can support the physical, mental, and emotional health of Trevista students and families. Such agencies include, but are not limited to, Servicios de la Raza, Denver Kids, Rainbow Alley, Mental Health Centers of Denver (MHCD), Denver Children's Advocacy Center (DCAC), and La Casa/Quigg Newton Family Health Center.

At-Risk Students

Trevista will implement the following policies and programs to support at-risk students:

- **Making Connections.** Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. All Students at-risk for dropping out of school will be paired with a designated mentor (City Year, Administrative Staff, Classroom Teacher, and Mental Health Support Team).
- **Additional Adult Support.** City Year Program Staff to work with students in mentoring roles, tutoring, and as additional support in classroom management and supervision.
- **Extended Learning Opportunities (ELO).** Students needing interventions will have the benefit of an extended learning day and school year. All at-risk students will receive 30 minutes of tutoring/small group services from 8:00 – 8:30 from City Year staff, paraprofessionals and community partner organizations. An Intervention Block is also built every child's daily schedule. Year One: City Year Staff will conduct optional ELO for middle school students on Friday afternoons. Year Two and Beyond: Official school hours for middle school students will be 8:00am – 4:00pm five days per week. All 6th through 8th grade students will participate in College and Career Readiness Programs. Elementary students will receive additional tutoring or enrichment program supports. ECE – 2nd grade students will have optional physical, arts and other enrichment program offerings.

  Friday mornings will be designed to accommodate additional intensive small group intervention or extension time. Because of our early release schedule, students do not have an arts/specials period on Fridays. We will organize all available staff and administrators for additional small group interventions.
- **Response to Intervention – RTI:** Led by an expert in RTI, a Student Intervention Team (SIT) to be made up of members of the mental health support team, administrators, and teachers, will rigorously implement an RTI model that includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and other disabilities.
- **High Expectations and Support for Attendance:** Consistent implementation of an Attendance/Tardy policy outlined in our parent/student handbook. Attendance and welfare checks will include phone calls to parents who have not notified the school of a child's absence. City Year Corps members have been trained in procedures and will make initial phone calls. Our attendance officer will follow up when chronic or historical attendance problems are evident. City Year Corps members will also spearhead an attendance campaign and celebration for excellent attendance. Trevista wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare. Attendance incentives will be offered through partnership with the Optimist Club.

- **Extracurricular Activities:** A special emphasis will be placed on getting at-risk students to participate in extracurricular activities. Trevista believes that if students are more connected and having fun at school they will be less likely to drop out.

Educational Programs for Academic Achievement

Trevista will use innovation status to customize people, time, money and curriculum and instruction to meet the individual needs of students based on frequent progress monitoring. A strategic, targeted, data-driven approach has resulted in significant academic achievement gains in schools like Trevista across the nation.

To design the Innovation Plan for Trevista ECE - 8th Grades at Horace Mann, the new leadership team reviewed Turn-Around models from several sources. Particular attention was paid to findings from McRel, Boston Public Schools' models, "What Works Clearinghouse" and The Metro Center for Urban Education (Pedro Noguera's three areas of focus).

While each source has its own research findings and areas of emphasis on Innovation or Turn-Around strategies, high levels of agreement were identified in several specific areas of focus.

- **Build an intentional school culture with strong leadership**. This includes the way leaders set up models for distributed leadership, involve families and community partners, and address the attitudes and beliefs of all stakeholders in creating a culture of high expectations.
- **Hire, support and reward and retain the best people**. This may mean releasing, replacing or redeploying staff and leaders who are ineffective or not fully committed to the mission and vision of the school. Systems must be designed to recognize and reward success.
- **Maintain consistent focus on improving instruction with strong systems for using data**; implementing curriculum; interventions; timely, relevant progress monitoring, and making change immediately when results are not evident
- **Focus on one or two clearly defined goals**. Don't fall into the trap of attempting to implement multiple initiatives.

Trevista will use Innovation Status to focus our efforts on research proven strategies.

Flexibility with Assessment Content and Schedules allow Trevista to determine their own progress monitoring windows and, in some cases, progress monitoring content. The number cycles will exceed those currently required by the district. We have submitted an assessment calendar that aligns with our predetermined progress monitoring cycles. Using our Innovation waivers, we are also requesting flexibility with the state assessment timeline adopted by DPS. By extending the assessment window there will be significantly more time for teaching and learning before students are assessed on state standards.

Flexibility with length of school day and school start date for our students allows for a staff retreat to build and maintain intentional school culture. We are working with The Metro Center for Urban Education to facilitate discussions as we develop our core values, mission and vision for the school. The center will also work with our staff to develop common understandings around culturally responsive teaching. Additional school calendar days also provides extended time for our leadership team to begin establishing how our school systems are designed to support teachers with high expectations, progress monitoring and focused professional development. Flexibility with the calendar also allows us to collect assessment data for all of our students prior to the beginning of the school year. Teachers will have time before the first day of school to analyze and organize their data to begin immediate relevant and focused instruction and

interventions. In Year One, Trevista leadership will maintain the early release model currently in place. Weekly extended and uninterrupted professional development blocks are shown to be more effective than shorter more frequent meetings. Trevista staff will have weekly three hour Professional Development sessions on Friday afternoons from 1:00 – 4:00. Embedded P.D. will have the additional benefit of retaining excellent teachers and avoiding teacher burn-out.
Beginning Year two, the Trevista middle school students' schedule will be 8:00 – 4:00 five days per week. Teachers will continue to participate in professional development and data teams from 1:00 – 4:00 on Fridays, while middle school students participate in College and Career Readiness Programs. Trevista will offer enrichment programs to younger, elementary age, siblings of middle school students who may experience a hardship when children's schedules don't align.

Flexibility with hiring policies and financial resources are essential to our successful school reform. Trevista is requesting a waiver from using average teacher salary during budget development. The actual vs. average salary sample demonstrates a substantial savings to the Trevista Student Based Budget. This savings will allow us to use those funds and pay teachers for additional school days/hours, provide interventions during the longer school day and add additional staff support. Other savings from actual vs. average salaries will be used to provide financial incentive for high growth student achievement. Flexibility with hiring policies allow Trevista to attract, retain and reward teachers who are committed to the mission and vision of the school, have the ability and motivation to work collaboratively with colleagues, and demonstrate the skills necessary to rapidly accelerate student progress.

Flexibility with Professional Development policies allows us to maintain our focus on only a few targeted efforts. Trevista will opt out of district selected modules unless they directly support our professional development focus (see PD section). We will continue to participate in essential district initiatives such as LEAP and the CCSS roll out.

APPENDIX A – Curriculum Waivers from DPS CAO will be requested as needed
(See Trevista Curriculum Mapping and Implementation Process)

ASSESSMENTS

1. **TCAP.** Trevista administers the TCAP test annually in accordance with Colorado and Denver Public Schools policies. Trevista analyzes the TCAP data in a variety of ways allowing teachers to project end of year TCAP status. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.

2. **DPS or West Denver Network-approved Interim assessments** will be used to measure student progress.

3. **DRA/EDL.** Trevista administers the DRA assessment twice annually. All students take the test in August, and May of each academic year. In order to meet end of year grade level DRA benchmarks as set by CBLA and DRA growth is tracked in 5-6 week cycles using leveled benchmark books. On watch students may be assessed more frequently. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.

4. **STAR.** STAR testing will administered monthly to all students. Growth is tracked using percentile rank. Percentile rank of greater than 50 is the established minimum goal for all students. On watch students may be assessed more frequently.

5. **Summary, Main Idea and Inference Assessments**. To track writing achievement and critical thinking skills necessary to meet CCSS, Trevista teachers will set goals and track progress on students' ability to identify the main idea and supporting details, write clear concise summaries and identify inference in texts.

6. **Math Unit Tests.** Everyday Math and Connected Math Program. Using our UbD approach, teachers will analyze math end-of-unit test, alter as needed to measure key concepts and standards and add a performance or application task to each unit assessment.

7. **Additional Assessments.** Trevista will also use Avenues, Inside and Edge pre and posttests, unit tests and CELA to progress monitor ELL students. We will also use a variety of Curriculum Based Measures provided on AIMSweb (RTI) to assess students' skills and growth throughout the year. For example, fluency and MAZE benchmark assessments, among others, are given at three points in the year (August, January, and May). These literacy CBMs as well as other CBMs are used weekly to progress monitor students who are placed in research-based interventions such as Wilson, My Sidewalks, and LLI.

Progress Monitoring System

Trevista will increase the effectiveness of its educational program by improving the implementation of the existing DPS curriculum. The Trevista principal, three academy directors, and the West Denver Network instructional superintendent will conduct frequent classroom observations to collect data on implementation and provide feedback to improve instruction. Trevista's teaching/learning/assessment cycle flow chart describes our progress monitoring system (*See 2012-2013 Sample Year at a Glance Trevista Assessment Calendar (in Supplementary Attachments)*

Trevista teachers will meet weekly in grade level and/or content teams to backward map the curriculum: identifying specific concepts that students will know and be able to do in each content area and grade level as well as associated performance tasks. (*See Sample Data Maps in Supplementary Attachments)*

Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings five times per year.

If, through the Curriculum Mapping and the implementation process teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

All students will be assessed in reading, writing and math using DPS or West Denver Network approved interim assessments as well as Math/literacy unit tests, Star, and teacher created summary and main idea assessments. The data will be used to schedule students into intervention groups and will also be used by teachers to plan for instruction to address gaps in student learning and performance.

PLC, working in five to six week data cycles will analyze data, set goals (for both students & teachers), and determine next steps to achieve a minimum target of at least one year for students at or above grade level and more than one year's growth for students below grade level.

PLCs will:

1. Collect, analyze and chart data
2. Analyze strengths and obstacles of both teacher & student
3. Set, review and revise goals
4. Determine instructional strategies
5. Establish success measures / indicators

Compelling Conversations Data Map Questions (examples) *(See Compelling Conversations in Supplementary Attachments)*

- **Who is the student?:** What are each student's learning styles, strengths, weaknesses and special interests? What learning can we celebrate and document for each student?
- **What does the teacher know and need?:** Based on the learning outcomes and discussions with each student, what changes can you make to improve the effectiveness of your teaching? What information do you need to understand this student's challenges?
- **Teaching/Learning Cycle:** What was the intended learning? How will we know if the student learned that? What is our response if they did? If they did not?
- **Disaggregated data:** When the data are disaggregated, what trends emerge? What are the root causes of those trends? How can they be addressed?

The staff will be organized into grade level and vertical collaborative teams to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than two years for students below grade level.

During our Friday PLC time, teachers will determine the evidence of learning toward end of unit goals to collect and bring to the next team meeting. Diagnostic, formative and / or predictive assessments will be administered on at least a weekly basis in all classes.

During weekly PLC/data team meetings, teachers will identify gaps in student learning and determine how to best fill those gaps. Teachers will also analyze which instructional strategies are working well for students and which need to be adjusted or discarded.

Summative achievement data will be measured by End of Unit tests, completed projects & experiments, teacher created writing assessments, reading responses and Open Response Math Tasks. Additional summative data will be gathered through the DPS assessments in reading, writing and math and the TCAP tests.

To communicate the data with the school community, multiple strategies will be employed. Data boards with classroom and grade level data will be colorful, clear and explanatory throughout the school. This includes boards in the front of the school for parents, which articulates the type and purpose of various assessments. It

also includes data boards by academy (ECE-2, 3-6, 7-8) to display classroom and grade level data in 5-6 week cycles (aligned to data cycles), located in the corresponding schools. Additionally, student academic achievement data will be kept current on our school website and will comprise a portion of the monthly parent newsletter. Finally, during the monthly Trevista Advisory Board meetings, Academy Directors will give updates on the academic progress of their classes.

Trevista will determine their own progress monitoring windows and, in some cases, progress monitoring content to align with the curriculum mapping. The number of cycles will exceed those currently mandated by the district. The Trevista assessment calendar aligns with the school's progress monitoring cycles. Using Innovation waivers, Trevista is also requesting flexibility with the state assessment timeline adopted by DPS. Extending the assessment window will allow for more teaching and learning before students are assessed on state standards.

See 2012-2013 Sample Year at a Glance Trevista Assessment Calendar (in Supplementary Attachments)

PROMOTION POLICIES

Trevista requires students maintain a 93% attendance rate, complete quality assignments, follow the school's code of conduct, and reach individual achievement targets. Failure to meet those requirements will result in mandatory participation in a summer academy or intervention classes in order to be promoted to the next level of schooling.

Promotion, retention, and acceleration decisions will be made by the Trevista principal, in consultation with teachers and parents, after careful consideration of a body of evidence. The purpose of the Trevista promotion, retention, and acceleration policy is to ensure that every student is promoted with the necessary knowledge and skills to be successful at the next level.

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

Trevista 8th grade continuation requirements:

- Meet achievement targets OR participate in and successfully complete Summer Academy
- 93% Attendance Rate
- Take the ACT EXPLORE test

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

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

ACADEMIC ACHIEVEMENT GOALS AND GAINS

Trevista's goals are aligned with the vision of becoming: 1) a high performing school by moving from Red to Green on the DPS School Performance Framework, and 2) the school of choice in Northwest Denver neighborhoods by increasing enrollment. Trevista has set the following three year goals with annual targets to track progress toward goals.

Trevista Three Year Academic Goals – All goals are based on continuously enrolled students

TCAP Achievement (% Proficient and Advanced)

- 3rd-5th Grades Continually Enrolled Students:
  - Reading % P/A will increase from 27% to 70%
  - Writing % P/A will increase from 19% to 60%
  - Math % P/A will increase from 33% to 70%
- 5th Grade Continually Enrolled Students:
  - Science % P/A will increase from 6% to 60%
- 6th-8th Grades Continually Enrolled Students:
  - Reading % P/A will increase from 36% to 65%
  - Writing % P/A will increase from 22% to 60%
  - Math % P/A will increase from 24% to 65%
  - Science % P/A will increase from 10% to 60%

TCAP Growth (Median Growth Percentile) (50 Meets Standard)

- 4th-5th Grades Continually Enrolled Students:
  - Reading will increase MGP from 36 to 65
  - Writing will increase MGP from 45 to 65
  - Math will increase MGP from 39 to 65
- 6th-8th Grades Continually Enrolled Students:
  - Reading will increase MGP from 51 to 65
  - Writing will increase MGP from 55 to 65
  - Math will increase MGP from 51 to 65

Achievement Gaps

Reduce achievement gaps between ELL and non-ELL population by 30% over 3 years (Currently 50% Gap between ELL and non-ELL)
50% of students scoring unsatisfactory or partially proficient will move up a level (30% Meets Standard)

Colorado English Language Assessment (CELA)

80% of ELLs will move up a level on CELA (60% Meets Standard)
50% of ELLs will score a level 5 (Proficient) on CELA (35% Meets Standard)

Student Engagement

95% Attendance Rate (94% Meets Standard)
85% Student Satisfaction on District Survey (85% Meets Standard)

Student Enrollment

674 Enrollment: 5 year goal 724 students

75% Re-enrollment Rate (75% Meets Standard)

Parent Engagement
85% Parent Satisfaction on District Survey (85% Meets Standard)
50% Parent Response Rate on Survey (50% Meets Standard)

Program Evaluation and Corrective Actions
The Trevista Program Evaluation system will include evaluating the following indicators:

1. Performance Goals
2. Organizational Goals
3. Leader Effectiveness
4. Teacher Effectiveness

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

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

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

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

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

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

As a restructured school, the existing UIP will be revised to align with this Innovation Plan. The UIP is attached to provide information on Trevista's current achievement levels.

See attached UIP

INNOVATION: TIME

- Start date for students will be one week later and end date will be one week later than the district
- The week prior to the start of school will be used for individual assessment of students

- Student length of day (currently 8:30-4:00 M-Th, 8:30-1:00 Fridays) Extended to 8:00-4:00 M-Th, 8:00-1:00 Friday) Middle School Students will return to full days in 2013-2014. Middle school students will participate in College and Career Readiness Programs on Friday afternoons.
  Teacher's length of day on Fridays extended from 3:15 to 4:00pm for professional development
- Individual planning 45 minutes daily
- Academy Team Planning 45 minutes weekly
- Reading 1.5 hours and 45 minutes of writing every day for elementary school, 1.5 hours Reading/Writing for MS
- Reading Intervention 30 minutes per day embedded in reading block (in most cases)
- Math 1.5 hours every day ES and MS
- Customized ELD Block 45 minutes daily plus Imagine Learning 20 minutes per day
- Intervention Math Groups 30 minutes pre-teach
- Intervention Math Block 30 minutes per day – *Do the Math*
- School determined assessment dates – 5 teaching days will take place instead of the 5 assessment days on the district calendar – assessments will take place the week prior to the start of school and during Friday afternoon professional development time

The Trevista daily schedule increases instructional time for students and professional development time for teachers. Annually, the Trevista Advisory Board will review and approve the schedule for the upcoming school year.

A staggered schedule for interventionists, paraprofessionals and City Year Corps members provide supervision and intervention classes for students from 7:45 – 8:30am
2012-2013 Student Schedule: 8:00am-4:00pm Monday-Thursday; 8:00am-1:00pm Friday
2012-2013 Elementary Teacher Schedule: 8:00am-4:15pm Monday-Thursday; 8:00am-4:15pm Friday
2012-2013 Middle School Teacher Schedule: 7:30am-4:00pm Monday-Thursday; 7:30am-4:15pm Friday

The extended day schedule and amended specials schedules increases overall instruction time for all students by 3 hours per week. The increase in instructional time in reading, writing, and mathematics equates to 108 hours more per year than previously offered by Trevista.

See Attached Sample 2012-2013 Master and Teacher Schedules (Supplemental Documents 3a and 3b)

Calendar

The Trevista annual calendar increases instructional time for students and professional development time for teachers. Annually, the Trevista Advisory Board will review and approve the calendar for the upcoming school year.

2012-2013 Student Calendar:
- Student start date: September 4th (one week later than the district)
- Student end date: June 7th (one week later than the district)

2012-2013 Teacher Calendar:
- Teacher start date: August 15th
- Teacher end date: June 10th

See 2012-2013 Sample Year at a Glance Trevista Assessment Calendar (in Supplementary Attachments)

STUDENT RECRUITMENT AND ENROLLMENT

Trevista will engage in a comprehensive marketing plan to attract, enroll and retain all students in the Trevista boundary area. Trevista employs bilingual administrative, office and other support staff to help with enrollment procedures. Currently, almost 60% of our potential student population choices into other schools. Through our aggressive marketing plan to change community perception of Trevista, increased student achievement, and a safe school environment, we will increase enrollment by over 100 students in five years. Trevista will participate in the District choice enrollment process. Students in the Trevista attendance boundary will have equal access to enrollment.

In addition, Trevista has hired a Student Activities and Community Outreach Director. This director will partner with the West Denver Network Communications Director and Central Office Communications staff to assist in rebranding, marketing, public relations, and communications. Through strategic changes in the educational program and intentional outreach to students and families, Trevista aims to increase student enrollment as well as student academic achievement.

The Communications Director and On-Site Outreach Director will coordinate all school messaging, marketing and community outreach
- Reports to Principal

- **Public Relations**
  Media Inquiries
  School tours for important stakeholders, VIPs, Prospective parents/students, preferably given by Principal if available

- **Messaging**
- Develop and implement strategic communications and marketing plan for the 2012-2013 school year
- Ensure consistent, accurate, and transparent messaging

  Internal Communications
- Outline communications protocol for faculty/staff
- Prep staff with talking points or messaging as needed
- Coordinate with Office Manager to send out daily announcements for staff and students
- Coordinate with Office Manager to maintain and update school Internal calendar (Outlook and Hard Copy)

- **Marketing/Branding**
- Coordinate all External and Internal Branding design and placement
  Example: Logos, Banners, Painting, etc.

- **Publications**
- School Brochure, mailers and postcards, handbooks, templates, etc…
  Example: Design and write content for 2012-2013 school brochure; design and oversee content of middle school and high school course catalog for 2012-2013

- **Information dissemination**
  Example: Write content for Advisories/Notifications - Parent Conferences, Materials and notifications for Parent Night or Open House, Banquets (Academic/Athletic/Arts Awards Night), Graduation, Continuation, etc.
- Email Blasts – Parents/Community stakeholders
- SMS/Text Message Blasts – Parents
- Social Media: Facebook and Twitter
  Example: Important announcements, updates, stories, pics of school and classroom "events"

- **Monthly Newsletter**

- **Internal and External Monthly School Calendar**
  Example: Oversee master calendar of events – Middle School and High School - scheduling and coordinating Work with Arts Coordinator and Office Manager to maintain and update monthly and disseminate to parents, community, District, etc.

- **Website**
- Design, Adding and Updating Content
- Announcements
- School, Parent & Community Calendar
- Set up and monitor teacher's webpages - up to staff to manage content. *Example: Create a standard design template that all teachers must adhere to, with input from Department Lead Teachers and Principal's approval*

- **Parent Engagement**
– Parent Committee/Advisory Group

- **Partnerships with Community members**
  School Fundraising
  Grants

HUMAN RESOURCE MANAGEMENT

People Innovations:

- Staff Schedule and Calendar Changes
- School Leadership Team and Advisory Board selection and recommendation of future School Principal
- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for New Staff
  All returning Trevista teachers (including probationary teachers)and non-probationary teachers hired internally from DPS prior to approval of innovation status will be grandfathered into existing employment terms. Non-probationary teachers from other DPS schools hired after approval of Innovation will be on annual contracts. Non-probationary teachers hired after adoption of the Innovation plan will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent assignment within a DPS school where non-probationary status is recognized. Probationary teachers who were not grandfathered into a non-

probationary track and probationary teachers hired after the adoption of the Innovation plan will not advance toward non-probationary status while working at Trevista, but will regain/resume their probationary status if they secure, without a break in service, a mutual consent assignment within a DPS school where probationary status is recognized.

- Specialize in content area - math department lead, literacy department lead, student services department lead will receive stipends for additional duties
- School determined professional development

To meet the needs of all students and to achieve the school's performance goals, Trevista requires flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

Employment Status

Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990,§ 22-63-101, *et seq*., with the exception of specific waivers required for implementing the innovation plan.

If teachers with continuing employment rights within the District leave Trevista they will continue to have the right to apply for an assignment in accordance with the DCTA Master Agreement, subject to the statutory provisions on mutual consent.

Probationary teachers who were not grandfathered into a non-probationary track or were hired after adoption of the Innovation plan will not be eligible to move toward non-probationary status while employed at Trevista, but will resume their probationary status (if applicable) if they secure, without a break in service, a mutual consent assignment within a DPS school where probationary status is recognized. Probationary teachers new to Trevista and all teachers hired after the adoption of the innovation plan will be subject to adhering to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline general terms of employment to include the process for how a teacher can end his/her work relationship with Trevista and Denver Public Schools. If the school wishes to terminate a teacher's contract early, the teacher will have a right to procedural due process consistent with Trevista's policy in the Employee Handbook. (see mid-year dismissal policy http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=detail.html&-lay=policyview&-sortfield=File&File=GDQD&-recid=33025&-find and http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=detail.html&-lay=policyview&-sortfield=File&File=GDQD&-recid=33027&-find=) .

The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The principal will make renewal and dismissal decisions in consultation with OSRI and the Instructional Superintendent. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq.

Probationary and Non-Probationary teachers hired after the adoption of the Innovation Plan will work under the terms reflected in the annual contract. Non-probationary teachers hired after adoption of the Innovation plan will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school which recognizes non-probationary status. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed

placement in any other school or further employment beyond their employment at Trevista if they do not secure a position through mutual consent.

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

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

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycles.
- Not be subject to direct or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Trevista will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of Trevista students, staff, and programs.
- Create a process to address under-performing employees. See supplemental document
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

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

All research concludes the most important factor in raising student achievement is an excellent teacher in every classroom. Trevista must have autonomies from current district hiring restrictions and placement of unassigned teachers in order to close serious student achievement gaps which currently exist in our school.

Trevista's organizational structure includes several non-teaching positions to ensure that the academic and social-emotional needs of students are met and provide necessary support to teachers and families.

In addition to the school principal, Trevista will have:

a. three (3) Academy Directors to provide supervision and support to instructional staff: ECE-2nd Grade; 3rd – 6th Grade; and 7th – 8th Grade. Each Academy Director will also be responsible for oversight of an area of operations: assessment & discipline; RTI & interventions; and community engagement & cultural responsiveness.
b. a director of professional development and data analysis
c. a student services team with: a leader who is provided a stipend for coordinating efforts of the counselors, psychologist, interventionists, ELA and special education teachers and advisory groups. The added non-teaching staff positions include: two counselors and one full time school psychologist.

d. a student activities and community outreach director: a leader coordinates efforts for increased student activities and College/Career Readiness Programs.

See Attached Sample 2012-2013 Organizational Chart for job descriptions

Hiring Process for Trevista ECE-8th Grade at Horace Mann - 2012-2013 School year

2011-2012 Trevista teachers interested in returning to Trevista submitted a statement of interest to the West Denver Network.

The incoming principal, La Dawn Baity, established the following procedure for evaluating and interviewing teachers choosing to apply to teach at Trevista during the 12-13 school year. The procedure had input and approval from the school's supervisor, Deputy Director, Laura Brinkman.

Each teacher was observed for 20 minutes by two DPS instructional experts. Principal, La Dawn Baity, was one of the observers for every observation. Debbie Hearty, Director of Teaching and Learning; Todd White, consultant for the LEAP project; Don Trickel, West Denver Network School Improvement Partner; and Elizabeth Pascal, Director of Curriculum and Instruction shared the responsibility for joining Principal Baity to create quality control and inter-rater reliability when reviewing observation notes and data.

Two Expectations from the LEAP Framework were used during each observation. Trevista teachers selected Academic Language Development as a school wide focus, so Principal Baity chose that as one lens through which to view the lesson, and the other Expectation was evidence of a Standards Based Objective.

All teachers were emailed ahead of time listing the morning or afternoon of their observation. Specific times were not designated as we believed it might be difficult to stay on an exact schedule. Several observation times or days were changed at teacher request.

All teachers were invited to participate in a 20 minute interview. The questions, along with instructions, were sent to teachers the day before interviews began. La Dawn Baity and Laura Brinkman, Deputy Director for the West Denver Network interviewed each candidate. A rubric was used to score candidate responses for all questions.

Principal Baity called each candidate two days after the interviews to let them know the results of the hiring process. Teachers were notified ahead of time that the phone calls would be brief as nearly 40 teachers were applying to return to Trevista. The DPS Human Resource Partners assisted Principal Baity in constructing a brief, professional message regarding selection status. Human Resources Partner, Kristin Steele, was with Principal Baity during each phone call. Teachers were notified that Kristin was present and calls were placed on a speaker phone.

Following the Budget Cycle, Principal Baity posted open positions for teacher candidates.
Principal Baity, some of the teachers (all teachers were invited) and her leadership team attended or scheduled various hiring events. Those events included the DPS Hiring Fair for RIBbed teachers and a specially scheduled Trevista Screening Event for internal and external teacher candidates. In addition, Principal Baity and Lead Teacher, Rachel Rosenberg, attended a DPS event for bilingual candidates. Based on those screening results, Principal Baity began scheduling observations of candidates identified as a possible good fit for Trevista's mission, vision, and standards for excellence.

The following personnel attended at least one of the screening events to select candidates for observation:

Teachers - Paul Stehel, Dave Hernandez (counselor), Rachel Rosenberg, Michael Durga, Darcie Forde, Josh Rodriguez, Martha Redd, Debbie Dedrick (instructional coach)
Assistant Principals - Jesus Rodriguez, Kal Rao, Guy Pasquino, and Debby Hearty (district)
Kristin Steele, our HR partner also attended the Trevista Screening Event to log in candidates

Principal Baity, personally observed almost every DPS classroom teacher candidate selected according to our criteria. Whenever possible, at least one assistant principal joined Principal Baity for the observation. In a few cases, one of the assistant principals or the Instructional Coach observed a candidate if Principal Baity's calendar was not open during an optimal observation time. Principal Baity also relied heavily on DPS Principal and Assistant Principal recommendations when selecting, observing and hiring candidates.

All candidates met with Principal Baity for a follow-up interview. Based on observations and interviews Principal Baity selected some teachers for classroom positions.

In a few cases, strong teacher candidates were from out of town or do not teach in DPS. Those candidates sent video links of their teaching or came to Trevista to guest teach.

Due to the magnitude of traveling to observe almost 50 different teachers, some positions were scheduled for more traditional interviews. For example, our second music position was filled via the interview process by current Trevista music teacher, Paula Hurst and assistant principal, Guy Pasquino.

To ensure the future hiring of teachers and leaders who are committed to the Trevista mission and vision, a similarly rigorous interview and selection process will be implemented. The School Leadership Team and Trevista Advisory Board will also be involved in each stage of the process: development of job descriptions that outline specific position qualifications; screening applications; interviewing; observation of candidates; reference checking; and selection.

Trevista will make committed efforts to hire teachers from within DPS who meet our rigorous requirements for teacher excellence and share the mission, vision and values of our school. We will attend the District hiring fair but will not be subject to placement of unassigned teachers. New teacher vacancies will be posted when they become available, not on the district hiring cycle.

Selection of Trevista staff will be based on teacher qualifications and fit with the mission, vision, and culture of the school. All Trevista teachers will sign an Innovation Agreement acknowledging that they have read the Innovation Plan and agree to participate fully in its implementation.

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

Incentive and Compensation Structures

Trevista teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system
Trevista teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.

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

Stipends for six extra days per year - $1,700
Incentive Bonuses for meeting school-wide targets (potential) $250.00 per trimester
Lead Teacher Stipends (at each grade level) $250 per year

Professional Development Plan

Summer Retreat (3 Days)
Aug. 15th ELD strategy session/framework for ELD block w/ expert Elizabeth Pascal
Aug. 16th Responsive Classroom, positive culture and climate, school operations meeting
Aug. 17th The Metro Group will provide training on Culturally Responsive Teaching (1) days in summer retreat

Professional Development and Planning Week (5 Days)

Aug. 20 Metro Center for Urban Education/ Culturally responsive teaching
Aug. 22 Common core state standards
August 21st, 23rd, 25th. – Teacher Planning, Additional Professional Development, Home Visits

- ELD professional development – session 2: Elizabeth Pascal and Jody Vanderhamm
- Responsive Classroom, Playground Games Day, Establishing School Wide Rituals, Routines and Expectations
- Nuts and Bolts of Opening School

Friday Professional Development Days (3 hours every week)
Trevista teachers will participate in 3 hours of planning and solutions based professional development every Friday. Utilizing early release schedule supports a planning and solutions based framework for professional development blocks.

The first hour of the professional development will focus on implementation of the ELA plan. Early in the year, (approximately 1st 6 weeks) Elizabeth Pascal will provide training, coaching and support for the implementation of the ELA plan.

The next two hours of each Friday will focus on Curriculum Mapping and Data Diagnosis of Teaching and Learning (See Attached Sample Data Maps).

Professional Development will be based on the **RPTIM** (Readiness, Plan, Train, Implement, and Maintenance) approach.

Readiness: A Concerns Based Adoption Model (CBAM) assessment of staff understanding of data mapping will be conducted at the start of the year.

Plan: Differentiated professional development will take place during the week prior to the start of school and on Fridays during early release time.

Train: Training will be ongoing to ensure teachers' effective use of data maps to meet instructional and student goals.

Implement: Data map meetings will be held every 4 to 6 weeks.
Supplemental Documents: Sample Data Maps and Charts 5a, 5b and 5c

Maintenance: The data map cycle will be continually reevaluated on an ongoing basis to ensure fidelity to the process and modification as necessary. (see flow chart)

Professional Growth and Leadership Opportunities
Trevista has designated a "Director of Professional Development and Data Analysis". The Directors responsibilities are outlined in the supplemental documents section. However, a key responsibility is to assist the leadership team in identifying and training teacher leaders. The Director of P.D. and Data Analysis will also work with every staff member to ensure leadership opportunities are available and supported.

- Trevista's Leadership Team will promote a culture of building teacher leadership capacity by providing financial resources for professional growth opportunities.
- Each grade level will have a Teacher Leader (stipend for extra duties) trained by our director of professional development. Teacher Leaders will conduct grade level meetings and be responsible for gather input for and setting up agendas as well as collecting "meeting notes" documents
  - Teacher leaders will also receive adult leadership training
- All certified staff will have the opportunity to attend approved content specific external workshops.
- Content area staff led Professional Development on new strategies.
- Empower teachers to apply professional discretion to established ELD and Backward mapping practices to meet needs of Trevista students.
- Leadership will create a culture of professionalism through formal (Faculty/Dept. Focus Groups) and informal (1:1 Conversations) to ensure responsiveness to teachers' needs for their students.

Professional Development reflection and assessment is an on-going cycle much like the Teaching-Learning Cycle. Our P.D. is centered on two areas of focus; the first is our Innovative ELA strategies design. We will the progress of our second language learners individually, but also examine trend data. If our ELL students are not making expected progress, we will analyze the data thoroughly and make timely adjustments. Our second P.D. focus is backward mapping units and lessons with the end in mind (UbD). Again, if trend data demonstrates our students are not meeting targets we will make timely adjustments.

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

Trevista teachers will set ambitious student data map goals for growth and achievement (exceeding those set for SGOs). Incentive bonuses will be awarded for reaching goals. Trevista teachers will not be negatively impacted for falling short of achieving student data map goals.

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

Trevista will remain part of the LEAP pilot program. Trevista will work with the District to review and modify, if necessary, LEAP processes and procedures to support the effective implementation of the Innovation Plan. The Trevista evaluation system will meet or exceed state and district requirements.

Consistent with the DPS LEAP evaluation system, observations and feedback on instruction will be a critical part of the Trevista evaluation process. Teachers will be observed formally and informally by the Trevista Principal, Academy Directors, and West Denver Network a minimum of 1 time per month. Weekly principal and academy director "drop in" visits followed by brief informal feedback will be the norm at Trevista. Teachers will also be observed by peer observers. Teachers will receive formal feedback via the LEAP system (2 times per year for veteran and 3 times per year for teachers with 3 years or less) and will receive feedback on progress toward individual growth goals and student achievement gains.

Our supplemental Due Process document describes the evaluation steps in detail.

Teachers will be provided with differentiated professional development opportunities and support as determined by their supervisor. Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

Leadership

The Trevista principal will be accountable for school results and ensuring fidelity of implementation of the Innovation Plan. The principal will receive guidance and support from the Trevista Advisory Board, the West Denver Network, and the Office of School Reform and Innovation. By providing the principal with autonomy, accountability, and support, innovation status will result in significantly increased student achievement, academic growth, and enrollment.

La Dawn Baity brings over 27 years' experience as an educator and administrator to her leadership of Trevista ECE-8. Ms. Baity served most recently as principal of Steck Elementary School for 5 years. During her time at Steck, Ms. Baity implemented a system to set ambitious goals, provide appropriate interventions or enrichments, and monitor the progress and achievement of every child in the school. As a result, Steck's median growth percentile scores are the highest in the state. More importantly, there were no gaps in subgroup populations' scores. Special Education, FRL, ELL, Caucasian and Minority populations all achieved nearly identical median growth percentile scores. Ms. Baity has been with Denver Public Schools for 10 years serving as a literacy specialist and staff developer before becoming a principal. Prior to coming to DPS, Ms. Baity was a classroom teacher for 15 years teaching special education, first and fifth grades in the Sheridan School District, a district serving high-poverty, high-minority students in the Southwest Denver metro area. Ms. Baity also spent four years as a literacy coach for the Sheridan School District. Her extensive instructional expertise and demonstrated school leadership capacity will ensure that Trevista successfully implements its Innovation Plan.

Leadership Succession Plan

Trevista's leadership succession plan assures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that school leadership changes. The leadership succession plan will begin by thoroughly orienting all staff and families to the mission, vision, values and instructional and intentional school culture systems in place at Trevista. This orientation will, in part, be intended to obtain formal and direct commitment from the community to the school's plan for student success. As a result, all subsequent hiring and staff assignments at Trevista will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

Trevista's leadership succession plan will include a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside of the school community. Over the course of year one implementation of the Innovation plan, a Trevista Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support the school's mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Principal and School Leadership Team. When a leadership position is vacated, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and Innovation Plan to determine if any changes are necessary. Using the profile as a guide, a position description will be drafted and shared with existing school staff, the District OSRI team, and the immediate supervisor of the position. Recruitment using both DPS and external media will commence.

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

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

INNOVATION SCHOOL GOVERNANCE AND PARENT ENGAGEMENT

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

The Trevista Advisory Board will include the school leadership team, key advisors with expertise in implementing innovation plans, elected parent and family representatives from the diverse communities within the school's boundaries, community business associations and strategic non-profit partners. The advisory board will provide input on the school's improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.

The Trevista School Advisory Board will replace the Collaborative School Committee and the Professional Standards Committee.

In addition, Trevista will form a Student Council to engage students in the school governance process.

Parent and Community Engagement Plan

Following are actions and activities that will be used to engage families in the school's culture and operations and develop strong family-school partnerships to strengthen support for student learning and encourage parental involvement.

- Create a welcoming, inviting Parent Resource Room equipped with telephones, computers and community resource information.
- Recognize parents as partners capable of making meaningful contributions to the education of children
- Create a College and Career Readiness Center for students and parents staffed by guidance and career counselors.
- Visit and build relationships with the local housing projects' residents, neighborhood, stores where the community shops, local health clinics, libraries, parks, and historic landmarks.
- Create systems of mutual accountability in which the responsibilities of schools, parents, and students are clearly spelled out so that all can be held accountable for their role in the educational process (compact) to create a strong sense of community and collective responsibility
- Make school performance data transparent and accessible to parents and community
- All staff participate in the Home Visit Program year around
- Family math and literacy nights, fun nights, special event for Hispanic heritage month, workshops on various challenges faced by parents (discipline, setting limits, talking to children about sex and drugs).
- Train and support parent volunteer opportunities (reading with students, organizing "Friday folders," assisting with copies, helping monitor crosswalks – before and after school – hallways, cafeteria, recess, etc.)
- Create a system for classroom visits/tours (i.e. Third Thursday, parents along with academy administrators will go on learning walks in classrooms to observe teachers and students)
- Develop mentoring programs that pair students with adult role models from the school and community
- Provide opportunities for parents, teachers, students, and administrators to discuss student data, needs, and next steps for support
- Establish clear roles and expectations for communications between all stakeholders will be outlined in the Student/Family Handbook.
- Share information via the school website
- Establish clear and consistent expectations for teacher communication with parents regarding class activities, homework, learning opportunities, etc.
- Provide parent access students' grades and attendance records in real-time via the Infinite Campus Parent Portal.
- Promote and facilitate parent and community involvement by establishing frequent forums for informational, actionable, and social purposes. Trevista will recognize, respect, and work with informal lines and bands of communication.
- Provide Parent Orientation during Registration/Student Assessment Days. Community Partners and Resource agencies will have tables with information regarding community services.
- Provide opportunities for students, parents and the community to engage with the school to promote participation in school governance, academic achievement, and extracurricular activities.

Recent and Upcoming Parent & Community Events

- Meet the Faculty @ Parent/ Community Night – May 8th, 2012 5:00 – 6:30
- Team Trevista Spring Stroll – Saturday, May 19th 10:00am – 11:30am
- Trevista Staff Summer Strolls – July 2012 – 10th, 17th, 24th, and 31st
- Community BBQ – August 20th , 2012
- Assessment Week – August 27th – 31st, 2012

Our Student Activities and Community Outreach Director, along with our established Parent Liaison, will provide additional human resources to develop meaningful parent engagement opportunities.

A. The Director will, over the summer break, inventory School and Community resources, both now used and potentially available.
B. The Director will conduct a survey of the School and Community to determine what after school activities, events, projects, clubs and athletic programs should be offered for the school year.
C. The Director will facilitate and be site coordinator for after school programs.
D. The Director will coordinate fund raising projects.
E. The director will communicate to the community and large and the school community via personal contacts, written communications, media outlets.

The Director will also reach out to organizations and community members such as: the Hispanic Chamber of Commerce, North High School, Colorado UpLift, Boys and Girls Clubs, Family Leadership, Inc., Playworks, Crisanta Duran, Arturo Jimenez, etc., to pursue future partnerships.

Trevista will use Innovation status to:

- Include parents in decision making while developing systems to support parental involvement in the innovation plan
- Assess parent needs/wants as academic partners
- Build capacity amongst parents to be active educational partners
- Opportunity to build and establish relationships and partnerships that have previously not existed

Trevista leadership has engaged several community partners in discussions about the development of the Innovation Plan and support needed by Trevista students and families.

Trevista Community Partners Meeting 1/12/12
Attendees:
Jessica Paul, MHCD
Angelita Castro, Fit Fun
Yvonne Taylor, Boys & Girls Club
Jamie Villarreal, Fit Fun/DPS/DELCS
Manuel Aragon, Colorado Uplift
Ronald Blan, GRASP
Sheryl Stroup, Food Bank of the Rockies
Karen Nakandakave, CH2M HILL
Rudy Gonzales, Servicios de la Raza
Donna Lucero, NW Coalition/NW Optimists
Krug Edward, NW Optimist
Sarah Keller, The Bridge Project
Stephanie Pena, The Bridge Project - Quigg Newton

In addition, Trevista will continue to develop partnerships with local organizations to support students and families (e.g. United Way, Good Will, Metropolitan State College of Denver, Denver Health, Servicios de la Raza, etc.).

Trevista will spend Year One developing additional partnerships with key stakeholders to implement our College and Career Readiness Program for our middle school students in years two and beyond.

- Denver Police Department
- North High School
- Denver Fire Department
- CEC

INNOVATION BUDGET AND FINANCE

Money Innovations:

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services from a Menu
- Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site, Los Padres Program, 3 Step Parenting Program)
- Stipends for additional duties
- Incentive Pay - Bonuses based on School Performance and Participation Goals
- Increase Enrollment to Generate More Funding (600 current, target enrollment 700-750)

See attached 5 year budget worksheet (Required Attachments)

Revenue

Student Based Budget (SBB)

The Trevista SBB covers the cost of implementing the majority of the innovation plan with the exception of West Denver Network support, 1.5 Academy Directors, City Year Mentors, the Student Activities and Community Outreach position, technology purchases, and stipends for extended time (covered by in the first three years by school improvement grants).

Trevista's current average class sizes are quite small. We can add a five or six students at almost every grade level without increasing teacher FTE. Trevista anticipates adding only three teachers over the next five years unless enrollment exceeds expectations. In the event enrollment surpassing estimations, additional FTE would be covered by resulting SBB dollars.

School Improvement Grants

Trevista will receive School Improvement Grant funding totaling $379,300 in 2012-2013, $474,755 in 2013-2014, and $483,625 to implement aggressive turnaround initiatives.

Actual v. Average Salaries

Trevista will budget using actual salaries and will regain the approximately $150,000 difference between actual and average salaries in its school based budget. See estimate from Human Resources based on currently hired teachers.

Trevista will use a combination of Student Based Budget funds and the additional funds in the following ways for Innovation: (Note that all costs have been rounded. For actual amounts, please refer to the 5 Year Budget Plan.)

Trevista Budget Innovations					
	Year 1	Year 2	Year 3	Year 4	Year 5
Technology	$55,000	$75,000	$55,000	$6,000	$7,000
Curriculum and Intervention materials	$52,000	$52,000	$13,000	$13,000	$14,000
Contracted Services	$10,000	$10,000	-	-	-
Conferences – Innovation	$15,000	$18,000	-	-	-
Enrollment Withholding	$12,000	$50,000	$16,000	$20,000	$40,000
External Staff P.D.	$15,000	$15,000			
Incentives/Stipends	$129,000	$129,000	$129,000	$129,000	$129,000
Parent Involvement	$9,000	$10,000	$10,000	$10,000	$10,000
City Year Corps	$100,000	$100,000	$100,000	$100,000	$100,000
Before/After School	$47,000	$50,000	$30,000	$35,000	$45,000

Contingency Plan
In the event that the Trevista experiences reduced funding or does not meet enrollment projections, the following steps would be taken to reduce costs:

- City Year Mentors might be reduced or eliminated
- Technology purchases would be limited to bond allocations
- Stipends would be considered for teachers to coordinate afterschool activities and eliminate the student activities and community outreach position
- Conferences and external workshops and training would be reduced

Additional Operating Costs

Blended and Flipped Learning -Trevista will use Blended Learning in the 7th and 8th grade classroom. Blended Learning, which combines traditional face-to-face classroom methods with diverse technology based techniques, will allow teachers to have more control over how to best use class time to serve their student's needs. Direct instruction covering key lessons and learning goals will be made available to students and parents via the internet, flash-drive, DVD or CDROM to help students preview, review, and master essential content prior to the class meeting. Students then spend more class time working collaboratively, conferencing with teachers, practicing, exploring and mastering the essential learning they reviewed the night before for homework. Blended learning also provides students access to re-teaching on an as needed basis, both in and outside of traditional school hours. Laptops, iPads and iPods will be used to deliver and create student and teacher produced content.

Technology: Trevista students and teachers must have access to advanced classroom technology. Interactive white boards, classroom ipads and lap top computers, clicker systems will promote student engagement and begin preparing our students for the 21st Century Skills needed to succeed in tomorrow's job market
Curriculum Enrichment and Intervention Materials: Trevista must invest in proven intervention and enrichment programs such as *LLI, Do the Math, Jr. Great Books*, and on-line programs to engage and rapidly accelerate student progress and achievement.
Contracted Services: Trevista needs the assistance of experts in the areas of ELD practices and Understanding by Design. After our work is grounded, our experts will be the teachers in our building.
Conferences/Innovation – As we continue to learn from successful models and experts in the school Turn-Around field, Leadership Team and Teacher Leaders will attend conferences and visit high performing Turn-Around Schools.

Enrollment Withholding – We expect to attract and retain many students from the Northwest community and neighborhoods. However, to be fiscally responsible, an enrollment withholding contingency fund is necessary.
External Staff PD – As part of our Teacher Growth model, Trevista wants to honor teachers as professionals and be certain all are highly skilled and current in the best practices of their content area. Funds earmarked for Staff External P.D. allow each teacher to attend two Denver based conferences or workshops each year and bring their learning back to the Trevista team.
Incentives and Stipends: Trevista sets ambitious goals for all of our students. To make these goals a reality, extensive planning must happen during off-school hours. In addition, turn-around work is complex and rewarding. Trevista offers stipends to Teacher Leaders to assist in planning and leading professional development and incentives to all teachers who meet or exceed achievement targets set throughout the year.
Parent Involvement – Trevista recognizes meaningful parent involvement is critical to our student's social, emotional and academic success. In addition to grants, Trevista has set aside funds to support parent education and training. In our parent engagement section, a number of programs were described. Additional funds, beyond the grants, will be needed to support parent attendance at key events.
City Year Corp Members – The City Year Program is critical to the success of our students. City Year members are trained to mentor urban students in the 5^{th} – 8^{th} grades. Trevista will assign four to six of our highest needs students to each of our ten City Year members. City Year Corps members are also trained to tutor upper intermediate and middle school students in reading strategies. City Year will complement and expand our Core Teaching and paraprofessional support.
Before and After School Programs – Trevista is working with Fit Fun to expand their role with an extensive morning program serving 100 students in kindergarten through 2^{nd} grades and proficient math students. All other students will be involved in a morning Pre-Teach math program from 8:00am – 8:30am. Trevista also needs to allocate additional dollars to pay for additional math pre-teach instructors. Our City Year Corps Members will serve approximately 60 students, but funds are needed to provide Pre-Teach Math to approximately 100 additional 3^{rd} – 6^{th} grade children. Trevista currently dismisses students at 1:00 on Friday afternoons to allow teachers extended professional development and data analysis time. In Year One, City Year Corps members will provide optional Extended Learning Opportunities. However, by Year Two, we hope to have a thoughtful, viable plan in place which keeps our current P.D./Data Analysis structure for teachers while simultaneously increasing ELT for all students.

- College and Career Readiness Program for 6^{th} – 8^{th} grades, and optional programs for younger siblings of middle school students whose families rely on them to provide supervision for younger brothers and sisters.

Turnaround Funds will be used to support:

- Academy Directors
- A Student Activities and Community Outreach Position
- The West Denver Network technical assistance
- City Year Mentors
- Technology purchasing and training

Average v. actual salary funds will be used to support additional stipends for additional time associated with extended day schedules.

Trevista will budget using actual salaries and regain the difference between actual and averages, approximately $150,000 in its school based budget. (See Budget Department estimate of savings) This difference will allow us to redistribute the money for additional teaching and professional development days.

We will use a portion of the money for incentive pay and stipends for Lead Teachers and assistant principals. We will fund additional paras to staff key programs (playground coach, Fit Fun supervisor etc.

The West Denver Network will support participating schools in the consolidation of contracts in order to improve cost efficiencies associated with larger scale purchasing.

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

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

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

With increased budgeting flexibility comes increased responsibility. Ultimately, the principal is responsible for overseeing school finances. The Trevista principal has five years' experience managing and finding the leverage points in school budgets.

Trevista also has a Secretary II position dedicated to the management of the school budget and accounting. The budget secretary will work closely with the District grants fiscal management office on the Tiered Intervention Grant and with the District budget and accounting offices on contracting and accounting procedures. The budget secretary will report directly to the principal and Trevista leadership team to carefully manage the school's finances.

INNOVATION: OTHER PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS

There are no additional innovations to describe at this time.

WAIVERS

Please see Appendix E.

ADMINISTRATIVE AND FACULTY SUPPORT

Evidence of administrative and faculty support

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

Find letter from the Leadership Team attached. Staff vote pending.

COMMUNITY SUPPORT

Evidence of community support

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

Find attached sign in sheet from CSC regarding their support for the Innovation Plan.

APPENDIX A

Request Waivers in Curricular Materials & Instructional Design

Note: If, through the Trevista Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

   Currently, not applicable.

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

    Currently, not applicable.

APPENDIX B
Request Alternative Benchmark Assessment Program

In 2012-2013, Trevista will use the district assessments and will supplement them with additional school developed tools.

TCAP. Trevista administers the TCAP test annually in accordance with Denver Public Schools policies. Trevista analyzes the TCAP data in a variety of ways allowing teachers to project end of year TCAP status. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.

DPS or West Denver Network-approved Interim assessments will be used to measure student progress.

DRA/EDL. Trevista administers the DRA assessment three times annually. All students take the test in August, December, and May of each academic year. Growth is tracked to meet end of year grade level DRA benchmarks as set by CBLA and DRA. On watch students may be assessed more frequently. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.

STAR. STAR testing will administered monthly to all students. Growth is tracked using percentile rank. Percentile rank of greater than 50 will is the established baseline. On watch students may be assessed more frequently.

Summary, Main Idea and Inference Assessments. Teacher created.

Math Unit Tests. Everyday Math and Connected Math Program.

Additional Assessments. Trevista will also use Avenues, Inside and Edge pre and posttests, unit tests and CELA to progress monitor ELL students. We will also use a variety of Curriculum Based Measures provided on AIMSweb (RTI) to assess students' skills and growth throughout the year. For example, fluency and MAZE benchmark assessments, among others, are given at three points in the year (August, January, and May). These literacy CBMs as well as other CBMs are used weekly to progress monitor students who are placed in research-based interventions such as Wilson, My Sidewalks, and LLI.

If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

1. **Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.**

Trevista will begin to increase the effectiveness of its educational program by improving the implementation of the existing DPS curriculum. The Trevista principal, three academy directors, and the West Denver Network instructional superintendent will all conduct frequent classroom observations to collect data on implementation and provide feedback to improve instruction.

Trevista teachers will meet weekly in grade level and/or content teams to backward map the curriculum: identifying specific concepts that students will know and be able to do in each content area and grade level as well as associated performance tasks (see sample data map by teacher).

Teachers will set performance goals for each student and identify interventions and instructional groupings 5 times per year. When teams find that existing curricular materials are not adequate to reach student performance goals, supplemental and/or replacement curriculum will be identified. (For example: If students are struggling with number sense and computational skills, teachers may find that Everyday Math does not have adequate scaffolding and practice in computational skills to access its higher-order problem-solving. Teachers might supplement the Everyday Math curricular materials with Math Counts or Number World computation programs.)

If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

Using either DPS- or West Denver Network-approved interims, all students will be assessed in reading, writing and math as well as Math unit tests, Star, and teacher created summary and main idea assessments. The data will be used to schedule students into intervention groups and will also be used by teachers to plan for instruction to address gaps in student learning and performance.

Data Teams, working in four to six week data cycles will analyze data, set goals (for both students & teachers), and determine next steps to achieve a target of minimum growth of at least one year for students at or above grade level and more than two years for students below grade level.

Data Teams will:

1. Collect, analyze and chart data
2. Analyze strengths and obstacles of both teacher & student
3. Set, review and revise goals
4. Determine instructional strategies
5. Establish success measures / indicators

Data Map Questions

- What are each student's learning styles, strengths, weaknesses and special interests?
- What learning can we celebrate and document for each student?
- Based on the learning outcomes and discussions with each student, what changes can you make to improve the effectiveness of your teaching?
- What information do you need to understand this student's challenges?

The staff will be organized into grade level and vertical collaborative teams to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than two years for students below grade level.

2. **Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.**

Diagnostic, formative and / or predictive assessments will be administered on at least a weekly basis in all classes. Individual teachers will analyze assessment data weekly, with an instructional guide to inform and direct teachers' instruction. *See attached Trevista Assessment Schedule for exact milestone assessment dates and Compelling Conversation/Student Data Map Meetings*. Data Teams, working in four to six week data cycles will analyze data, set goals for both students & teachers and determine next steps to meet the target of minimum growth of at least one year for students at or above grade level and more than two years for students below grade level.

During data team meetings, teachers will be able to identify gaps in student learning and determine how to best fill those gaps. Teachers will also be able to analyze which instructional strategies are working well for students and which need to be adjusted or discarded.

Summative achievement data will be measured by End of Unit tests, completed projects & experiments, teacher created writing prompts, reading responses and Open Response Math Tasks. Additional summative data will be gathered at the end of the year through the DPS mandated assessments in reading, writing and math and the CSAP tests that are administered in March.

Trevista will assess students at the beginning of the year and will monitor progress at five intervals using a combination of district and school assessment tools. District interim assessments will be administered approximately one month after the district recommended window. Trevista is also requesting flexibility with the state assessment timeline adopted by DPS. State assessments will be administered approximately one month after the district recommended window. Extending the assessment administration window will allow for more teaching and learning time before students are assessed on proficiency of state standards.

See attached 2012-2013 Trevista Assessment Calendar.

3. **Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

Each Academy Director will be responsible for oversight of an area of operations: assessment & discipline; RTI & interventions; and community engagement & cultural responsiveness.

The Academy Director responsible for oversight of assessments will work with the School Leadership Team to analyze student achievement gains and ensure that necessary adjustments are made to instruction and interventions.

The School Leadership Team will report assessment results to the Trevista Advisory Board quarterly.

APPENDIX C
Request Alternative Graduation & Promotion Standards

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

Trevista requires that students maintain a 93% attendance rate, complete assignments, following the school's code of conduct, and reach individual achievement targets (or participate in mandatory summer academy and intervention classes) in order to be promoted to the next level of schooling.

Promotion, retention, and acceleration decisions will be made by the Trevista principal, in consultation with teachers and parents, after careful consideration of the body of evidence. The purpose of the Trevista promotion, retention, and acceleration policy is to ensure that every student is promoted with the necessary knowledge and skills to be successful at the next level.

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

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

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

Trevista 8th grade continuation requirements:

- Meet achievement targets OR participate in and successfully complete Summer Academy
- 93% Attendance Rate
- Take the ACT EXPLORE test

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

By ensuring that Trevista students are promoted with the knowledge and skills necessary to reach rigorous individual learning targets and adequate growth to reach academic proficiency prior to high school graduation, the promotion policies will increase the numbers of students that are on track for success in college and career.

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

Not Applicable – ECE through 8th Grade

See Attached Trevista Promotion, Retention, and Acceleration Policy

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
Academic Performance & Success	
Student Growth Over Time Toward State Standards, including the following measures: ● CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act	**CSAP Growth (Median Growth Percentile)** 4th-5th Grades Continually Enrolled Students: Reading will increase MGP from 36 to 65 Writing will increase MGP from 45 to 65 Math will increase MGP from 39 to 65 6th-8th Grades Continually Enrolled Students: Reading will increase MGP from 51 to 65 Writing will increase MGP from 55 to 65 Math will increase MGP from 51 to 65
Student Achievement Level/Status, including the following measures: ● CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act ● Colorado English Language Assessment (CELA) ● Adequate Yearly Progress (AYP) ● Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups)	**CSAP Achievement (% Proficient and Advanced)** 3rd-5th Grades Continually Enrolled Students: Reading % P/A will increase from 27% to 70% Writing % P/A will increase from 19% to 60% Math % P/A will increase from 33% to 70% 5th Grade Continually Enrolled Students: Science % P/A will increase from 6% to 60% 6th-8th Grades Continually Enrolled Students: Reading % P/A will increase from 36% to 65% Writing % P/A will increase from 22% to 60% Math % P/A will increase from 24% to 65% Science % P/A will increase from 10% to 60% Achievement Gaps Reduce achievement gaps between ELL and non-ELL population by 30% Move 50% of students not yet proficient (UN&PP) up a proficiency level Colorado English Language Assessment (CELA) 80% of ELLs will move up a level on CELA 50% of ELLs will score a level 5 on CELA
Post-Secondary Readiness (for high schools)	Not Applicable
Student Engagement ● Attendance rate ● Student satisfaction	Student Engagement 90% Attendance Rate 85% Student Satisfaction on District Survey
School-Specific Educational Objectives (must be based on *valid, reliable* measures)	Not Applicable

Organizational & Financial Viability	
School Demand, including the following measures: ● Enrollment rate ● Re-enrollment rate ● Continuous enrollment rate	Student Enrollment Enrollment: 674 students 75% Re-enrollment Rate
Financial / Fundraising goals	Not Applicable
Leadership & Governance Quality	Not Applicable
Parent & Community Engagement, including the following measures: ● Parent satisfaction ● Parent response rate on DPS Parent Satisfaction Survey	Parent Engagement 85% Parent Satisfaction on District Survey 50% Parent Response Rate on Survey
School-Specific Organizational Objectives	Not Applicable

APPENDIX E WAIVER REQUESTS

APPENDIX E BOARD POLICY WAIVERS		
Policies Waived	**Areas of Impact**	**Replacement Policies and/or Practices**
BDFH: Collaborative School Committees	School Governance	● The School requests waivers from policy BDFH. ● As described in the Innovation Plan, the School's Collaborative School Committee will be replaced by the School Advisory Board to support the implementation of the Innovation Plan.
		●
		●
DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships	Budget	● The School requests waivers from policy DF-R. ● The School has the authority to collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget.
GCB: Professional Staff Contracts & Compensation	Human Resource Management: Hiring, Compensation, Job Descriptions	● The School requests waivers from policy GCB. ● The School has the authority to issue its own employment offer letters. The School's letter will outline the terms of employment. ● The School has the authority to establish its own additional compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp. ● The School will meet minimum statutory requirements.
GCF: Professional Staff Hiring	Human Resource Management: Hiring	● The School requests waivers from policy GCF. ● School has the authority to develop and implement its own policies and procedures for hiring staff, including creating a hiring schedule that best meets the needs of the School. ● The School has the authority to adopt policies and procedures to ensure that background checks are completed for all personnel.
GCID: Professional Staff Training, Workshops and Conferences	Human Resource Management: Professional Development	● The School requests waivers from policy GCID. ● The School has the authority to develop and implement its own professional development program that supports the education plan. ● The School retains the option to participate in any professional development programs offered by the District.
GDD: Support Staff Vacations and Holidays	Calendar & Schedule	● The School requests a waiver from policy GDD. ● The School has the authority to develop its own policies and procedures for granting staff vacations and holidays.
GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees –	Human Resource Management: Hiring, Re-Appointment	● The School requests a waiver from policy GDF-R. ● The School has the authority to hire classified staff that best meets the needs of the School. ● The School has the authority to implement recruitment

Procedures		and selection policies and procedures that support the Innovation Plan. ● The School will work with the District's Human Resources Department to perform required background checks and other necessary on-boarding steps.
GDI: Support Staff Probation, Tenure and Seniority	Human Resources: Hiring and Dismissal	● The School requests waivers from policy GDI. ● The school will determine how to apply support staff probation, tenure and seniority ● All support staff with be treated in accordance with their bargaining agreement.
GDJ and GDJ-R: Support Staff Assignments and Transfers (including Facility Managers)	Human Resource Management: Staff Assignments and Transfers	● The School requests waivers from policies GDJ and GDJ-R. ● The School has the authority to develop a process to make decisions regarding staff assignments and transfers within the school. ● In collaborations with the District's Department of Human Resources, the School has the authority to develop a process for current employees to apply for District assignments for which they are qualified.
GDK: Support Staff Schedules and Calendars	Calendar & Schedule	● The School requests waivers from policy GDK. ● The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.
		●
IC/ICA: School Year/School Calendar	Calendar & Schedule	● The School requests waivers from policy IC/ICA subject to District approval of alternative processes as noted. ● 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.
IE: Organization of Instruction	Education Program	● The School requests waivers from policy IE subject to District approval of alternative processes as noted. ● Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. ● The School's education program will meet or exceed the minimum standards of the District and state.
IEA: Alternative Grade Level Organization in Neighborhood Schools (K-8 Policies)	Education Program	● The School requests waivers from policy IEA subject to District approval of alternative processes as noted. ● The School has the authority to adopt a grade level configuration that aligns with the Innovation Plan.
IF: Voluntary School Initiated Designs	Education Program	● The School requests waivers from policy IF subject to District approval of alternative processes as noted. ● Following the District's approval process (which is a

		process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School requests waivers from policy IF with the exception to policy and language related to grade configuration. The School may request the flexibility to adopt grade levels different from the current configuration through a district approved process separate from the Innovation application process. • The School's education program will meet or exceed minimum standards of the District and state.
IGA: Curriculum Development	Education Program	• The School requests waivers from policy IGA subject to District approval of alternative processes as noted. • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IGD: Curriculum Adoption	Education Program	• The School requests waivers from policy IGD subject to District approval of alternative processes as noted. • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)	Education Program	• The School requests waivers from policy IIA subject to District approval of alternative processes as noted. • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IIA-R: Instructional Materials (Textbook) Procedures	Education Program	• The School requests waivers from policy IIA-R subject to District approval of alternative processes as noted. • Following the District's approval process (which is a

		process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IJJ: Instructional Materials (Textbooks) Selection or Adoption	Education Program	• The School requests waivers from policy IIJ subject to District approval of alternative processes as noted. • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IJJ-R: Instructional Materials (Textbooks) Selection or Adoption Procedures	Education Program	• The School requests waivers from policy IJJ-R subject to District approval of alternative processes as noted. • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
IJOA: Field Trips	Education Program	• The School requests waivers from policy IJOA. • The School will develop and implement procedures to conduct field trips and extended day excursions.
IJOA-R: Field Trips (Guidelines for Extended Excursions)	Education Program	• The School requests waivers from policy IJOA-R. • The School will develop and implement procedures for field trips and extended day excursions.
IKB: Homework	Education Program	• The School requests waivers from policy IKB. • The School has the authority to develop and implement a homework policy that supports the education program described in the Innovation Plan. • The policy will meet or exceed the minimum standards of the District and state.
IKE: Promotion, Retention and Acceleration of Students	Graduation and Promotion	• The School requests waivers from policy IKE. • The School has the authority to adopt a policy for promoting, retaining, and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state.

		• Following the District's process (which is a process that is separate from the process of securing innovation status) described in Appendix C, the school may request the flexibility to adopt its own promotion and graduation policies.
IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures	Graduation and Promotion	• The School requests a waiver from policy IKE-R. • The School has the authority to adopt a policy for promoting, retaining, and accelerating students that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. • Following the District's process (which is a process that is separate from the process of securing innovation status) described in Appendix C, the school may request the flexibility to adopt its own promotion and graduation policies.

APPENDIX E DPS/DCTA COLLECTIVE BARGAINING AGREEMENT WAIVERS		
Agreement Articles Waived	**Area of Impact**	**Replacement Policy or Practice**
Article 1-2 Definition of Teacher	Human Resource Management: Hiring and Job Descriptions	• The School requests waivers from Article 1-2. • The School has the authority to create a broader definition of a teacher that aligns with the Innovation Plan.
Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	• Calendar & Schedule • Human Resource Management: Staff Assignments • Human Resource Management: Teaching Load • Human Resource Management: Leadership Structure	• The School requests waivers from Article 8. • 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 any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. As described in the Innovation Plan, School Advisory Board will replace the Professional Standards Committee.
Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	• Governance & Human Resource Management: Leadership Structure	• The School requests waivers from Articles 5, 13, and 29. • The school has the authority to create committees that align with the Innovation Plan.
		•
Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Human Resource Management	• The School requests waivers from Article 11. • The School has the authority to establish policies and procedures on teacher leave and corrective action for employees on annual contracts.
Assignments, Schedules and Transfer (Article 13):	Human Resource Management: Hiring	• The School requests a waiver from Article 13. • The School has the authority to hire staff as vacancies

Describes District and School Procedures for Transfer and Reassignment of Teachers	& Staff Assignments	become known and/or adopt a hiring schedule that best meets the needs of The School. ● The School has the authority to implement recruitment and selection policies and procedures that support the Innovation Plan.
Summer school teaching positions (Article 14): Restricts Hiring Process and Moves Decision-Making for Hiring Teachers Offsite (14-1-1-1, 14-1-1-2, 14-1-1-3)	Human Resource Management: Hiring &Staff Assignments	● The School requests waivers from Articles 14-1-1-1, 14-1-1-2, and 14-1-1-3. ● The School has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.
Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force	Human Resource Management: Staffing	● The School requests a waiver from Article 20. ● The District cannot RIF School staff members. Decisions regarding reductions in teaching staff will be determined by the school's leadership and be made in accordance with School policies and the Employee Handbook. ● RIF and RIB decisions are not considered non-renewals.
Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time	Human Resource Management: Staff Assignments	● The School requests a waiver from Article 25. ● The School has the authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.
Extra Duty Comp. (Article 32.): Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation	● The School requests waivers from Article 32. ● The School has the authority to determine its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. ● The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.

APPENDIX E STATUTORY WAIVERS		
State Statute	**Area of Operational Impact**	**Replacement Policy or Practice**
Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel	Human Resource Management: Teacher Evaluations	● The School requests a waiver from Section 22-9-106. ● The School's evaluation system will meet or exceed the minimum standards of SENATE BILL 10-191. ● The School intends to use the approved DPS LEAP system to evaluate teachers. ● The School will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.
Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring,	● The School requests a waiver from 22-32-109(1) (f). ● The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206).

	Compensation	• The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Section 22-32-109(1)(g): Handling of Money	Budget	• The School requests a waiver from Section 22-32-109(1)(g). • The School has the authority to manage its receipt of money and will meet performance expectations provided by the District. • The District may conduct an annual audit and require the School to provide quarterly trial balances to the Office of Budget.
Section 22-32-109(1)(n): Schedule and Calendar	Calendar & Schedule	• The School requests a waiver from Section 22-32-109(1)(n). • The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. • School has the authority to determine the number of professional development days, days off, and late starts/early release days.
Section 22-32-109 (I)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar & Schedule	• The School requests a waiver from Section 22-32-109(II)(A). • The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.
Section 22-32-109 (I)(n)(II)(B): School Calendar	Calendar & Schedule	• The School requests a waiver from Section 22-32-109(II)(B). • The School has the authority to create its own annual calendar. • The School's annual calendar will meet or exceed the minimum standards for the District and state.
Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program	• The School requests a waiver from Section 22-32-109(t). • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
Section22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program	• The School requests a waiver from Section 22-32-109(1)(aa). • Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the

		flexibility to adopt an educational program, including selecting curriculum and textbooks. • The School's education program will meet or exceed the minimum standards of the District and state.
Section 22-32-109(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development	• The School requests a waiver from Section 22-32-109(jj). • The School has the authority to design and implement its own professional development program. • The School may select to participate in District professional development programs.
Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals	• The School requests a waiver from Section 22-32-110(1)(h). • The School has the authority to discharge employees on annual contracts according to its personnel policies in its Employee Handbook. • The School may seek the support of District Human Resources and Legal Department when dismissing a staff member.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-License Required-Exception	Human Resource Management: Hiring and Teacher Qualifications	• The School requests a waiver from Section 22-63-201. • School will comply with federal laws regarding teacher qualifications, including NCLB requirements that all core content teachers meet highly qualified requirements. • The School has the authority to identify employees as administrators.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision	Human Resource Management: Hiring, Contracts and Employment Offer Letters	• The School requests a waiver from Section 22-63-202. • The School has the authority issue its own employment offer letters to employees on annual contracts. The School's employment offer letter will outline the terms of employment.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract	Human Resource Management: Dismissals	• The School requests a waiver from Section 22-63-203. • All non-probationary teachers hired after adoption of the Innovation plan and probationary teachers new to Trevista will have annual contracts. • School has the authority to dismiss any teacher in accordance with the School's employment terms and personnel policies in its Employee Handbook.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers	• The School requests a waiver from Section 22-63-206 • The School is not subject to the transfer of teachers within, into or out of the school by the District; the School's leadership has the authority to make all decisions regarding transfers within the School.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Human Resource Management: Dismissals	• The School requests a waiver from Section 22-63-301. • All non-probationary teachers hired after the adoption of the Innovation Plan and probationary teachers new to Trevista will be on annual contracts.
Teacher Employment, Compensation and Dismissal	Human Resource Management:	• The School requests a waiver from Section 22-63-302. • Non-probationary teachers hired after adoption of the

Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and Judicial Review	Dismissals	Innovation Plan and probationary teachers new to Trevista will be on annual contracts. • The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School's Employee Handbook.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation	• The School requests a waiver from Section 22-63-401. • The School has the authority to determine its own compensation system for all employees, including adjunct faculty. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-402: License, Authorization of Residency Required in Order to Pay Teachers	Human Resource Management: Compensation	• The School requests a waiver from Section 22-63-402. • The School has the authority to establish a policy that waives the provision that requires teachers to hold licenses in order to be paid. • The School has the authority to adopt policies and procedures to ensure that background checks are completed for all personnel. • The School has the authority to determine its own compensation system for all employees, including instructional staff. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403: Payment of Salaries	Human Resource Management: Compensation	• The School requests a waiver from Section 22-63-403. • The School has the authority to establish dismissal policies and procedures for employees on annual contracts, including any applicable compensation. Such policies and procedures will be outlined in the Employee Handbook.

Required Attachments

- ✓ Teacher Schedule
- ✓ Student Schedule
- ✓ Family & Student Handbook
- ✓ Personnel Policies—Staffing, Grievance, Review and Dismissal
- N/A Written Enrollment Documents and Forms Provided to Families
- ✓ Organizational Chart—Governing Structure and Staff Responsibilities
- ☐ Committee Descriptions
- N/A By Laws
- ✓ Five-Year Budget
- ✓ Evidence of Administrative Support
- ✓ Evidence of Faculty Support
- ✓ Letter of Support from CSC
- ✓ Letters of Support from Community Based Organizations

Teacher Schedule

SAMPLE TEACHER SCHEDULE FOR TREVISTA ECE - 8TH GRADES AT HORACE MANN - Teacher hours: Monday - Thursday M.S. 7:45 - 4:15 - Elementary 8:00 - 4:15, Fridays 7:45/8:00 - 4:00

TEACHER	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	Total
ECE			Teach										Lunch				Teach										Planning			Teach			6 hours
Kindergarten			Teach											Lunch			Teach										Planning			Teach			6 hours
7th Grade			Teach											Lunch		Planning			Teach														6 hours
5th Grade				Teach											Lunch			Teach						Planning				Teach					6 hours
6th Grade				Teach											Lunch			Teach						Planning				Teach					6 hours
1st Grade				Teach												Lunch				Planning						Teach							6 hours
8th Grade			Teach											Planning		Lunch			Teach														6 hours
2nd Grade				Teach												Lunch				Planning						Teach							6 hours
3rd Grade				Teach							Planning			Teach					Lunch						Teach								6 hours
4th Grade				Teach							Planning			Teach					Lunch						Teach								6 hours
P.E.	Fit Fun		Support Interventions				Planning			Teach			Teach			Lunch			Teach				Teach			Teach					Teach		5h 45m
Music	Flex schedule .5 teacher									Teach			Lunch Duty			Lunch			Teach				Planning			Teach			flex schedule			3 hours
Technology	Tech Fun		Support Interventions				Planning			Teach			Lunch			Teach			Lunch Duty		Teach		Teach			Teach					Teach		5h 45m
Visual Arts	Art		Support Interventions				Planning			Teach			Lunch			Teach			Lunch Duty		Teach		Teach			Teach					Teach		5h 45m
Music 2	Flex schedule .5 teacher												Teach			Teach				Lunch Duty		I.S.		Teach			Planning					Teach		3hr 15m
	Friday Schedule																																
	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	
ECE												Lunch									Friday Professional Development												3 hrs 45
Kindergarten														Lunch																			3 hrs 45
1st Grade			Literacy								Math		Lunch			Math																	3 hrs 45
2nd Grade			Math								Literacy		Lunch			Literacy																	3 hrs 45
3rd Grade			Literacy								Math								Lunch														3 hrs 45
4th Grade			Math								Reading								Lunch														3 hrs 45
5th Grade			Literacy								Math		Lunch			Math																	3 hrs 45
6th Grade			Math								Literacy		Lunch			Literacy																	3 hrs 45
7th Grade	Math									Literacy									Lunch														4hrs
8th Grade	Literacy									Math									Lunch														4hrs

All Certified staff will all take small groups for literacy or math instruction on Fridays

Student Schedule—Daily

TREVISTA ECE - 8TH GRADE MASTER SCHEDULE - School Hours 8:00 - 4:00 Monday - Thursday 8:00 - 1:00 Friday Draft

	8:00	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45
ECE	ECE Classroom or Fun Fitness	Morning Meetings										LUNCH														SPECIALS					
ECE												LUNCH														SPECIALS					
ECE												LUNCH														SPECIALS					
K													LUNCH													SPECIALS					
K													LUNCH													SPECIALS					
K													LUNCH													SPECIALS					
	I.L. = Imagine Learning - Part of ELD BLOCK																														
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3rd	Pre-Teach Math or Fun Fitness		I.L.		READING BLOCK				SPECIALS			WRITING BLOCK			LUNCH			Intervention		ELD BLOCK			MATH BLOCK					Science/SS			
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5th			MATH BLOCK						Science/SS			Intervention		LUNCH			ELD BLOCK			WRITING BLOCK			SPECIALS		I.L.		READING BLOCK				
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6th			I.L.		READING BLOCK				WRITING BLOCK			Intervention		LUNCH			ELD BLOCK			Science/SS			SPECIALS				MATH BLOCK				
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7th			MATH BLOCK					SOCIAL STUDIES			ADVISORY		LUNCH		BLOCK SPECIALS			SCIENCE				ELD BLOCK		I.L.		LANGUAGE ARTS				ELECTIVES
7th			SOCIAL STUDIES			ADVISORY			MATH BLOCK				LUNCH		BLOCK SPECIALS			LANGUAGE ARTS				I.L.		ELD BLOCK			SCIENCE				ELECTIVES
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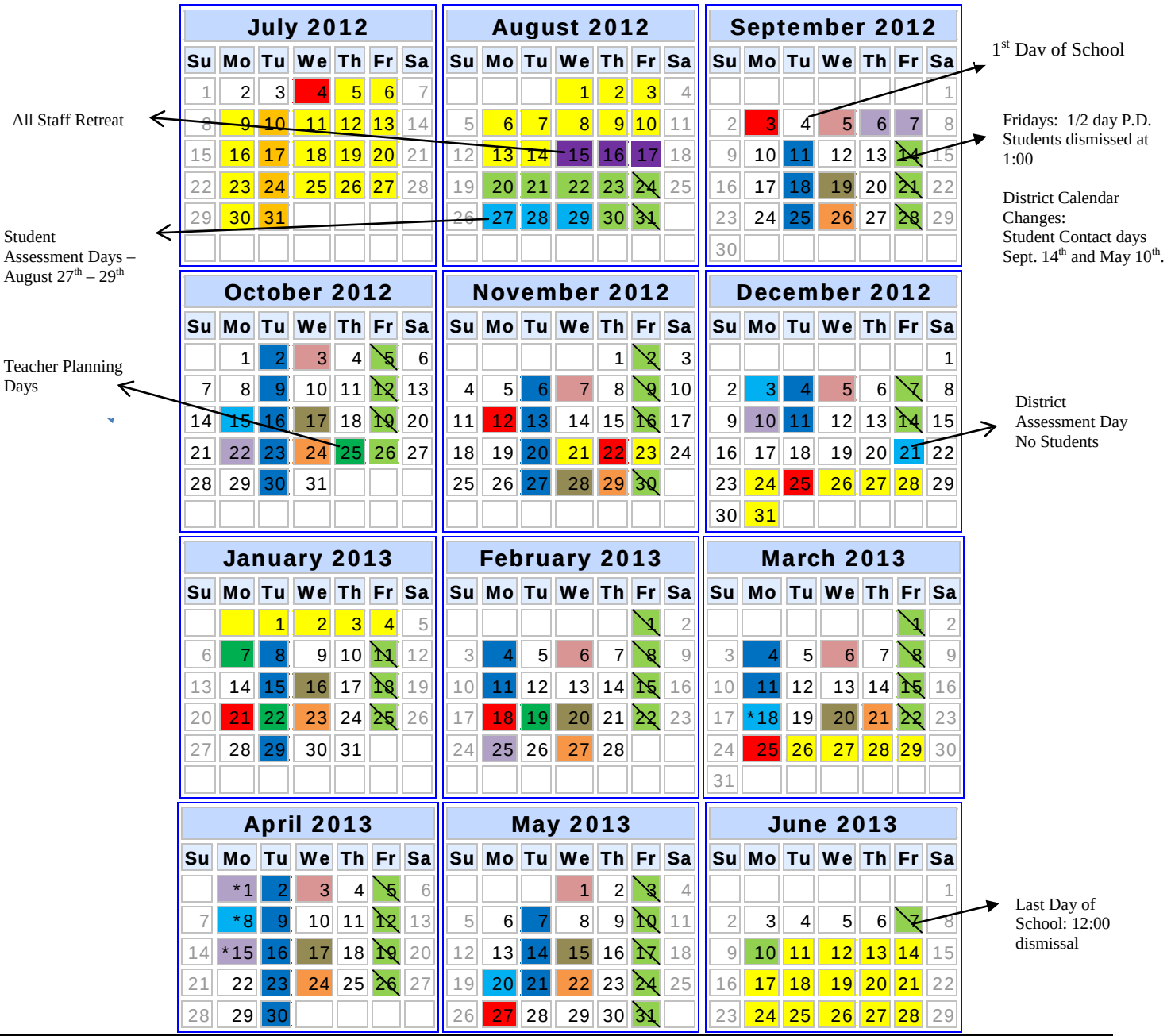
8th			SCIENCE			ELD BLOCK		I.L.			LANGUAGE ARTS			BLOCK SPECIALS			LUNCH			SOCIAL STUDIES			ADVISORY				MATH BLOCK				ELECTIVES

Teacher and Student Schedule—Annually



Vacation	Holidays (observed)	Planning/PD	Assessment Schedule (*Milestone Measure Assessments)*	Compelling Conversations *(Student Data Map Meetings)* with Principal and Assistant Principal
Summer Strolls **July:** **10th** **17th** **24th** **31st**	7/4 Independence Day 9/3 Labor Day 11/12 Veterans' Day 11/22 Thanksgiving 12/25 Christmas 1/1 New Year's Day 1/21 MLK Day 2/18 Presidents' Day 3/25 Cesar Chavez Day 5/27 Memorial Day	Staff Retreat August 15,16,17 Additional P.D. and Planning August 20th – 24th English Language Development P.D. and Goal Setting Team Data Analysis and Backward Map Planning Fridays: 1:00pm – 4:00pm **Weekly Grade Level Department Meetings - Tuesdays**	1:1 Student Assessment Week – Aug. 27th – 29th • October 15th • December 3rd • February 19th • *March 18th *(intermediate/secondary)* • *April 8th *(primary Academy)* • May 20th (EOY assessments)	Milestone Progress Monitoring - Week of : • Baseline and EOY Goal Setting August 29th – Sept. 6th • October 22nd • December 10th • February 25th • *April 1st (intermediate/secondary) • *April 15th (Primary Academy) • May 20th – EOY Analysis

Trevista ECE-8th Grade School at Horace Mann

Family and Student Handbook

2012 – 2013

Address: 4130 Navajo St.
Denver, CO 80211
Telephone: 720-423-9800
Website: www.trevista.dpsk12.org
Principal: La Dawn Baity

All parents and students are expected to read this handbook before school starts in September and agree to abide by its policies.

General Information

School Hours: Monday – Thursday: 8:00AM – 4:00PM and Friday: 8:00AM – 1:00PM
Office Hours: Monday – Friday: 7:30AM – 4:30PM
Attendance Line: Telephone: 720-423-9800 (please call by 7:45AM)
DPS Bus Transportation: 303-825-2611
DPS Board of Education: 720-423-3210
Unscheduled school closings will be reported to local news outlets and posted on the DPS website. To check the website directly, go to http://www.dpsk12.org

Messages may be left for Faculty and Staff by e-mail, voicemail, calling the Main Office, or by placing a written note in the mailboxes located in the Main Office.

General questions may be sent to: Ladawn_Baity@dpsk12.org

Privacy Policy

Trevista ECE – 8 School refuses requests from businesses and merchants who want to contact our families. We ask for your cooperation as well in safeguarding family and staff information from unauthorized use.

Adults On Campus

Your child's safety is our top priority. Any non-staff adult entering the Trevista campus must sign in at the office and wear a Visitor Badge. The badge serves as a visual ID that allows staff to immediately determine if a visitor has permission to be on the Trevista campus.

Welcome & Introduction

Welcome to Trevista ECE-8th Grade School at Horace Mann. This handbook has been written to answer any questions you might have about our school and how it works. After you have read it, please let us know if you have additional questions or concerns.
The policies and procedures described here support the Mission and Vision of our school and are designed to build integrity, trust and respect among members of our school community. We believe these common expectations of conduct, academic responsibility and communication will help us to create a healthy academic and social community.

Mission Statement

Trevista ECE-8th Grade School exists to serve the unique academic, physical, social, and emotional needs of students. The community of Trevista is committed to creating and maintaining a child-centered and caring environment where teaching and learning recognize the diversity and gifts of all members and ensure students are both supported and challenged to meet their highest potential.

Trevista ECE-8th grade at Horace Mann has identified the following values as priorities for student development:

Vision Statement

Our community is invested in the college and career readiness of all students achieved through our relentless commitment to and accountability for:

- A safe, respectful and supportive school environment,
- Highly engaging and rigorous instruction,
- Language-rich and culturally responsive classrooms, and
- Collaboration with and among families, students and staff

School Organization

Trevista ECE-8th Grade at Horace Mann is a public innovation school located in Northwest Denver. It is a member of Denver Public Schools.

Organizational Agreements

- Trevista consists of parents, students, community members, political representatives and members of the Denver Public Schools. The health and growth of our school depends on the strength of these relationships.
- The School Accountability Committee has the responsibility to provide oversight of the school and the administration in accomplishment of the school's mission.
- The faculty, administration, community members, and parents hold responsibility for making the mission of the school a reality.
- Parents entrust teachers and administration with the responsibility of bringing a rigorous, focused curriculum to their children. To accomplish this, teachers and administration expect parents to support the Mission, Vision, and Core Values of Trevista. The complementary viewpoints of parents and teachers are essential to understanding and guiding the development of each child.

- The organizational and operational affairs of the school are carried out by the administration in service of the mission of the school.
- The faculty and administration decide matters of pedagogical principle.
- The administrative team will bring all matters of principle arising from the day-to-day operations of the school to the staff for consideration and input.

Administration

The school's administration is responsible for the leadership of the school and for the actualization of the school's mission. The administration is responsible for:

- Determining the values priorities of the school.
- Adhering to the values and priorities.
- Curriculum development and program changes.
- Decisions about the hiring and dismissal of teachers.
- Teacher mentoring and evaluation.
- Student retention and matriculation.
- Strategic planning and implementation.

Administrative Staff (*Phone #s TBD)*

- La Dawn Baity, Principal
- Gaetano Pasquino, Assistant Principal
- Kal Rao, Assistant Principal
- Jesús Rodríguez, Assistant Principal
- Joe DeRose, Student Activities and Community Outreach Director

Faculty

The faculty has a wide range of school responsibilities. In addition to normal classroom duties, the faculty also helps to organize and lead extracurricular activities, field trips and Extended Learning Time. Weekly professional development meetings are held Friday afternoons from 1:15PM to 4:00PM. Teachers examine state standards, develop relevant, rigorous assessments, align curriculum tools, examine data on students' progress, and develop lesson plans, extensions and interventions necessary for all students to achieve or exceed grade level expectations.

Faculty Contact Information

Additional faculty contact information is available in the Trevista Directory

Essential Bridges Between Home & School

As we begin our Turn-Around plan, Trevista has partnered with organizations to provide families with information to help all of our children succeed in school. Structures and routines are very important for all students. To support the student's classroom work, parents are expected to help their children develop healthy habits with regular routines for waking and sleeping, mealtimes, play, extra-curricular activities and homework.

The adverse effects of television, movies, video games, and other electronic media on an adolescent's ability to learn are well documented. Parents must guide their children toward healthy alternative activities throughout their formative years. The school strongly recommends that students spend only a short period of time viewing movies, television, and playing with video or computer games on school nights**.**

Middle School Students (6th – 8th Grades)

The unstructured time between when the school day ends and when parents arrive home from work are the most difficult hours for a middle school student to appropriately manage. Trevista offers a wide-range of after school activities and athletics for middle school student participation. Some students will be required to attend Extended Learning Time programs to accelerate their progress toward grade level expectations.

Parents as Partners

Parents and guardians of Trevista students play an essential role in supporting the school's mission, culture and climate. Parents and guardians have a menu of opportunities to actively participate in their students' learning. It is the *expectation* that parents will participate in one or more of the following:

ECE and Kindergarten Parents

- The 3-Step Process: As part of our tuition supported ECE and kindergarten plan, parents must attend 10 comprehensive early childhood parent education classes.

Additional Parent Partnership Programs and Resources:

- All Parents are welcome to attend the 3-Step Process Program
- Parent Leadership Team (PLT) Program: PLT members develop our school's family engagement plan
- Monthly Community Information Nights with the Principal
- Home Visit Program: Trevista Teachers will set up home visit meetings with parents or guardians at least two times per year. We prefer meeting in students' homes for these visits, but will meet at an alternative location upon parent request.
- School Accountability Committee Member – SAC members are parent elected positions to provide direction for school policies, accountability for student achievement, School Improvement Plans and school safety concerns.
- Volunteer Opportunities: Parents can support Trevista by volunteering for field trips, participating on the PTA, supporting the school's fundraising efforts, and coaching, mentoring or tutoring Trevista students.
- Home Room Parent: Each classroom teacher needs a parent who will assist in communicating important class information to families, organize classroom events and celebrations, and assist the teacher by organizing classroom volunteer calendars.
- Attend Parent-Teacher Conferences and Back-to-School Nights. Trevista has a Back-to-School Night event in September and two Parent-Teacher conferences during the school year. Parent attendance at

these events is *essential* as it communicates to the student that his or her parent/guardian believes learning is important. Conferences also provide another opportunity for direct communication between the school and the home.

- Thoroughly reading the frequent communications that are received from Trevista. Weekly electronic and hard copy newsletters from the principal or school communications director, progress updates from teachers, and information about how parents/guardians can help assist with learning opportunities at home are all forms of communication that are regularly available to parents.
- Utilizing the Infinite Campus Parent Portal to track student's grades and academic progress. The Parent Portal allows parents to view when assignments are due, check to see if any assignments are missing and allows for parents to easily contact teachers by e-mail if they have questions or concerns.

Basic Principles and Guidelines for Parent and School Interactions

- Schedule appointments if a discussion is needed instead of dropping in or raising concerns in public settings, especially before school, after school or when faculty and staff are outside doing supervision.
- Keep an open mind. Be positive and flexible. Ask questions first.
- Demonstrate respect, in both what is said and how it is said.
- Focus on issues, not individuals.
- Raise concerns with the appropriate person first. Conversations with teachers usually clear up or resolve issues. Please make sure you have tried to work with teachers before contacting administrators.
- Use good judgment about the amount of contact that is appropriate. Be mindful of the amount of time an individual concern may take.
- Demonstrate public support for one another. Convey the message that parents and teachers are on the same team.
- Keep in mind that voicemail and e-mail are public documents and that confidentiality cannot always be assumed.
- E-mails are considered 'findable evidence' in a court of law. One rule of thumb to keep in mind is that you should not say or write anything that you wouldn't want to be printed in the newspaper.
- Understand that conversations may be documented and that a third person may be present.
- Verbal, physical or sexual harassment will not be excused or tolerated.
- Adults in the community are responsible to familiarizing themselves with the Common Concern Flow Chart for Conflict Resolution.

Common Concern Flow Chart (Process for Questions and Conflict Resolution at Trevista ECE-8th Grade at Horace Mann)

This is meant to clearly describe the processes in place for questions and conflict resolution at Trevista. Not all disagreements will be solved to the mutual satisfaction of every party, but we strive to be clear and transparent in our process and to address concerns and questions promptly as they arise.

Where do my administrative questions go?

Questions regarding school policies, administration, finances, employment, safety, parent-to-parent issues and other general school issues should be brought to the school principal or your child's Academy Assistant Principal.

La Dawn Baity, Principal: LaDawn_Baity@dpsk12.org
Jesús Rodríguez, ECE-2nd Grade Academy AP: Jesus_Rodriguez@dpsk12.org
Kal Rao, 3rd-6th Grade Academy AP: Kalpana_Rao@dpsk12.org
Guy Pasquino, 7th – 8th Grade and Specials' AP: Gaetano_Pasquino@dpsk12.org

The principal or assistant principals will respond within a reasonable timeframe and try to answer the question or clarify the issues to the best of his or her ability.

Where do my questions about teaching and learning go?
Questions regarding your child, curriculum, social matters in the classroom, and experiences of your child during the school day should be directed to your child's classroom teacher first.

The teacher will have a conversation and do his or her best to answer the question/clarify the issues. If the answer/clarification given requires more attention, it will be sent to your child's Academy Assistant Principal. The assistant principal may call a meeting with the teacher and the parent.

Common Concern Meeting
This meeting is called as a last resort when communication has become difficult and the problem/conflict is not moving or improving. In attendance at this meeting are a facilitator, the principal or the assistant principal, and a note-taker. During the meeting, it is hoped that all sides of an issue are voiced and that there is motion toward a plan for future action.

Resolution
If, after a Common Concern Meeting, there is still disagreement, then parties and the school must decide if the relationship is one that is viable moving into the future. While not every issue/concern may be resolved to the mutual satisfaction of all parties, it is the school's goal that genuine diligence and effort has been made to hear and consider all points of view.

Parent Committees
Trevista ECE – 8th Grade at Horace Mann has parent committees to support the school in the following areas:

Teacher Support Coordinator: Each classroom teacher will have one parent who assists with routine tasks in order to allow the teacher to focus more directly on classroom instruction. The Teacher Support Coordinator will provide training and support for parents who take on this important task.

PTA*:* a committee of parent volunteers will coordinate annual fundraisers for Trevista.

Parent Leadership Team: PLT members develop our school's family engagement plan

Committee policies and procedures:

- Parents will be sign up for committee work in August for service the following school year.
- An elected chairperson will lead each committee.
- The chairperson will report directly to the principal and the Student Activities and Community Outreach Director.
- All public communication from the committees will be vetted by the principal and distributed through the Main Office.
- Committee chairpersons will meet collectively with the principal and Student Activities and Community Outreach Director on a monthly basis to foster inter-committee communication and support.
- The number of members serving on each committee will vary based on interest and need.
- There will be a celebration at the end of the school year for all volunteers that achieve a 10 to 15-hour service goal.

Unscheduled School Closings

Unscheduled school closings will be reported to local news outlets and posted on the DPS website. To check the website directly, go to http://www.dpsk12.org

Attendance & Punctuality

Attendance and Punctuality are expected. They express a concrete commitment to Trevista values and prepare students for success in school and life. We are ready to receive students into the school building at 7:30AM for breakfast. If your child is not eating breakfast they may not arrive at school before 7:45AM, as there is no supervision on playgrounds before that time.

The front doors of the building are locked at 8:30AM. Students and parents who arrive after 8:30AM should go to the main entrance and ring the bell for entry. The student must check in with the Main Office before proceeding to his or her classroom.

If your student will be absent, please inform the school by 7:45AM. Please leave a message on the Attendance Office voicemail at 720-423-9800. As a safety measure, the school will contact parents of students with unreported absences in order to verify their whereabouts.

Per DPS Policy, excessive absences/tardies will result in the school requiring a doctor's note. Students who are out for 3 consecutive days must have a doctor's note. Our attendance officer, Dr. Elyse Manteris, will contact families with attendance concerns to provide support and information.

If a student is unable to participate in any subject class (including gym), a note signed by the parent must be given to the class teacher or principal's secretary in advance. If a student fails to participate in a class 2 or more consecutive times, a doctor's written excuse is required.

Missing 3 or more hours of any school day constitutes an absence. All tardies and absences are part of a student's permanent record.

The school encourages family vacations to be scheduled to coincide with school vacations. Doctor, dentist, therapist, tutor or other appointments should be made outside of school hours or during school breaks if at all possible. If a student must miss school for an appointment, a parent or guardian must notify the principal's secretary in writing. Students are responsible for notifying teachers of their absence in advance and making up any assignments, quizzes or tests by an agreed-upon date.

Any absences other than illness or a family emergency are strongly discouraged. The experiential nature and student participation in class discussions and tasks make it extremely difficult to make up absences. If a student must be out of school for an extended period for reasons other than illness or family emergency, the parent/guardian must provide notification in writing to the principal's secretary at least 2 weeks in advance to allow teachers to prepare work for the student for the days that he or she will be absent from school. The request should include all pertinent information and must include the signed consent of the parent/guardian for the requested absence.

Middle School Attendance & Tardiness Policies
Students are expected to be present and punctual for all classes. Trevista Middle School begins promptly at 8:00AM. Unexcused absences may be subject to disciplinary action such as detention.

If any student arrives after 8:00am, he or she must obtain a tardy slip from the Main Office in order to be admitted to any class to which they are tardy. In recognition of the importance of punctuality, only 3 tardy incidents are allowed per trimester. If a student exceeds 3 tardy incidents in a trimester, the fourth and each subsequent tardy will result in a tardy-detention to be served after school.

Morning Drop-Off and Afternoon Pick-Up
For the safety of all of our students, please do not double park on Navajo Street at arrival or dismissal time. Do not motion for your children to cross in the middle of the street when dropping them off or picking them up. The parking lot is not to be used for drop off and pick up of children.

Bus Transportation
Bus routes are set by the DPS Transportation Department. Any questions concerning this service should be directed to the transportation office. For information regarding late busses, or any other bus questions, please call the Parent Hotline at 303-825-2611.

Snacks & Lunches

All students will be provided with a free breakfast from 7:30-8:00AM each day. Students will receive a school lunch at a minimal cost unless they qualify for free lunch. Students may bring their own lunch to school but doing so should promote healthy nutritional choices and should not consist of only chips and soda, for example.

Students can bring healthy snacks to school to have between lunch periods as well as water in spill-safe containers.

Outside Recess

Elementary students have a supervised 45-minute lunch/recess and Middle School students have a 30 minutes lunch/recess every day.

- The recess supervisors have a cell phone and first aid kit.
- Before the end of each recess, a whistle is blown and students line up at the appropriate doors by class. Teachers greet students on the playground and escort them back into the building.

Outdoor Rules

The following rules apply to recess and the time before and after school.

- Stay out of the streets and parking lots.
- Get permission before re-entering the school.
- Respect our building and grounds.
- Respect your classmates.
- Students may not throw snow or ice, and may not engage in physical horseplay with other students.
- Balls must be returned to the recess supervisor at the conclusion of recess.
- The field is for playing ball. The courts are for basketball.
- No tackle football. Students may play touch football.

Gym Rules:

- Students may not be in the gym without adult supervision.
- Gum chewing is not allowed in the gym.

Participation on Teams:

Participation on athletic teams is contingent upon good academic standing. Students who are at risk of not meeting academic standards must commit to Extended Learning Time, demonstrate quality completion of all assignment (in-school and homework), and exhibit strong class participation and effort. Students participating in after-school athletics are representatives of Trevista ECE – 8th Grade at Horace Mann and must conduct themselves as such at *all* athletic contests.

Communication between School & Home

Trevista ECE – 8th Grade at Horace Mann employs multiple ways of sharing information about life in the classroom and in the larger spheres of the school.

Back-to-School Night

On this evening, teachers will review the curriculum, classroom expectations, and activities. There is time for parents to share and discuss their questions with the teacher. It is also a time to get to know the other parents. The date for this evening is posted well in advance and parents are encouraged to make every effort to attend.

Home Visit Program

Home visits from teachers provide informal, individual opportunities for parents to share ideas, concerns and questions about our school. Parents have more time to share information and insights about their child and learn how they can support academic success.

Student-Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice a year in November and March. Conferences are a time to review the student's academic and social progress. Additional conferences may be requested by the teacher or by the parents.

We understand that it may be difficult for some parents to take time off from work to attend a student-parent-teacher conference, but we expect that every parent will make this a high priority.

Progress Reports

Progress reports will be sent home three times a year. In addition to the traditional DPS progress reports, Trevista teachers will also share progress toward end of year goals with families.

Notices & Newsletters

The school website is updated regularly. Parents and students can view the weekly bulletin online to check the calendar or contact any of our faculty or staff members. Paper copies of all communication are also sent for families without Internet service.

- Blogs/Websites: All teachers will create their own blogs. Teachers may post homework assignments, class news, and any comments about events that are taking place in the class.
- The school bulletin is a weekly newsletter that keeps parents up to date with events, dates to remember, news, and policy issues. As the bulletin is the main vehicle for information between school and home, every parent is responsible for the information conveyed each week. This news piece is available weekly sent home in students' weekly folders and available on our website.
- Bulletin boards are located in the Main Office. The Main Office, prior to posting, must approve notices.

Educational Support (Extended Learning Time – ELT)

The academic success of all students is our highest priority. Trevista provides students with several Extended Learning Time blocks. Extended Learning Time does not take the place of important core instruction by the classroom teacher. ELT is provided in addition to the core content.

- **Pre-Teach Math Sessions**: All students in 2nd – 6th grades who are not achieving grade level minimum expectations are provided with math pre-teaching sessions 4 days per week Monday through Thursday from 8:00 – 8:30.
- **30 minutes Intervention/Enrichment Blocks**: Interventions and/or Enrichments are built into every students' school day
- **Reading Blocks:** Kindergarten – 8th grades are scheduled with additional staff. In addition to teacher led small group instruction, an extra session of guided reading is built into every reading block.
- **City Year Mentors/Tutors:** City Year Corps are groups of young college graduates electing to spend a year in urban school districts across the United States. City Year members are trained to deliver literacy tutoring to 6th – 8th grade students.
- **Middle School Students' Elective Block:** MS students may select from an athletic, music, visual arts, or technology elective *providing* they are producing quality in-class and homework assignments. Trevista MS teachers reserve the right to substitute Elective time with Extended Learning Time until the student demonstrates high-quality assignment completion.
- **Trevista supports and adheres to the Response to Intervention Process:** Students receiving intervention supports but not showing signs of accelerated progress will be thoroughly reviewed by a team, which includes parents, to plan additional interventions. This may mean an increase of time, intensity or frequency of intervention services
- **Special Education:** Trevista employs three outstanding special education teachers. Students, for whom additional testing indicates have greater needs, will receive specialized services from a highly qualified special education teacher.

Standardized Tests and other assessment measures

Trevista ECE – 8th Grades at Horace Mann recognizes the importance of standardized tests in today's society although we consider them only one indicator of individual abilities or future successes. Trevista students use multiple measures to determine students' needs and progress. The assessments below are administered to Trevista students, though the timelines have been modified according to our Innovation Waivers.

- All students 3rd – 8th grade take the state TCAP tests.
- All students, 2nd – 8th grades take DPS interim assessments
- All students, Kindergarten – 8th Grade take on-going reading assessments. These may include the Developmental Reading Inventor – DRA, the Star reading assessment, and SRI

Standards of Student Conduct

Trevista ECE -8th grade at Horace Mann seeks to build a climate of mutual respect, trust, and courtesy. When anyone in the school is uncivil, disrespectful or disruptive, the whole community is diminished. Everyone is entitled to a secure and supportive learning environment that includes respect for diverse viewpoints with opportunities for the respectful exchange of ideas.

Although teachers strive to deal flexibly and creatively with situations as they arise, there are certain behaviors not tolerated by the school. The following list of unacceptable behavior applies to all students.

These rules are designed to promote social responsibility and school-wide harmony:

- Students may not bring or chew gum anywhere on the school premises during school hours.
- Students may not bring candy or carbonated soft drinks to school.
- Students may not bring toys, radios or electronic equipment to school. This includes puzzles, mechanical toys, dolls, computerized games, alarms, video games, MP3 players, etc. Faculty or staff members may confiscate these items at their discretion.
- Students are prohibited from using and/or carrying cell phones on campus during the school day. If a student needs to have his or her cell phone at school, he or she must give the phone to the school secretary immediately upon arrival on campus. The student is responsible for picking up the cell phone at the end of the school day. All cell phones, iPods, etc. that are seen or heard in school during the academic day will be confiscated and held in the Main Office until picked up by a parent or guardian.
- The possession of firearms or any other weapon is prohibited on campus or at any school event. Historical or cultural items or props that are to be used as part of a presentation may be brought on campus only with explicit permission of the faculty member for whose course they will be used.
- Party invitations must mailed or distributed off school site unless an entire class is invited.
- Students will treat their parents/guardians, peers and teachers respectfully.
- Faculty and staff will treat their peers, students and students' parents/guardians respectfully.
- Students are expected to be respectful of one another's property and school property. Lost property should be turned in to the Main Office. Theft and vandalism (graffiti, defacing of school property) are serious offenses. Tampering with school computer files or computerized data may be construed as either vandalism or theft.
- Students are expected to leave classrooms clean and orderly and to pick up after themselves and/or others. All students are expected to participate in an end-of-day clean up as requested or assigned.
- Students are expected to maintain an inclusive social environment throughout the day. Both public displays of affection and social bullying undermine a mood of social inclusion and provide poor role modeling for younger students. These behaviors are not acceptable in school.
- Running in the halls is not allowed.
- Rude or foul language will not be tolerated.
- Bouncing or throwing balls in hallways is not allowed.
- Physical fighting is not allowed.
- No skateboarding on school grounds. Skateboards must be carried in and out of the school and kept in a locker. Any faculty or staff may confiscate skateboards.
- Bikes must be "walked" on school grounds and properly locked to a bike rack.
- The use or display of tobacco on or within school property is prohibited. Trevista and the surrounding area is a smoke-free environment. This policy also includes all events occurring after school hours such as social events, weekend rehearsals and performances, parent events and school trips. Students seen smoking or in possession of tobacco on or within sight of school property will face disciplinary action. Students seen smoking or in possession of tobacco on school trips may be sent home at their parents' expense.

Bullying is a very serious issue and is not tolerated. Bullying behavior can include the following, especially when it is prolonged, persistent and deliberate:

- Physical abuse or hitting.
- Verbal abuse or name-calling.
- Disrespect of property or stealing.
- Malicious or hurtful name-calling, verbal threats or intimidation.
- Incitement or getting someone else to do any of the previous mentioned actions.
- Harassing and intimidating behavior is not allowed. Harassment and intimidation are repeated, unwanted and disrespectful attention; any behavior which has the intention or effect of harming or intimidating others. This includes social network posts and other communication forms that are harassing in nature.

Drug & Alcohol Policy

Our educational mission is to nurture each student's capacities for clear thinking, sound judgment and conscience in action. The possession or use of consciousness-altering substances is a hindrance to the healthy development of young adults and disrupts the culture of trust cultivated between students, faculty and parents. The use, possession or sale/distribution of drugs, alcohol and tobacco is prohibited in school and at school functions. Any violation of this policy is cause for immediate suspension and potential expulsion.

Concerns or incidents regarding drug and/or alcohol use by students will be reviewed individually, involve professionals when needed, and will include an open and honest dialogue with students, parents/guardians and faculty members to develop a plan of action.

If a student comes forward with difficulty involving drug or alcohol use or concerns about another student, the faculty and staff are committed to helping. We encourage students to recognize the many different sources of support and remediation available to them in school and from outside professionals.

Trevista ECE – 8th Grade at Horace Mann reserves the right to initiate expulsion proceedings in response to a violation of the rules about drugs, alcohol or weapons.

Student Internet Use Policy

School computers and personal laptops may be used with permission from the faculty. Students are expected to abide by generally accepted rules of Internet etiquette as well as by rules of school decorum. Adults supervise Trevista students at all times. However, incidents of Internet violations may occasional occur. Trevista ECE – 8th Grades at Horace Mann disclaims all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of a student's Internet use and for any other consequences of a student's Internet use.

All parents/guardians must sign an Acceptable Use Agreement governing computer use at Trevista. Failure to comply with any or all policy requirements may result in the loss of any or all computer use privileges.

Facebook, MySpace & Other Online Social Networks

Trevista faculty and staff do not accept invitations to join any social networking sites from students. Trevista will not search out any student's personal page or website; however, if we are informed of anything of a concerning nature, we will respond.

All-Weather Clothing

All students should come to school prepared for rain or shine. At times, outdoor activities can be a major part of the daily schedule. Rain gear and cold weather gear (boots, gloves, and hats) should be brought to school when conditions necessitate.

Uniform Dress Code

Students at Trevista ECE – 8th Grades at Horace Mann are expected to wear a school-issued shirt along with jeans, black or khaki pants, shorts or skirts.

Appropriate dress is very important to achieve success in school. Appropriate dress creates an atmosphere of success and sets the tone for acceptable behavior and self-confidence in school. In your preparations for school each morning, please take the time to make sure that your child has followed dress code for Trevista at Horace Mann.

In addition, all students are expected to dress in the following manner:

- Students must come each day covered from shoulder to mid-thigh.
- Pants that are size appropriate
- No sagging pants
  - No cut off pants
  - No exposed underwear
  - No bandanas
  - Closed toe shoes only
- Shoes must be laced and tied
- Shoe laces must match and be of a neutral color
- No hats (except for health or religious reasons)
- No gang-related attire or colors
- No drug/gang related jewelry
- No hooded sweatshirts
- No clothing and/or jewelry with symbols related to drugs, alcohol, sex, violence and/or media images
- No sunglasses or gloves inside the building
  - Skirts and shorts must be as long as the child's finger tips with arms extended down toward the floor
  - No heels
  - No flip-flops or hoods worn on school grounds
  - No excessively tight clothing.
  - No writing or drawing on their own or another person's skin
  - Outside jackets and non-Trevista sweatshirts with hoods must be

taken off and put in lockers at the beginning of the day.

The faculty and staff of Trevista ECE – 8th Grade at Horace Mann reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to take off the item and/ or change into and wear a school uniform for the day, call home for appropriate clothing to be brought to school for them, or be sent home. Repeat dress code violations may result in further discipline consequences.

PE Class Attire
For safety, hygiene and freedom of movement, students must dress properly for Physical Education classes. For PE class, students must wear or bring athletic shoes.

Lost & Found/ Stolen Items
If you are missing something, check the Lost & Found. The school is not responsible for replacing or reimbursing students and their families for lost or stolen items. All lost items will be bagged and donated at the end of each trimester.

Emergency Information
An Emergency Information Form is kept on file for every student. A new form for each student must be completed and filed each year. Any special dietary or health concerns should be clearly stated in writing on the form. The information on this form is used to contact a parent and/or initiate medical care in the event of an emergency. Please notify the Main Office if there is any change in address, telephone number, place of employment or emergency contact person so that we are able to contact a parent/guardian at any time if necessary. When a parent or responsible adult cannot be contacted, the school may call the Denver Police and/or Office of Social Services.
Please notify the principal's secretary if any insurance or medical changes take place.

Medical Examinations & Immunizations
Each student must have a current medical report on file. Medical examination forms are available from the Main Office. The report must reflect that the student is in good physical condition, free from communicable and infectious diseases and is immunized against childhood diseases. The immunization requirement may be waived for clinical or religious reasons. Immunization waivers must be stated annually and submitted to the principal's secretary. Students who are not immunized may be excluded from school during outbreaks of communicable diseases.

Medications – Acute Medical Need
School personnel are legally prohibited from administering any internally taken medications or supplements to students. This includes prescription medicine, homeopathic pills, cough syrups, and analgesics (anything taken orally or by injection). However, in an extreme medical emergency such as an acute reaction to an allergen or a severe asthma attack, school personnel may administer an

antidote that has been provided by the parent with written permission. This is considered emergency first aid. If this were to occur, the parent would be notified immediately after 911 had been called.

In order for a student to self-administer any short-term medications during the school day, a parent must come to the Main Office and give written permission that will be kept on file for the duration of the course of medication. This record is especially important in the event that your student has an adverse reaction or an accident requiring emergency medical treatment. Students may not share their medication.

Medications – Chronic Medical Need

If a student is taking ongoing prescribed medicine, the principal's secretary must be informed so she can note it on the student record. Conversely, when a student ceases taking a prescription medicine, the principal's secretary needs to be told to take the information off the student record.

If your child must receive medication during school hours, the following procedure must be followed: a permission form with physician name, dosage and time to be given must be signed by a parent and by the physician as well. A note with this information may be sent the first day with the child. All medicine must be distributed from the health office. No employee of Denver Public Schools shall prescribe or give an unauthorized medication to a pupil. It is an approved procedure in the school for an employee to confiscate pills, tablets or a bottle of medicine from a child until circumstances are known. Cough drops are considered a medication.

Sick Students & Injured Students

Students who are ill should not be sent to school. If a student becomes ill during the school day, parents will be contacted to pick them up. First aid is available to treat minor injuries. If further care is needed, 911 will be called and parents will be contacted immediately.

Contagious Diseases

If a student contracts a contagious illness, please notify the school. Students should stay home until the illness is no longer contagious. Students who contract contagious diseases must be under professional medical treatment before returning to school.

Social/Emotional Needs of Students

Trevista ECE – 8th Grade at Horace Mann employs one and a half school counselors and a full time school psychologist. They assist students with short-term emotional or behavioral supports. If student conducts indicates more chronic needs, the school will work with the family to determine appropriate and affordable assistance.

If a student is in or begins a therapeutic relationship that is related to the student's school life, we require that a Consent Form for Exchange of Information, allowing communication between the

school and the care provider, be completed and filed with the principal's secretary. We wish to support the student's active engagement in the therapeutic process, and believe that sharing appropriate information is helpful in the course of treatment.

Disciplinary Policies & Procedures

Please refer to the Trevista ECE – 8th Grade School at Horace Mann Discipline Ladder and Matrix below for a descriptive review of disciplinary actions. Trevista's Discipline Ladder aligns with the more complex DPS Discipline Ladder:

	Type of Behavior	Examples[3]	Interventions	Administrative Actions
Tier III	Type 5	-Assault -Selling Drugs -Possession of Weapons	-Group Conferencing -Reentry and Transition Conferences -Highly formal RJ conference -Therapy -School Social Worker and Psychologist	-Expulsion and optional expulsion -DPD referral -DDHS referral -Out of School Suspension -Referral to outside resources and classes
	Type 4	-Level II Fighting -Damage to property -Possession of drugs or alcohol -Theft		
	Type 3	-Bullying -Level I Fighting -Sexual Harassment -Being under the influence of Drugs or Alcohol		
Tier II	Type 2	-Horse Play (pushing and shoving) -Defiance -Leaving class or campus without permission -Excessively Crude and Inappropriate language -Harassment based on race, religion, sexual orientation, gender identity or disability.[4]	-Mediation -RJ Conferences -Mentoring -Peer Accountability -Social Emotional Classes -RtI Process Begins	-Removal from Class -REFOCUS
Tier I	Type 1	-Classroom Disruption -Dress code violation -Electronics -Other misconduct	-Restorative Dialogue -Circles -Rituals and Routines -Affective Language	-REFOCUS

[3] Any behavior, when repeated habitually, becomes the next type of behavior. For example, habitually repeated Type 1 behaviors become Type 2 behaviors and warrant the corresponding interventions and administrative actions.
[4] Level II Harassment is a Type 4 offense.

Non-Disciplinary Probation
On rare occasions it becomes clear that the school is not meeting a student's needs or a student's behavior is having an adverse effect on the class as a whole. In such cases, the administration will take the following steps:

- A meeting of all the student's teachers and the principal will usually occur.
- A meeting with the parents will take place, in which recommendations and a timeline of probation will be outlined. This meeting will be documented. A copy of the notes will be given to the parents/guardians and another placed in the student's file.
- Throughout the probationary period, the teachers will document the student's work and behavior on a regular basis.
- At the end of the probationary period, the teachers, administration and parents will review the student's record and determine future steps. These may include coming off probation or further probationary recommendations. Students on probation may not participate in athletic or extracurricular activities until they are back in good standing with the school.

Conflict of Interest
A faculty or staff member will be excused from participating in any disciplinary process if he or she has a conflict of interest in the particular case.

Privacy
All disciplinary processes are conducted so that the privacy and the rights of the individuals involved are protected.

Mandated Reporter Status
As educational professionals in the State of Colorado, all school employees recognize their role as a mandated reporter. In all cases of reported or suspected abuse or neglect we are mandated to file a report with the appropriate agency and law enforcement. Teachers complete training to understand the requirements and procedures involved in making reports.

Chaperone Policy
There are many opportunities to volunteer in the school, and volunteerism is an important value in our school community. Those individuals wishing to accompany classes on service or field trips must give written consent for the school to conduct a background check.

Custody Agreements
A copy of the Custody Agreement regarding children of divorced parents must be on file with the Main Office.

Withdrawing a Student
Parents must notify the school in writing at least one week prior to withdrawing their student.

End-of-Year School Reports

No end-of-year reports will be available until the Main Office verifies that the family is in good financial standing with the school. Official documents will only be sent directly to the new school, program or institution a student will be attending. Parents/guardians may request, in writing, an unofficial copy of their child's records.

FAMILY & STUDENT HANDBOOK RETURN FORM

Thank you for reviewing the Family & Student Handbook with your child. Please return a form to each child's homeroom teacher. Please sign and return by September 1, 2012.

Student Name

Teacher Name

I have reviewed the Family and Student Handbook with my child and am aware of school expectations and policies. I agree to:

- Attend parent-teacher conferences twice a year.
- Check notices sent home each week.
- Support student with homework and return to school on time.
- Read with student and/or make time for them to read every day for at least 30 minutes.
- Attend at least one PTO meeting per year.
- Maintain regular communication with the school about students' academic and social progress.
- Bring student to school unless they have a fever or need to see a doctor.
- Attend *at least* one other family event during the school year (Family Science Night, school play, Field Day or other).

Student Signature date

Parent Signature date

Research is clear that the single most important school-based factor that improves student learning is the quality of the teacher in the classroom. Trevista will be a school where everyone comes to learn, teach and lead. The school is intentionally designed to attract and retain the most accomplished teachers in the field and has built-in structures that encourage and support teachers in continuing to improve their craft. The school function, its hiring processes and professional development will be centered on Teachers are committed to students and their learning.

1. Teachers know their subjects and how to teach those subjects to students.

2. Teachers manage and monitor student learning.

3. Teachers think systematically about their practice and learn from experience.

4. Teachers are members of learning communities.

Recruitment, Interviewing and Hiring

It is imperative that this school attract and retain highly accomplished teachers or those who are striving to continually improve their practice. Augenblick, Pailaich and Associates (2008) identified five factors that are important to accomplished teachers in creating positive working conditions, those necessary to attract and retain accomplished teachers. In order, those conditions are as follows:

- School leadership
- Common Planning periods with content or grade level colleagues
- Availability of technology
- Teacher involvement in important school decisions
- Early dismissal days to allow for planning and professional development (tie for 5th)
- "Duty free" schedule (tie for 5th)

A key factor that teachers identified as being desirable in school leaders was their commitment to involving teachers in important decisions including; the flexibility to design instruction, input on teacher hiring, input into professional development, use of grade level teams to support instruction and creating a common school vision. Trevista has all of these leadership factors built into its design in an overt effort to attract highly accomplished teachers.

Key factors in the school design make the school attractive to accomplished teachers as we move into the recruitment of staff. The school has built into its design to some degree, all of the factors identified above that are key to attracting and retaining accomplished teachers in challenging schools. Trevista will recruit teachers locally and participate in Teacher Fairs across the city. We have also created postings on technology web-sites. The preferred qualifications for all staff members align directly with the factors for creating a positive working environment:

- Documented record of positive impact on student learning.
- Knowledge and experience working with challenging populations including English Language Learners and students living in poverty.
- Proficiency in utilizing data to inform instruction.
- Knowledge of and proven ability to implement instructional strategies that meet the needs of diverse learners.
- Willingness to assume responsibilities for learning, teaching and leading within a collaborative community of learners.
- Desire to grow professionally in a wide range of areas.

- Motivation to advance the mission of the school.
- Dedication to improving the community that the school serves.
- Commitment to professionalism as seen in a desire to participate professional development.

During the application process candidates will be asked to provide documentation of the items listed above. These will be used to screen candidates in the event that the number needs to be decreased for classroom visits. Whenever possible the principal or assistant principal will go to the candidate's school, meet them in their classroom and observe the teacher as they interact with their students. In some cases, teachers will be asked to Guest Teach at Trevista. In the event that there are numerous candidates, a screening process will be conducted to minimize the number of classroom visits.

Retention

Research done by the Center for Teaching Quality about working conditions that support the retention of accomplished teachers is very similar to the findings stated previously. A 2006 survey of over 75,000 educators suggested that sufficient planning time is a key ingredient to slowing down teacher attrition rates. This study also found that school leadership and the ability to work with "like-minded" colleagues were factors in retaining teachers, particularly in schools that work with challenging populations.

The ability collaborate, ask questions and seek multiple solutions to challenges have been identified as 21st century skills. Teacher collaboration in the functioning of the school will not only serve to help create a model for how the schools of the future will run, it will also model for students the dispositions, knowledge and skills that they will need for future success. Retention of teachers and students will be enhanced by the collaborative climate and culture that will be created by empowering teachers and students to be learners, teachers and leaders.

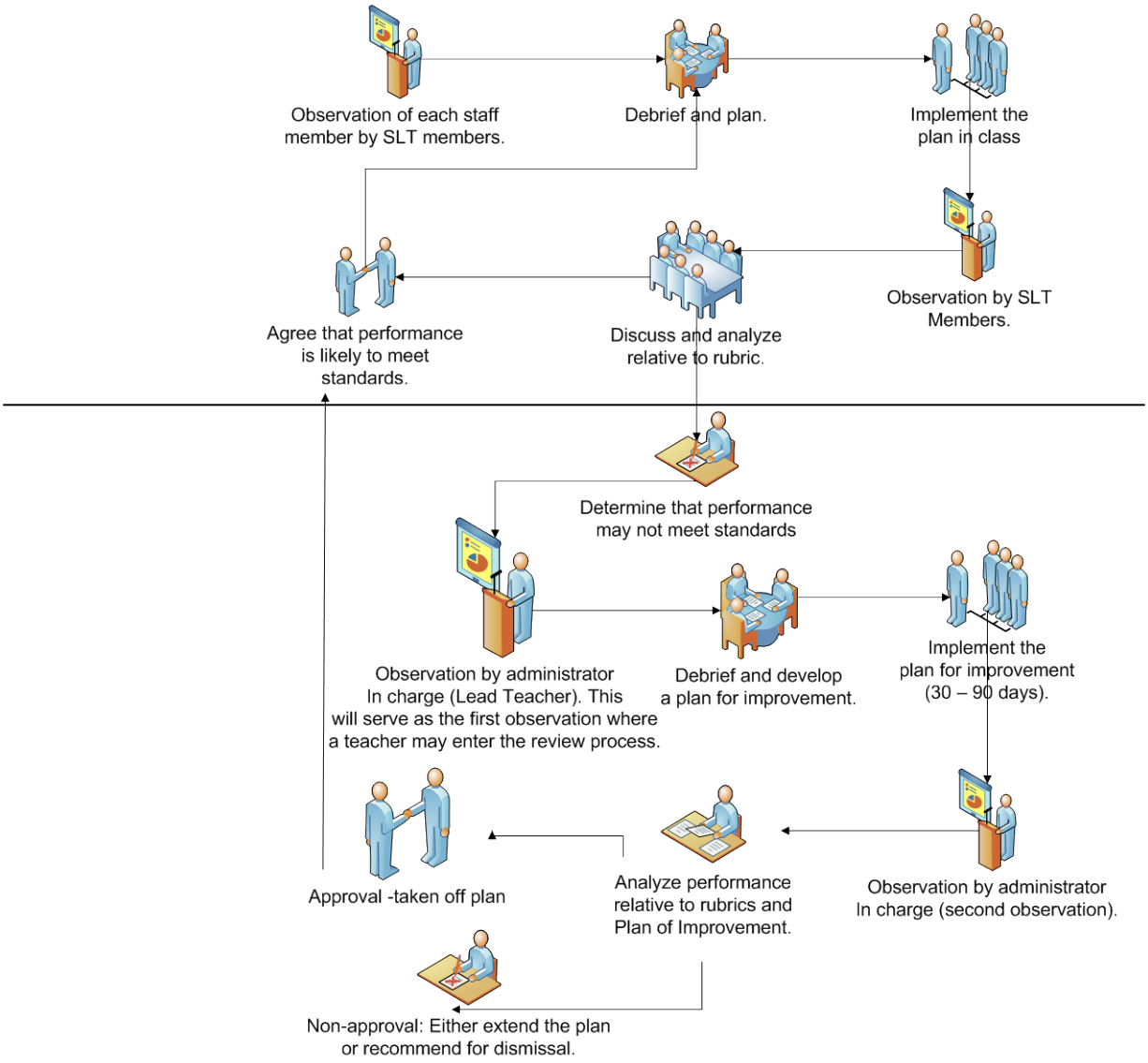
Grievances

Trevista will adhere to all of the processes and guidelines outlined in the Master Agreement. One of the conditions of the Agreement is that grievances will be heard by a person with an administrator's license.

The Administrative team will be responsible for completing evaluations for teachers who meet or exceed the standards identified on the teacher evaluation rubric.

The district's teacher evaluation system is structured in a way that it can also be utilized as a professional development tool or process. Trevista intends to utilize it in that way. Teachers who clearly will meet or exceed standards will be in a continuous cycle of collaboration that involves other teachers watching them teach and then sharing what they noticed during the lesson. In the diagram below you will see an upper cycle of observation, planning, implementing, observing and feedback. All teachers will participate in this process as a tool for professional development. Teachers who may not meet standards would move into the lower cycle that aligns with the already-existing processes that could possibly lead to dismissal.

For non-probationary teachers the process would look like the diagram below.

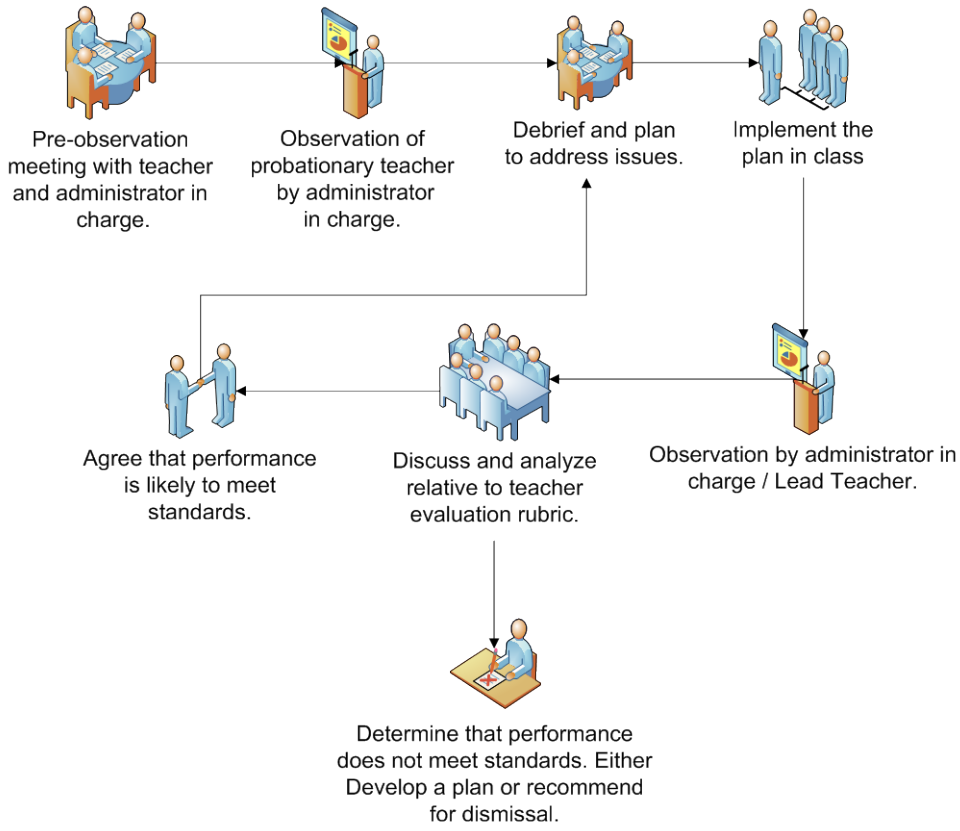


All teachers will be expected to be in a continuous cycle of improvement and utilize the attached rubric to identify areas of need and challenge for themselves.
All teachers will work in collaborative teams to develop action plans to improve their teaching, regardless of where they are in their professional practice. It is a fundamental belief of the members of the school that we should all be striving to improve our practice.

For those teachers whose performance will be satisfactory and NOT in need of moving into another level of intervention, the principal or academy director assistant principal will conduct observations that will lead to professional conversations about improving practice and ultimately to conversations that will determine final evaluation status.

In a case where teacher performance indicates a more urgent need for improvement, a more targeted effort at improving areas of need will be implemented.

Procedures for probationary teachers (those in their first three years with the district) and annual contract teachers may be more expedient, but still be in accordance with the law and the Master Agreement. These teachers would go through the following process:



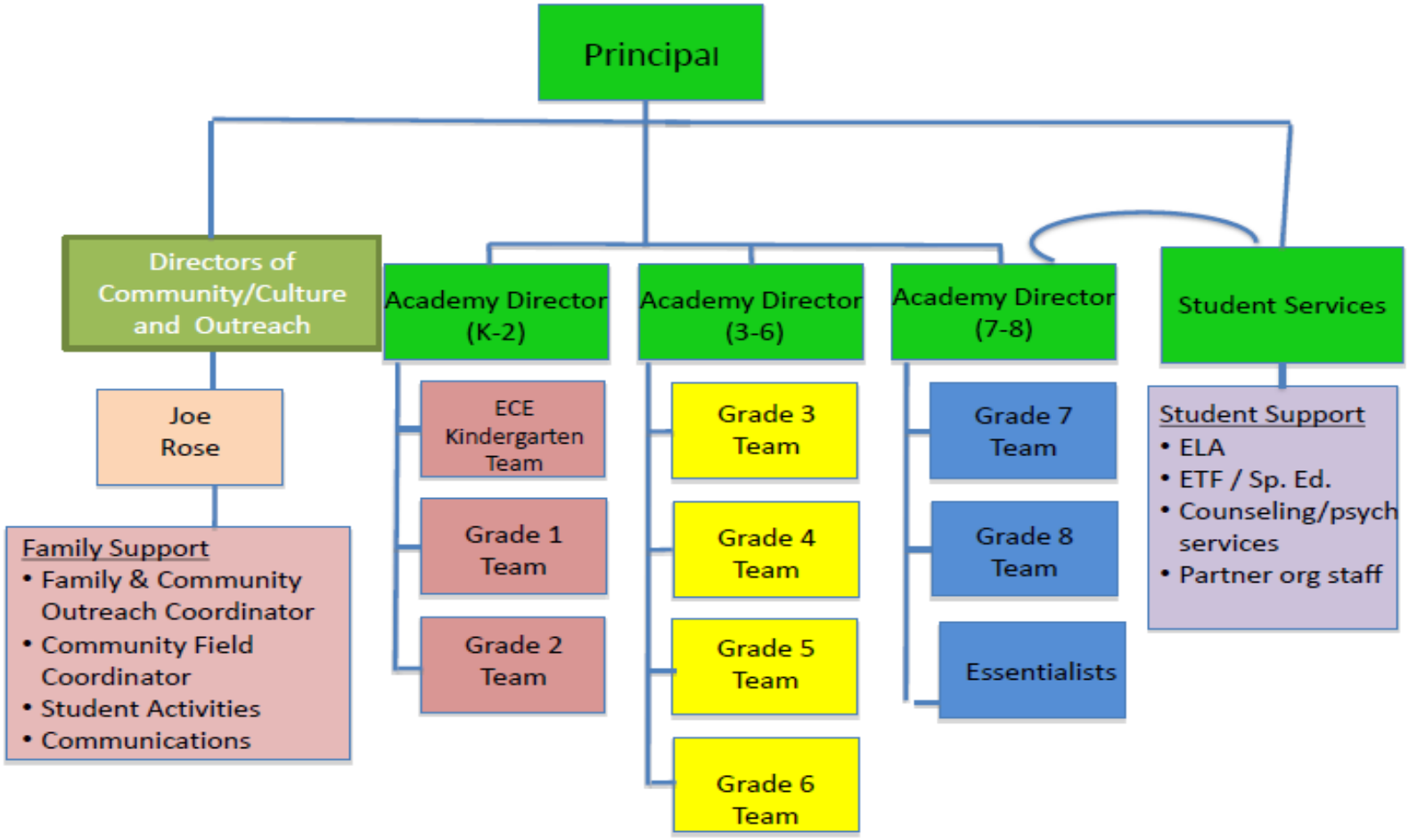
Probationary and annually contracted teachers do not have to be placed on a plan of improvement and may be dismissed based on two observations. While every effort will be made to provide support to a struggling teacher, if dismissal becomes necessary due to performance, it will be pursued. The process used to move toward dismissal of probationary teachers, again, exceeds what is required by law and the Master Agreement.

Methods to Attract and Retain Teachers in Hard to Staff Schools: A Report to Aurora, Denver and Jefferson County Public Schools. Augenblick, Palaich and Associates, (May, 2008).

Teacher Working Conditions Are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working conditions Survey, The Center for Teaching Quality, (2006).

Assessing Accomplished Teaching: Advanced-Level Certification Programs, National Academy of Sciences, (2008).

School Structure



Principal – La Dawn Baity

Principal's Role:

•Responsible and accountable for the overall functioning, climate and performance of the school, including student growth and achievement

•Development and implementation of the Innovation Plan and achievement of school-wide measurable annual goals as identified by the district, UIP and state

•Monitoring and analysis of assessment data, including the knowledge and academic growth of individual students in the school

•Spend significant time in classrooms to observe teaching and learning and work closely with the Academy Directors to support and evaluate teachers

•Creating a peaceful school climate that ensures students feel safe – psychologically, emotionally and physically – so they can excel academically

•Working closely with parents and families to address issues and concerns and increase positive engagement with the school

•Working closely with the three Academy Directors to implement all school-based rules, policies and procedures in support of the students and teachers

• Develop partnerships with community organizations to link parent/student support services closely with school

•In partnership with Academy Directors, lead recruitment and selection of teachers and manage HR issues for all staff in school

Academy Directors – Jesus Rodriguez (K-2), Kal Rao (3-6), Guy Pasquino (7-8) & Essentialists)

Each Academy Director is responsible for:

•Serve on the senior leadership team of school to achieve school-wide goals and implement the Innovation Plan

•Overall functioning, climate and performance of the Academy, including student growth and achievement

•Instructional leadership of the Academy including curriculum, pedagogy, instructional resources, and student assessment data

•Performance evaluations and professional growth plans for all staff in the Academy

•Collaborating with the Instructional and ELA Coaches to plan and implement professional development activities

•Collaborating with the Teacher Leaders and teacher teams to ensure a professional learning community in the Academy

•Collaborating with the Principal and Mental Health Team to ensure consistent values based actions, implementation of school-based rules, the Code of Discipline and support services for all students in the Academy

•Administering formative and summative assessments and issuing report cards and progress reports

•Working with partners to maximize academic services to their academy students including tutoring, after school and summer enrichment activities

•Implementing the Code of Discipline and maintaining the safety and security of the building and grounds

•Supervising the arrival and departure of students and supervising the behavior of students in the common areas of the building and grounds

•Maintain a clean and highly functional campus by managing data and other inspirational walls, campus grounds, and specific Academy areas

Director of PD and Data Inquiry – Debbie Hearty

Together with Academy Directors and Instructional and ELA Coaches

•Serve on senior leadership team of school to achieve school-wide goals and implement the Innovation Plan

•Assist leadership team in identifying and training teacher leaders to plan and facilitate adult learning

•Coordinate, plan and facilitate whole school professional development; assist with grade level and content area team meetings.

•Train and support all staff backward mapping student outcome goals using Understanding By Design

•Train and support teacher teams to use data-based inquiry cycle to identify student skill gaps, design common lessons and common assessments, assess the effects of their efforts, and recommend changes to grade- or school-level policies/practices to better prevent and respond to students' struggles

•Provide training, coaching and support as needed to teacher leaders at each grade level and content team

•Facilitate meetings of the teacher leader team and coordinate activities and professional development of teacher leaders

•Director of PD will also conduct evaluations of selected staff

Instructional and ELD Coaches – Debbie Dedrick & Jody Vanderhamm

•Serve on the senior leadership team of school to achieve school-wide goals and implement the Innovation Plan

•Coordinate, design/plan and facilitate meetings - whole school professional development, grade level and content area teams

•Provide coaching, co-planning, co-teaching and other support as needed to teachers at each grade level and content team

•Support all staff backward mapping student outcome goals using Understanding By Design

•Support teacher teams to use data-based inquiry cycle to identify student skill gaps, design common lessons and common assessments, assess the effects of their efforts, and recommend changes to grade- or school-level policies/practices to better prevent and respond to students' struggles

•Ensure use of formative assessment data and student work in redesigning and improving common instructional practices at each grade level and content area

•Work with teachers to embed peer observations and other elements of CCL (collaborative coaching and learning) into inquiry cycles of grade and content level teams

•Coordinate administration and analysis of formative assessments, including Interim assessments and required district formative assessments

• Use student assessment data to identify students in need of additional support and intervention

•Facilitate meetings of the teacher leader team and coordinate activities and professional development of teacher leaders

Student Activities and Community Outreach Director – Joe DeRose

Partnerships with Community members

- Serve on the senior leadership team of school to achieve school-wide goals and implement the Innovation Plan
- Assist in efforts to raise private funding for the school and student support needs
- Manage external partnerships for the school
- Communications to staff, parents, community and the Board
- Oversight of the planning and execution of school events, organizations and clubs
- Support the administration of student Interim Assessments and state tests
- Ensure consistent, accurate, and transparent messaging
- Coordinate with Office Manager to send out daily announcements for staff and students
- Coordinate with Office Manager to maintain and update school Internal calendar (Outlook and Hard Copy)
-

Information Dissemination

- *Example: Write content for Advisories/Notifications - Parent Conferences, Materials and notifications for Parent Night or Open House, Academic/Athletic/Arts Awards Night, Continuation, etc.*
- Email Blasts – Parents/Community stakeholders
- SMS/Text Message Blasts – Parents
- Keeps Web Site, Social Media (Facebook, Twitter etc.) Current and Informative
    - *Example: Important announcements, updates, stories, pictures of school and classroom "events"*
- Monthly Newsletter
- School Yearbook

Parent Liaison – Rose Kundert

- Serve on the senior leadership team of school to achieve school-wide goals and implement the Innovation Plan
- Coordinates all school-wide parent/family services and activities
- Organizes and publicizes monthly parent and community meetings
- Organizes and advertises School Advisory Board (SAB), PAC and PTA meetings
- Coordinate with Office Manager to send out daily announcements for staff and students
- Coordinate with Office Manager to maintain and update school Internal calendar (Outlook and Hard Copy)
- Works with office staff and Community Outreach Director to communicate family and school events
- Works with the Student Activities and Community Director to
- Email Blasts – Parents/Community stakeholders
- SMS/Text Message Blasts – Parents
- Social Media: Facebook and Twitter

5 Year Budget

DESCRIPTION	YEAR 0	YEAR 1	YEAR 1	YEAR 3	YEAR 4	YEAR 5
SBB REVENUE	**$ -**	**$ 3,053,837**	**$ 3,342,113**	**$ 3,450,152**	**$ 3,564,722**	**$ 3,665,867**
Mill Levy (Offset)	$ -	$ -	$ -	$ -	$ -	$ -
GOB Offset	$ -	$ -	$ -	$ -	$ -	$ -
School Consolidation (Offset)	$ -	$ -	$ -	$ -	$ -	$ -
Grants (Walton, CDE, Other)	$ 379,330	$ 474,755	$ 483,625	$ -	$ -	$ -
OTHER	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 379,330**	**$ 3,528,592**	**$ 3,825,738**	**$ 3,450,152**	**$ 3,564,722**	**$ 3,665,867**
ADMINISTRATIVE FULL TIME STAFF	-	364,043	364,043	364,043	364,043	364,043
TEACHING FULL TIME STAFF	-	2,314,724	2,445,340	2,412,686	2,510,648	2,575,956
PRO-TECH FULL TIME STAFF	-	46,742	46,742	46,742	46,742	46,742
CLERICAL FULL TIME STAFF	-	126,852	126,852	84,568	84,568	84,568
FT ACCOUNTS TOTAL	**$ -**	**$ 2,852,361**	**$ 2,982,977**	**$ 2,908,039**	**$ 3,006,001**	**$ 3,071,309**
PART TIME ACCOUNTS TOTAL	**$ -**	**$ 65,724**	**$ 65,724**	**$ 65,724**	**$ 65,724**	**$ 65,724**
NON-SALARY BUDGET TOTAL	**$ -**	**$ 610,507**	**$ 777,037**	**$ 476,389**	**$ 492,997**	**$ 528,834**
CAPITAL BUDGET TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
DISTRIBUTED BUDGET TOTAL	**$ -**	**$ 3,528,592**	**$ 3,825,738**	**$ 3,450,152**	**$ 3,564,722**	**$ 3,665,867**
REMAINING BALANCE TO DISTRIBUTE	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Estimated Per Student Revenue - K-12 (K=.5)	**NA**	**$ 7,290**	**$ 7,546**	**$ 6,522**	**$ 6,435**	**$ 6,387**
Estimated Subsidy Per Student - K-12 (K=.5)	**NA**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Estimated Total Cost Per Student - K-12 (K=.5)	**NA**	**$ 7,290**	**$ 7,546**	**$ 6,522**	**$ 6,435**	**$ 6,387**

CSC Support

Trevista ECE – 8th Grade at Horace Mann
4130 Navajo St
Denver, CO 80211
720-423-9800

To Whom It May Concern,

This letter is written in support for Trevista's proposed Innovation Application. The CSC parents have reviewed the plan and offer their approval. Thank you.

Sincerely,

Monica Rodriguez
Trevista ECE – 8th Grade
CSC Chairperson

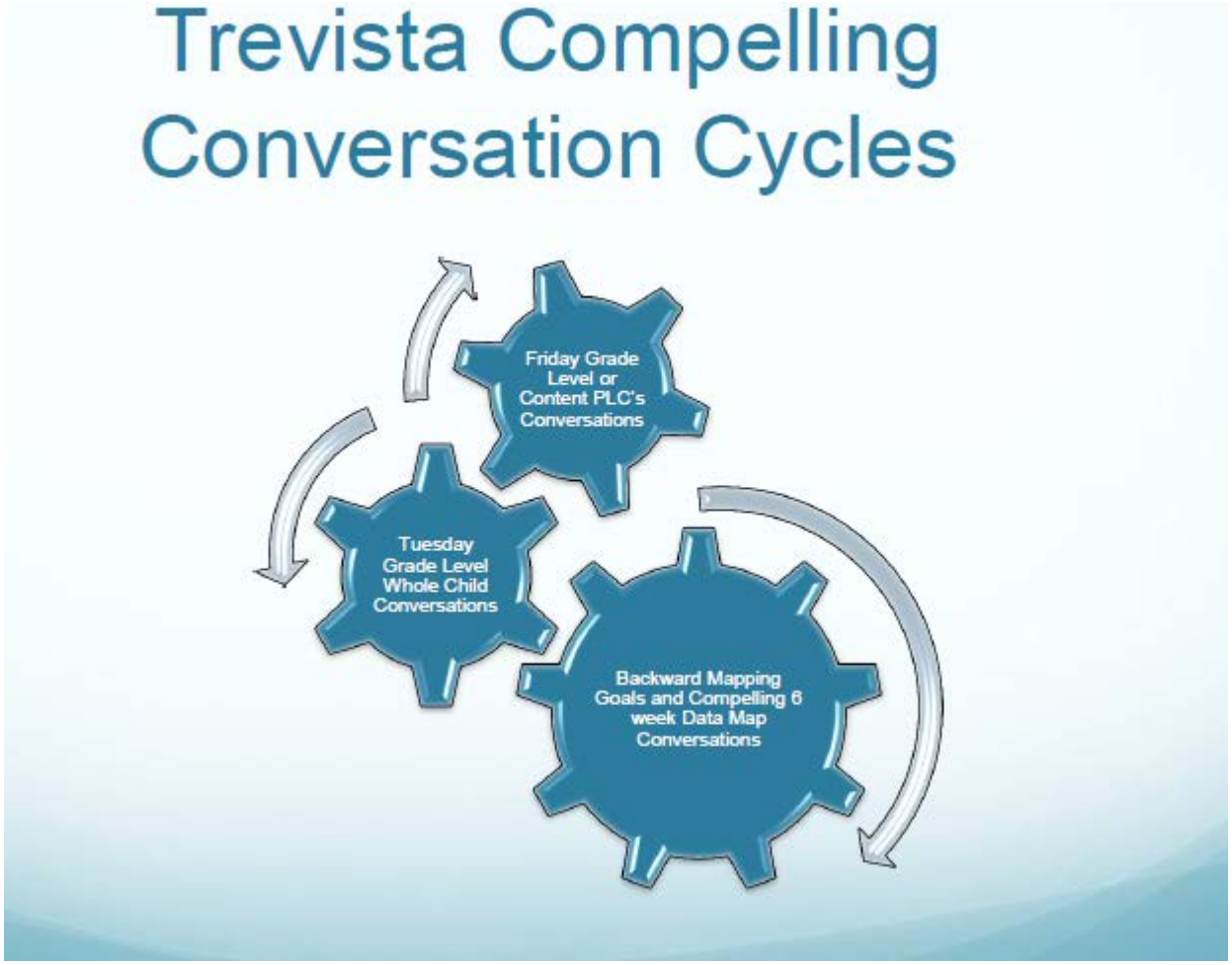
Trevista CSC and Parent Meeting to Review Innovation Plan May 21, 2012		
Name (print)	Signature	Received Document
Monica Rodriguez	Monica Rodriguez	CSC chair pers
Hilda Nevarez	Hilda Nevarez	YES
Gaviela Contreras	[illegible]	Yes
Alma Garza	Alma Garza	Yes
Martha Cano	Martha Cano	Yes
Esther Guerra	Esther Guerra	yes
Elizabeth Aguirre	[illegible]	yes
Gloria Martinez	Gloria Martinez	Yes
Emelia Rivera	Emelia Rivera	Si!

Supplementary Attachments

- Compelling Conversations—process, structure, schedule
- Compelling Conversations—sample maps
- Assessment and Progress Monitoring Calendar

Supplementary Attachments

Compelling Conversations



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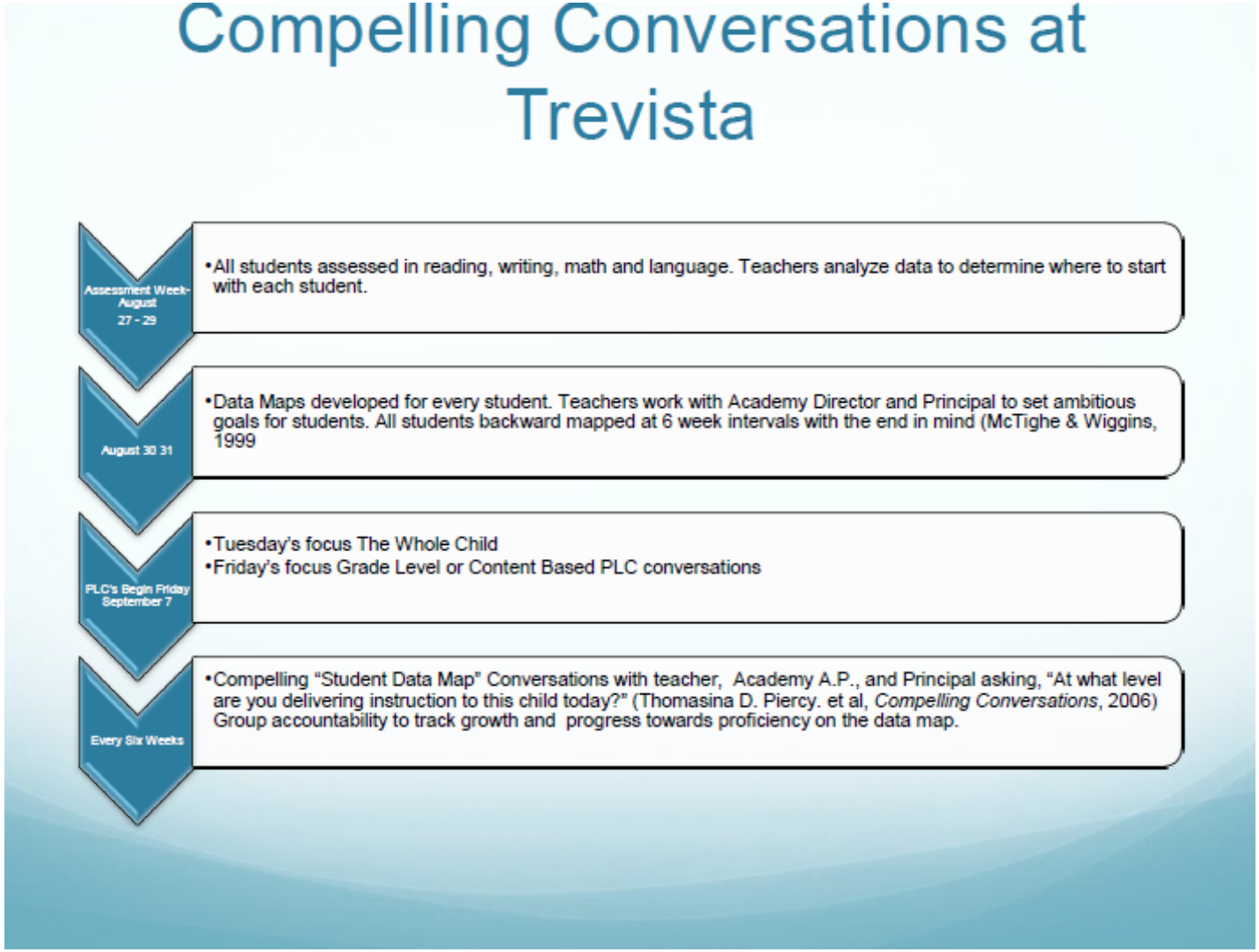

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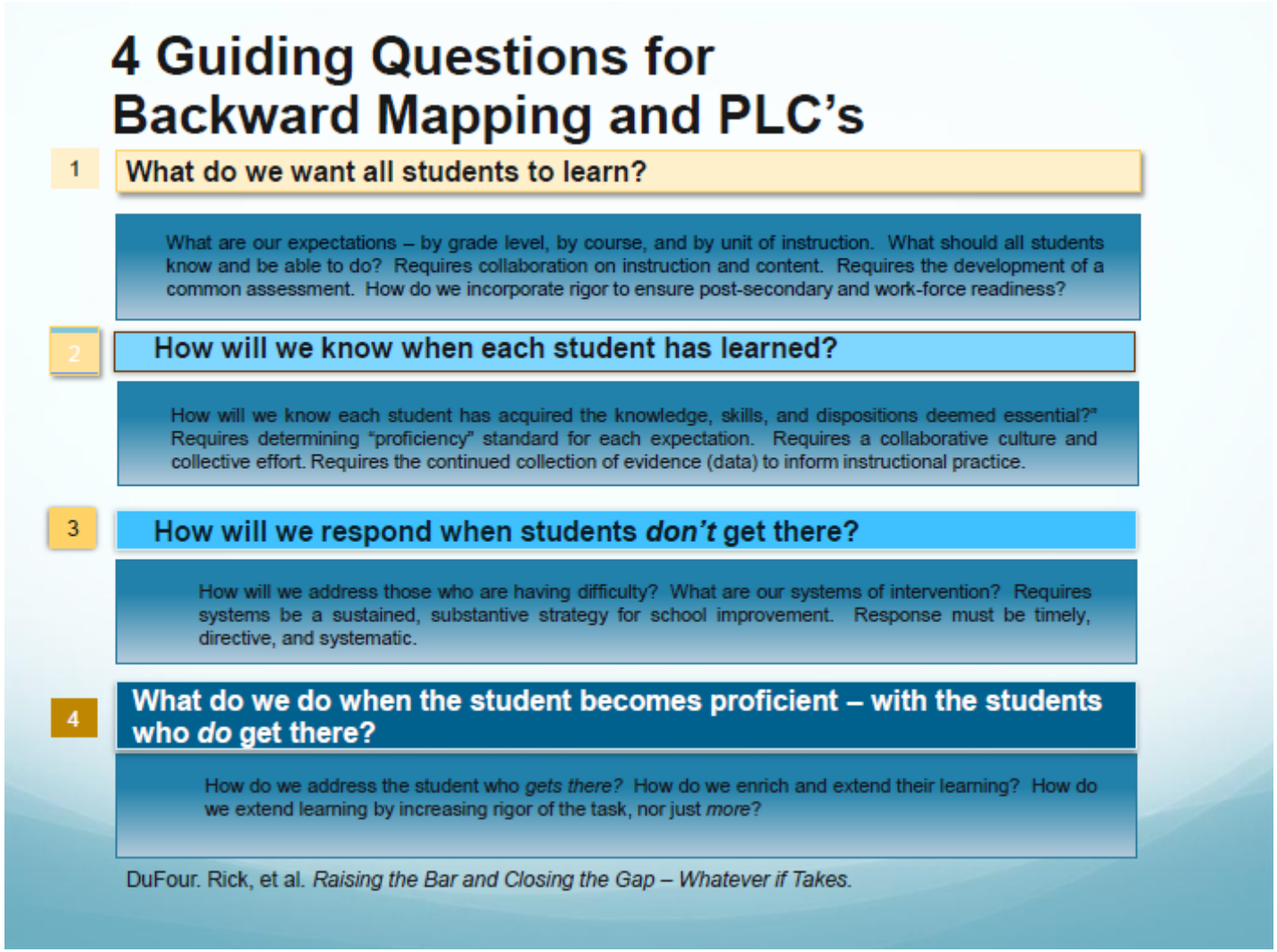

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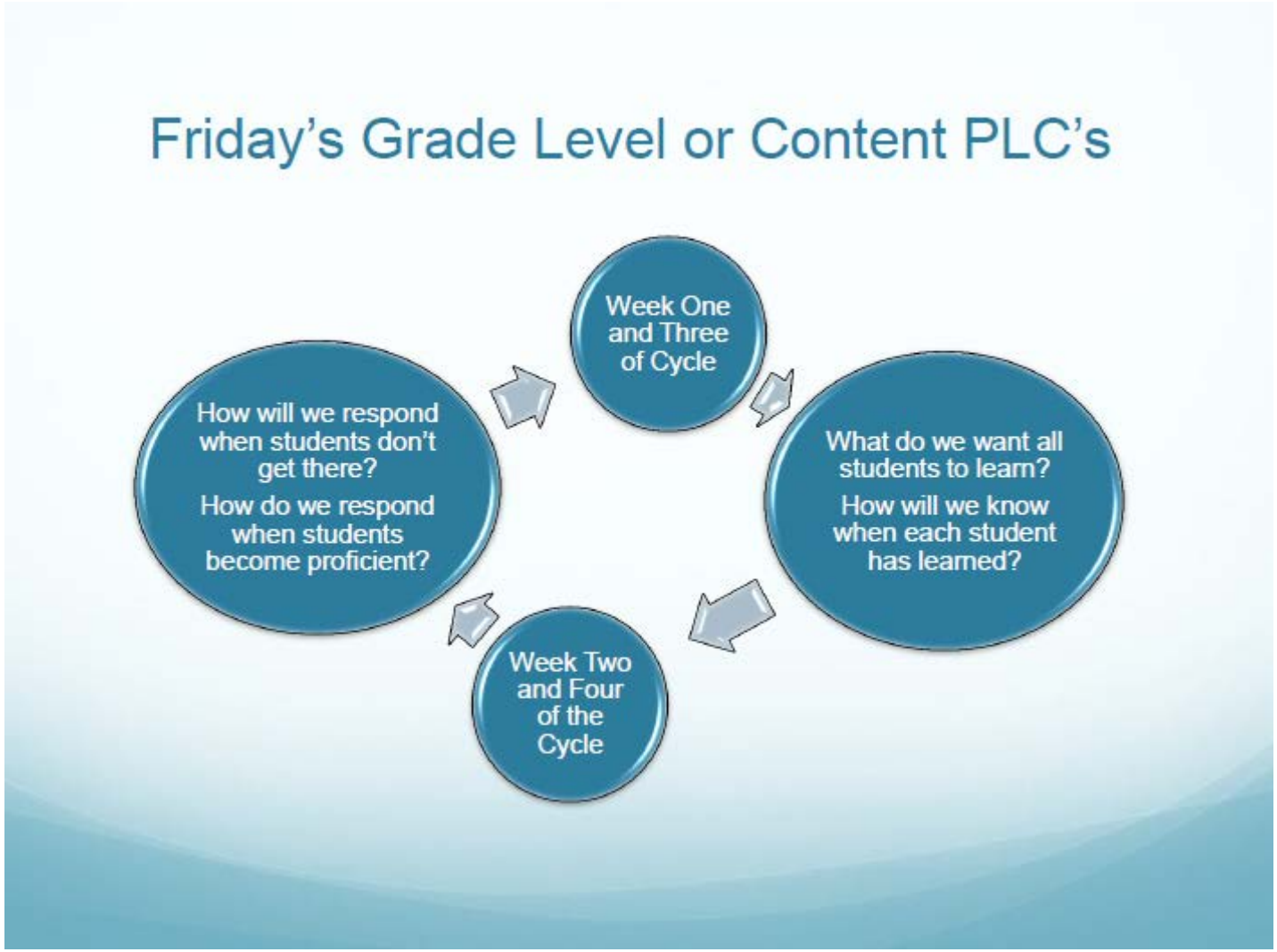

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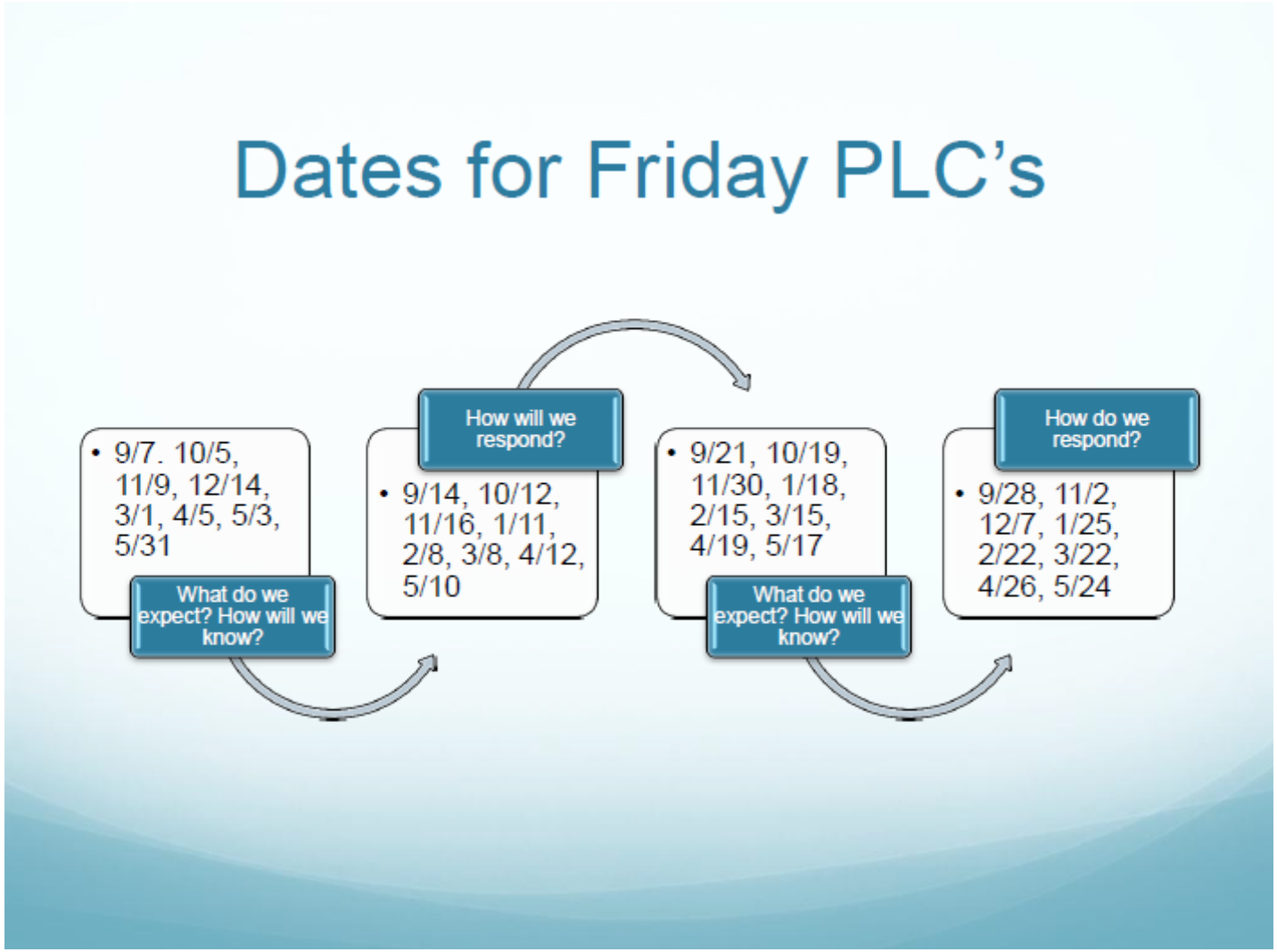

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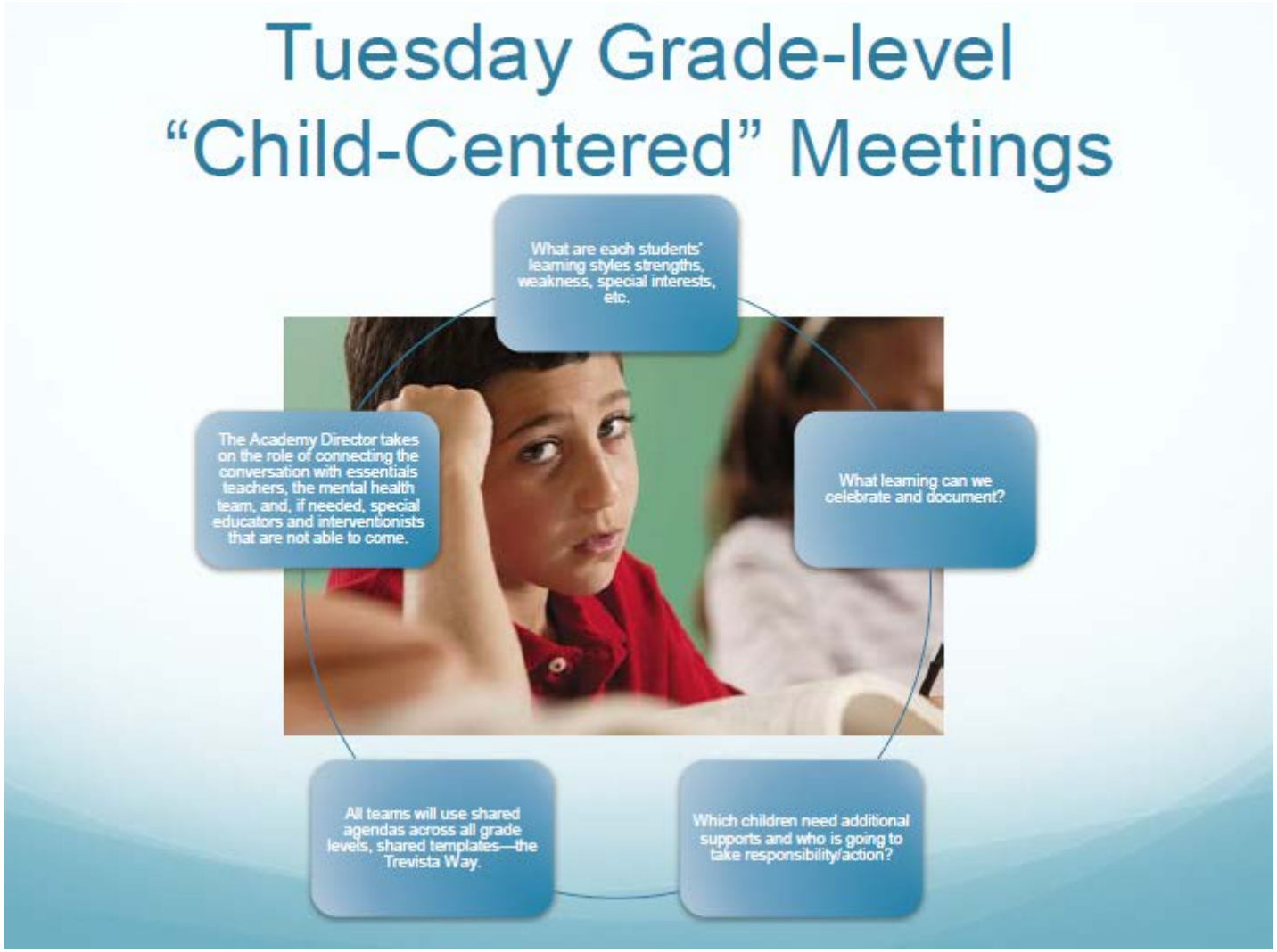

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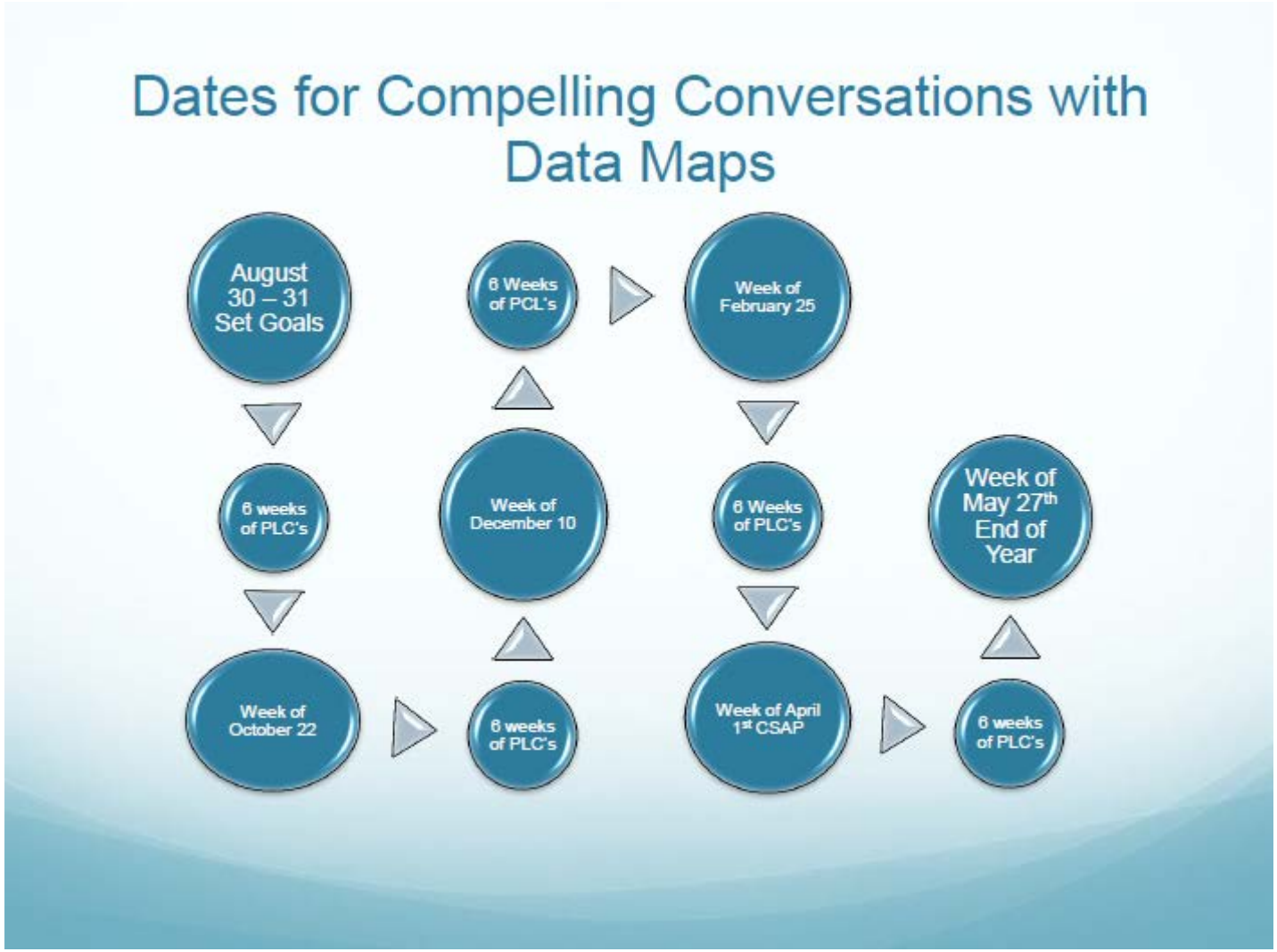

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Compelling Conversations

Trevista Compelling Conversations Sample Literacy Data Map

Teacher - Ms. Martinez **3rd Grade** **Content Focus**: DRA Scores and DRA Rubric Reflection/Inference Question (R.Q.)

	August - Baseline				October				December				February				April				May				DRA		TCAP		
Students	Interim	STAR	DRA	R.Q.	STAR	DRA		R.Q.	Interim	STAR	DRA		R.Q.	STAR	DRA		R.Q.	STAR	DRA		R.Q.	Interim	STAR	R.Q.	Goal	Act	Goal	Act	**Instruction**
		PR	A		PR	P	A			PR	P	A		PR	P	A		PR	P	A									
Student 1	84%	86%	28	2		30					34				38				40						40		A		
Student 2	84%	82%	28	2		30					34				38				40						40		A		
Student 3	72%	84%	28	3		30					34				38				40						40		A		Guided Reading
Student 4	72%	76%	28	3		30					34				38				40						40		P		3 X per week
Student 5	66%	68%	28	2		30					34				38				40						40		P		with Teacher
Student 6	66%	68%	24	3		28					30				38				40						40		P		Plus Enrichment
Student 7*	63%	68%	24	3		28					30				34				38						40		P		Reading Group
Student 8	63%	64%	24	2		28					30				34				38						40		P		(i.e. Jr. Great Books)
Student 9	63%	60%	24	2		28					30				34				38						40		P		
Student 10	58%	65%	20	3		24					28				30				34						38		P		
Student 11*	56%	60%	20	3		24					28				30				34						38		P		Guided Reading
Student 12	56%	58%	20	3		24					28				30				34						38		P		3 X per week
Student 13	56%	53%	20	3		24					28				30				34						38		P		with teacher
Student 14*	48%	53%	20	3		24					28				30				34						38		P		LLI 4 days per week
Student 15*	48%	41%	20	3		24					28				30				34						38		P		
Student 16	48%	41%	18	3		24					28				30				34						38		P		
Student 17	42%	38%	18	3		24					28				30				34						38		P		Guided Reading
Student 18	38%	38%	18	3		24					28				30				34						38		P		3 X per week
Student 19*	37%	38%	18	3		24					28				30				34						38		P		with teacher
Student 20*	37%	34%	16	3		20					24				28				34						38		P		LLI 5 days per week
Student 21	37%	34%	16	2		20					24				28				34						38		P		
Student 22	37%	30%	16	3		20					24				28				34						38		P		
Student 23	32%	30%	14	2		16					20				24				28						34		P		
Student 24*	32%	28%	14	2		16					20				24				28						34		P		Guided Reading
Student 25*	24%	21%	10	2		14					18				20				24						28		PP		3 X per week
Student 26*	24%	20%	10	2		14					18				20				24						28		PP		with teacher
Student 27*	16%	16%	10			14					18				20				24						28		PP		LLI 5 days per week
Student 28*	16%	8%	8			12					16				20				24						28		PP		Fluency 5 X per week
Student 29*	12%	8%	8			12					16				20				24						28		PP		

* Students also receive Fluency practice with para. Red group rereads LLI books an extra 3X weekly with para

Supplementary Attachments

Compelling Conversations

Trevista Compelling Conversation Student Data Map Sample

Teacher: Mr. Jones Area of Focus: EM Unti Tests and Error Analysis (EA) tasks Grade Level - 4th

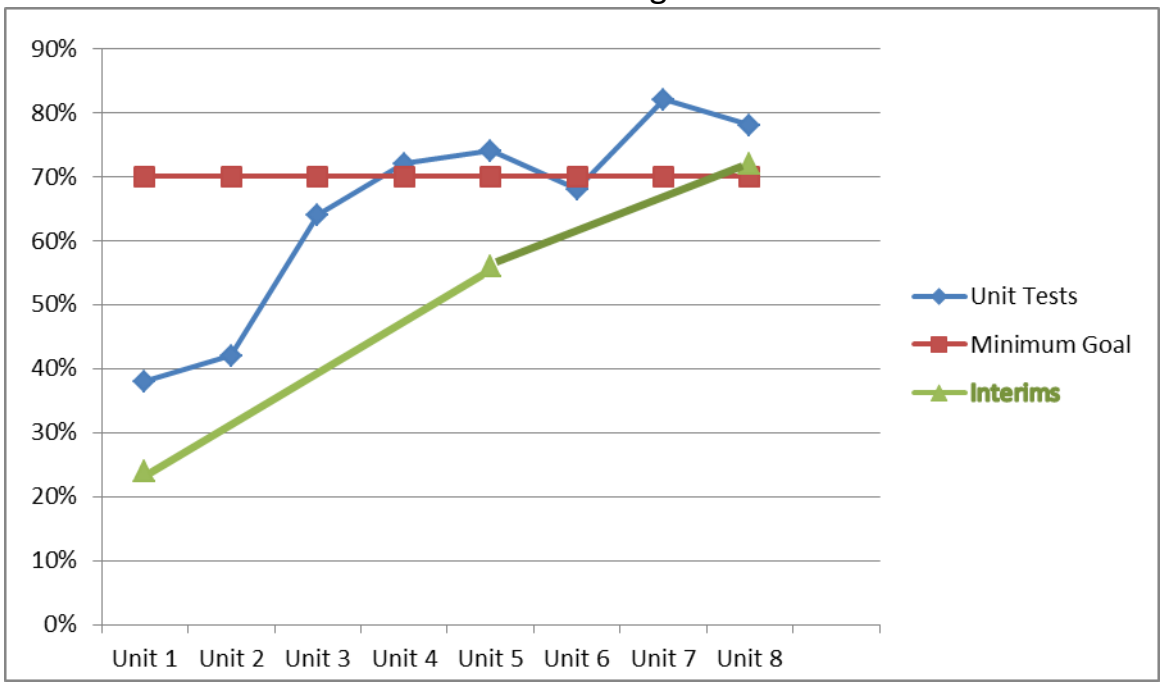
	Baseline Data			Oct.		Dec.			Feb		April		May	May			Enrichment
	Last Year	1st	Unit	Unit 1/2	EA	Unit	EA	2nd	Unit	EA	Unit	EA	EOY	3rd	TCAP	TCAP	Intervention
	CSAP	Interim	Goals	Actual	SCR	3&4	SCR	Inerim	5&6	SCR	7&8	SCR	EM Test	Interim	Predict	Actual	Supports
Student 1	A – L	80	82+	86	3										A		Core Instruction plus challenge and extensions small group support
Student 2	A - L	82	82+	79	2										A		
Student 3	P-M	78	82+	94	3										A		
Student 4	P-M	86	82+	80	3										A		
Student 5	P-M	74	82+	91	3										A		
Student 6	P-L	60	82+	88	2										A		
Student 7	P-L	63	82+	76	2										P-H		Core Instruction pre-teach support as needed
Student 8	P-L	65	76+	63	2										P-H		
Student 9	PP - H	72	76+	67	2										P-H		
Student 10	PP - H	63	76+	54	2										P-H		
Student 11	PP - H	60	76+	57	2										P-H		
Student 12	PP - H	63	76+	38	3										P-H		
Student 13	PP - H	65	76+	74	2										P-H		
Student 14	PP - M	76	76+	54	1										P-H		Core Instruction Pre-teach support 5 days per week
Student 15	PP - M	59	70+	36	1										P		
Student 16	PP - M	67	70+	38	2										P		
Student 17	PP - L	74	70+	57	1										P		
Student 18	PP - L	72	70+	57	3										P		
Student 19	U - M	38	70+	38	1										P		Core Instruction "Do The Math" 5 days Per Week Pre-teach 3 days per week
Student 20	U - M	59	70+	42	2										P		
Student 21	U - M	42	70+	36	0										P		
Student 22	U-M		70+	37	1										p		
Student 23	U - M	24	70+	32	1										P		
Student 24	U-L	38	70+	24	0										P		
Student 25	U-L	32	70+	27	0										P		

Supplementary Attachments

Compelling Conversations

Sample Data Map

Selena G.—4th grade



Unit 8 Test	Number Sense	Algebra	Data/Probability	Geometry	Measurement	Computation
Points Possible	52	14	6	0	25	88
Points Earned	39	12	5	0	21	70
%	75%	86%	83%	NA	84%	80%
Grade	2	3	3	NA	3	3

Selena participates in Everyday Math **Core Instruction** 5 days per week, **"Do The Math"** intervention 3 days per week and **Pre-teach Math** 5 days per week.

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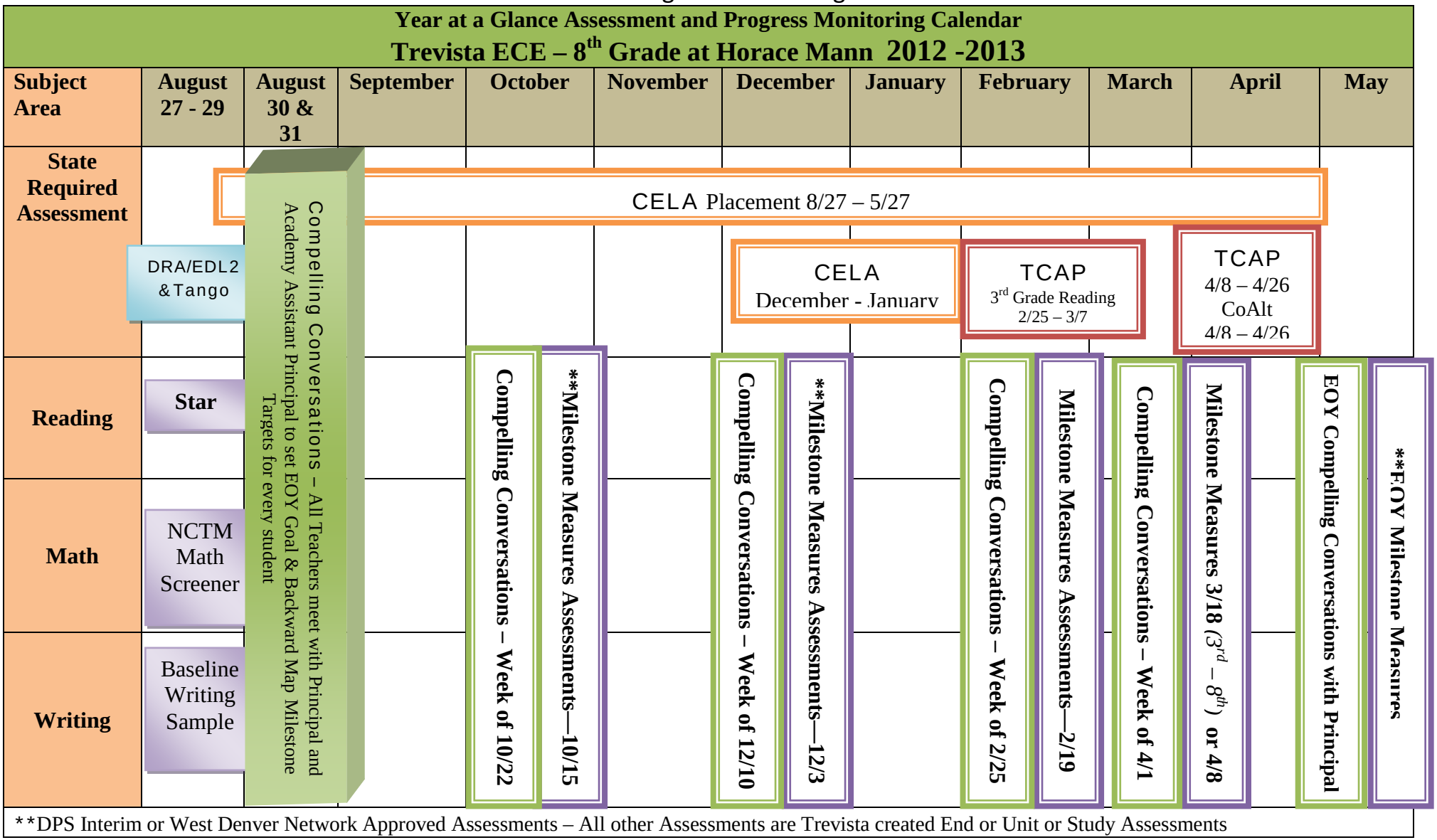
Assessment and Progress Monitoring Calendar