COLE ARTS AND SCIENCE ACADEMY (C.A.S.A.)
APPLICATION TO BE DESIGNATED
AS AN INNOVATION SCHOOL

A. MISSION STATEMENT

At C.A.S.A. each and every child, as a learner of worth and dignity, will achieve stellar academic success in math, science, and humanities through developed communication skills, artistic creativity, scientific inquiry, and advanced technology.

GOAL

Our ultimate goal at C.A.S.A is to ensure that all students will leave eighth grade at or above grade level in all academic subject areas thereby being well prepared to succeed in high school. We will increase student achievement across all academic areas as demonstrated by consistent growth towards an average rating on the Colorado State Accountability Report. We believe enhanced math, science, and humanities curricula enriched through technology and arts must be rigorous and standards based. In addition, as our name indicates, *we* believe authentic arts and science infusion tasks promote high levels of student engagement and higher order thinking skills. Our collective, unwavering commitment is that all staff members are highly qualified, caring, compassionate, and dedicated to excellence. We understand that a quality education depends, first and foremost on the efforts of the people who work at our school and by working together we can overcome the adversity that has preceded us in our immediate community.

As an innovation school, C.A.S.A. will have the appropriate freedom to control its educational program, budget, staff, time and incentives to ensure that C.A.S.A. becomes one of the premier schools in Near Northeast Denver and serves as a model of successful educational reform for schools across the country.

VISION

By 2012, we envision that C.A.S.A. will radiate with excellence from the significant academic and language growth of all students.

BELIEF STATEMENTS:
To bring to life our mission and vision, all stakeholders are accountable to uphold the following beliefs.
EXCEPTIONAL CURRICULUM, INSTRUCTION, and ASSESSMENT
- *We believe* high expectations ensure that ALL students achieve exemplary academic and language success.
- *We believe* enhanced math, science, and humanities curricula enriched through technology and arts must be rigorous and standards based.
- *We believe* literacy is the foundation to success in all content areas.
- *We believe* research-based instructional strategies must be implemented, monitored, and refined.
- *We believe* differentiated instruction is fundamental to meet the needs of ALL students, including second language learners, students with special needs, and gifted and talented students.
- *We believe* proficiency in English language development is vital.

- *We believe* development of content in native language while learning English is sound practice.
- *We believe* in setting content and language goals for second language learners.
- *We believe* the curriculum, instruction, and assessment must respect and reflect the history and culture of the students and families (Including but not limited to Native-American, Afro-American, and Hispanic-American)
- *We believe* formative and summative assessments are vehicles to advance student academic achievement, verify attained learning, reinforce effort, and provide recognition.
- *We believe* assessment is a tool to inform instructional decisions.
- *We believe* that the ECE-8 model provides a rich continuum for academic rigor.

HIGHLY-QUALIFIED, SKILLED, CARING, and COMPASSIONATE STAFF
- *We believe* all staff must be highly qualified, caring, and compassionate.
- *We believe* all staff must be dedicated and committed to excellence.
- *We believe* relevant and robust professional development is necessary for on-going improvement.
- *We believe* collaboration among staff is imperative.
- *We believe* in an interdependent professional learning community.
- *We believe* common learning agreements nurture a professional learning community.
- *We believe* "platooning" and vertical teaming encourages teachers to teach to their strengths and support articulation from one grade level to the next.
- *We believe* creating a culture of trust is essential.

CHALLENGING, EXPLICIT, MEASUREABLE, PUBLIC STUDENT GOALS
- *We believe* setting challenging academic and language goals for ALL students is important.
- *We believe* multiple, diverse learning opportunities (exhibitions, demonstrations, and integrated-projects) provide students mechanisms to attain and demonstrate their growth and proficiency of academic and language goals.
- *We believe* goals must be explicit and public to all stakeholders.
- *We believe* academic and language goals must be collaboratively developed and monitored by students, family members, and teachers.
- *We believe* on-going, relevant, specific, and timely feedback is critical.

INTENTIONAL POSITIVE CULTURE
- *We believe* an intentional, positive school culture is crucial.
- *We believe* that relationships must be built and cultivated among and between all community members.
- *We believe* student voice and leadership define a positive school culture.
- *We believe* the school culture is a reflection of each and every community member.
- *We believe* all members of the school community must be invested in the school-wide culture as well as each and every student's success.
- *We believe* student code of conduct must reflect life-long, enduring character attributes and be consistently upheld.
- *We believe* setting rituals, routines, rites of passages, traditions, and celebrations are paramount.
- *We believe* explicit school-wide behavior expectations must be equitable, consistent, and fair.
- *We believe* that each and every student must accept responsibility for their learning, actions, and their consequences.
- *We believe* the culture and diversity of each and all individuals must be honored.
- *We believe* that to discipline students is to empower students to take ownership of their choices and consequences.

- *We believe* the ECE-8 model provides a strong foundation for character development from preschool to adolescent.

VITAL EXTENDED LEARNING OPPORTUNITIES
- *We believe* authentic arts and science infusion tasks promote high levels of student engagement, background knowledge, vocabulary development, and higher order thinking skills.
- *We believe* extended learning opportunities (before-school, after-school, and summer) that allow students additional time and individualized support guarantee student success.
- *We believe* enrichment opportunities in the sciences and arts are significant for students to express creativity and be inquisitive.
- *We believe* enrichment opportunities must also include activities that promote health and nutrition.

RICH FAMILY AND COMMUNITY PARTNERSHIPS
- *We believe* family and community members must be active partners in supporting student academic and behavioral success.
- *We believe* that parents are students' first and life-long teachers.
- *We believe* strategic and varied family and community involvement in student learning and school-life is significant.
- *We believe* community service, outreach, and connections are powerful tools for extending student learning.
- *We believe* networking with community agencies to provide support to the whole child is important.

SAFE, STRUCTURED, HEALTHY LEARNING ENVIRONMENT
- *We believe* in a safe, secure, structured learning environment.
- *We believe* the learning environment must inspire creativity, inquiry, independence imagination, innovation, and critical thinking.
- *We believe* the physical structure must support the developmental range of students.
- *We believe* safety to and from school must be monitored.
- *We believe* the school must be clean and sanitary.
- *We believe* in an environmental friendly school.
- We believe in creating a learning environment where individualized student learning opportunities are maximized.

A. INNOVATIONS TO BE IMPLEMENTED

1. School Staffing

To meet the needs of our students and to fully implement our educational program, C.A.S.A requires the flexibility to select and hire individuals. Currently, we do not have the flexibility to hire part-time individuals who have appropriate background and experience in a given area on a part-time or temporary basis. For instance in specialty areas, we cannot hire practicing artists and artists in residence to teach drama and dance. Although they don't have licensure, they are more expert in their fields and familiar with our students' cultural backgrounds. For example, we could also hire a part-time staff member to provide world language to middle school students on an hourly basis. In addition, we are subject to a district direct placement process that does not allow us to ensure that every staff member is reflective of our mission and can best

New teachers hired by C.A.S.A from outside the District will not be subject to the Teacher Employment, Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, C.R.S.and will not have any employment rights within the School District. Teachers hired from within the District retain their continuing employment rights within the District and under the Act.

2.   CURRICULUM AND ASSESSMENT

C.A.S.A. will offer a viable E-8 **Standards-Based** academic program that will be achieved with integrity and commitment to the mission, vision, and belief statements. The pacing and planning of curricula components will be determined by the school leadership team based upon relevant, timely, student data. The education plan is aligned with both the Denver Plan and the Colorado State Standards. The education plan is composed of the following areas:

    A. Standards-based curricula
    B. Backwards-lesson Design
    C. Data Driven Instruction
    D. Assessment
    E. Art and science infusion
    F. Student engagement
    G. Student goals
    H. Technology
    I. Responsive to Intervention

Note, even though the components are separated below, in practice the components are seamless. Furthermore, the educational plan is a general overview that functions much like a map. The educational components will help us to our designation, which is to achieve high student academic results through curricula and instructional consistency, but by no means describes the intricate details. In addition, included in each of the following educational components are current barriers or hurdles that inhibit or limit or ability to maximize our educational program.

A. Curriculum:

At C.A.S.A., we will use the big ideas from the following standards based curricula:

Literacy: DPS Elementary and Secondary Literacy Program (Readers and Writers Workshop). Fundations and Spellography for reading skills

Mathematics: Everyday Math (K-5) and Connected Mathematics Program (6-8)

Science: TRACKS

Social Studies: DPS Social Studies Plan, Geography Alive, and History Alive

English Language Development: Avenues and Shining Star

Literacy:

The block will consist of a reading workshop, writing workshop, and a skills block. Each block will consist of a workshop format composed of whole group instruction through mini-lessons; small group guided reading practice, independent work, and peer collaboration (such as buddy reading and book clubs). The five components of literacy (Phonemic awareness, Phonics, Vocabulary, Comprehension, and Fluency) will be integrated throughout instruction with individual instruction as needed. Each portion of the block will contain rituals and routines, artifacts, and best practice strategies. At the end of each unit, opportunities to celebrate and share student products will occur. The Accelerated Reader Program will enhance the independent reading component and be a target area for family support. Methodology of vocabulary instruction will be consistent and focused (i.e. word banks) across grade levels. The skills block (explicit phonics instruction) will be taught for 30 minutes by every literacy teacher during the literacy block. A school-wide writing emphasis and rubric will be implemented ECE through 8th grade. Monthly writing prompts will be administered, scored, and included in student writing portfolios.

Because we platoon, to provide Science everyday and a large block of time for mathematics, we need flexibility to integrate content (Scientific thinking and Artistic creativity) as needed, which may not adhere to the District defined Literacy pacing and planning documents. C.A.S.A. teachers will need the flexibility to compact, pace, extend, adjust, and deviate from, and integrate curricula based on student needs. To be truly data driven, we must be able to respond to the student needs and honor that data driven decisions (time and intensity variables) may supersede fidelity to the pacing and planning District programs. For instance, eighth graders who are 3 to 4 years behind in grade level reading would benefit from both a Literacy intervention program that will directly address their gaps in an intensive manner in addition to grade level content, which would require additional time being taken from other content areas.

Mathematics:

The standards-based mathematics curriculum will be rigorous and balanced. The curriculum will emphasize conceptual understanding, while building mastery of basic skills. A rich problem-solving approach will be implemented with all mathematics standards including number sense, geometry, algebra, measurement, data and probability, and computation. Everyday Mathematics will be the curriculum used for

ECE to 5th graders, whereas CMP will be used for 6th to 8th grade students. Mathematics will not be required to be integrated with the science expedition.

C.A.S.A. teachers will need the flexibility to compact, pace, extend, adjust, and deviate from curricula based on student needs. To be truly data driven, we must be able to respond to the student needs and honor that data driven decisions may supersede fidelity to the District core curriculum. For instance, the CMP unit, "Prime Time" could be instructed in 5th grade, since the same content is covered in 5th grade Everyday Math or we may weave power standards, such as, estimation and number sense throughout ongoing lessons.

Science:

Science at Cole will be a daily learning experience. It will be taught every day 1st to 8th grade. An inquiry-based search for knowledge, understanding, and application for the standards will be the heart of the Science curriculum. Authentic tasks will include scientific thinking, scientific tools and technologies, and communication. The three standards of earth, life, and physical science will be explored from ECE to eighth grade with a constructivist, hands on approach. In addition, the achievement of scientific literacy will be an over-aching goal. Thus, students will pose questions derived from everyday experiences and discover the answers to the questions. Students will also predict and explain natural phenomena, identify national and local scientific issues, and understand scientific content material. Two-up to-date science laboratories will be maintained and used for students to be scientists. Each year the first through fifth grade students will explore three-four Track units in physical, earth, life, and/or application unit. In addition, Gems and Aims Science curriculum materials will be used to provide more in-depth scientific explorations for grades ECE to fifth. The middle grade students will explore the following science standards in depth for the entire school year: sixth grade-earth systems, seventh grade-life, and eighth grade-physical science.

Through innovation, not only will Science be taught every day, but the approved curriculum will be extended and enriched with more hands-on Science opportunities. Science as a core content will be a corner stone for infusion opportunities, field trips, projects, and learning opportunities for students to work with authentic scientists working in a science based career. Development of the school garden is one example of an infusion opportunity for students. Each student will participate in the school science fair and selected projects will be displayed at the city and state science fairs. Furthermore, Earth Force will be a service learning project opportunity for students to extend their scientific inquiry skills to real-world scientific issues impacting the school community and neighborhood. In particular, 6th and 7th graders will participate in an Earth Force service learning project centered on water quality.

Social Studies:

Having innovation status, will ensure that Social Studies will be taught at every grade level and integrated in a cohesive manner and not at the expense of teaching Science every day.

C.A.S.A will participate in the district pilot for social studies called the Teacher Curriculum Institute (TCI). The TCI social studies standards based curriculum is inquiry

based, grounded in disciplinary literacy, and implemented with research-based best practices. The social studies standards include: history, geography, economics, and civics, which are studied through-out the Kindergarten to Eighth grade. Real-work and problem-solving authentic tasks will be relevant to learners, such that, the content will make strong connections to the student's world, be representative of multiple and multi-cultural perspectives, and contain cultural competency elements. Social studies exploration will enable students to talk openly about culture, celebrate diversity, and establish their own cultural competency. Much like the science curriculum, sixth through eighth grade students will explore units of study. Sixth grade will explore Geography, seventh grade will study world history (medieval), whereas eighth grade will center on US History and Civics. First through 5th grade will also center on units of studies that embody one to two of the standards. The units are as follows: Kindergarten-Self (Civics), first grade -Family (civics and economics), second-neighborhood (geography and civics), third grade-Denver and Colorado (history and geography), fourth grade-regions of our county (history and geography), and fifth grade-US History (history and civics).

English Language Development:

ELD block consists of sheltered content instruction delivered via the Avenues and Shining Stars programs. English phonics and English leveled reading will occur during flooding. Avenues and Shining Star will be the vocabulary component for students based on CELA scores, not ELA-E or S designation. To anchor instruction in language development particular emphasis in the domains of listening, speaking, reading, and writing, will be implemented throughout all content areas. Oral language development will be a focus supported by the Mondo curriculum, "Let's Talk About It"; accelerated literacy squared, total physical response, and storytelling.

Innovation status would enable ESL teachers to also team-teach in content classrooms, rather than be restricted to a pull-out ESL model. In addition, teachers would have the liberty to use ELD curriculum as necessary and adjust where needed to connect and bridge their English development with their content development. The ESL teachers could make data driven instruction decisions based on CELA scores, rather than the coverage of a curriculum program. Furthermore, innovation status would ensure that every student would be exposed to special classes (art, P.E., etc) AND receive ESL support as needed, not one at the expense of the other. Honoring that each and every student at C.A.S.A. receives specials addresses the whole child and supports being a second language learner a privilege rather than a punishment.

Specials:

Special classes that will be offered include: P.E./Dance/Health, Visual Arts, Computer Technology, and choir and instrumental music. Students will rotate through the specials each academic year. All of the specials will be standards-based and offer hands-on opportunities for students to extend their core content knowledge. Students will also have the opportunity to learn library skills through joint projects between the classroom teachers and librarian.

Since Drama and World Language will not be a staffed special, enrichment, infusion, and extended learning opportunities in these two areas will be explored. However, through innovation, status as mentioned above part-time staff could be hired. Also,

budget and scheduling decisions, could provide additional funds and time for special teachers to co-plan, team-teach, and integrate content with classroom teachers.

B. Backwards Lesson Designing:

Backwards lesson design, will be one tool in addition to data tracking that will ensure that curriculum and instruction are truly responsive to student needs and ensure that each student is on target to obtain grade-level standard expectations in all content areas. With innovation status, teachers will truly have the liberty to craft lessons that will get their students to grade-level and beyond.

In teams teachers will create backward lesson design units based on a yearlong plan:
- **Depth vs. Breadth**
    - Go to the top level of Blooms Taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
    - Project based learning
    - Show out to an authentic audience
    - Presentations of learning
    - Experiential learning
    - Look at a concept from different disciplines
- **Standards – Power Standards that are developed school wide**
- **3 science based expeditions** (the key ideas of the remaining unit are integrated) – Compelling topics. The following field trips tied to the expeditions
    - K- Museum and maybe family puppet show
      1- Zoo and maybe weather center boulder
      2- Dinosaur Ridge and maybe CSM geology museum
      3-Steele Planetarium, Balarat, and maybe star lab through science museum
      4 - Butterfly Pavilion and maybe Honey Farm, earthquakes center or water treatment plant
      5- Balarat, Ameritown
      6- Glenwood Canyon, earthquake center or water treatment plant (let's stagger these either 4 or 6)
      7- Keystone Science School and maybe international school
      8- DC also virtual tour lessons prior
- **Interactive/experiential/ hands-on across content**
- **Essential/Guiding questions and learning targets**
- **Field Experiences** – real world – outside resources (Science and Art)
- **Student growth-ongoing data**

C. Instruction:

The innovation status, will support consistent Instruction that will be data driven; student-focused, differentiated, fluid, and promote high-levels of student engagement and creativity.

In addition, the RTI (Response to Intervention) multi-tiered model will incorporate proactive intervention and prevention for struggling students, which is outlined below in further detail Every classroom will post-**Essential Questions** and **Learning Targets** instead of objective or goals. Each content lesson will include a Do Now component, Small group instruction, and I do, We do, You do lesson format.

D. Assessment:

With innovation status, the school leadership team along with assessment team, will have the liberty to create assessment tools, and use and own data to positively impact student learning. Teachers would have the liberty to create tools that would assess higher order thinking skills (creativity and inquiry).

This data may be in the form of formal high stakes assessments, benchmark exams, ongoing progress monitoring (Aims web) common formative assessments and other formal and informal teacher observations. Data is a common link for our school plan, instructional content areas, interventions, and focused classroom instruction. Data will be accessible and tracked in a way that is public and comprehensible for students, teachers, parents and community. The data will be timely and specific to be used to drive classroom instruction. Based on assessment, we will implement research based instructional strategies to create learning opportunities for all learners, both teachers and students.

E. Arts and Science Infusion:

There are three major components of the arts and science infusion:

1. By having the autonomy to plan professional development at the building level instead of following the district PD schedule, our staff will have concentrated time to design overarching principles of Creativity and Inquiry in every unit and in every class.

Creativity is defined as unique and original thought, expression of understanding, interpretation, integrating visual/music/physical components. Whereas inquiry is defined as a thinking cycle including immersion, question, explore, discover, learn, gather, produce, and reflect. We will take a multi-learning style approach to propel our understanding to a new level by reading, writing and thinking mathematically through the arts and science in our world. For instance, a unit on non-fiction reading and writing could ABSOLUTELY involve a field trip to the zoo as scientists to gather data and observe life, etc. A unit on narrative writing would fuse with a trip to analyze the story line and characters in a play. The poetry unit could find depth of language through a color study and painting.   A MATH unit on geometry leads students to study Arts' geometric abstractions of the twentieth century as a turn from the Impressionists landscapes of the 19th century.

2. By having autonomy to organize our daily schedule in a way that differs from the current mandated schedule, our school will be able to provide a depth of understanding and experiences to our students in the arts and sciences through weekly 90 minute blocks.

The Enrichment activities will occur the last 90 minutes weekly and will be the core component of the arts and science infusion. Our students will experience a wide range of enrichment activities with a focus on science and art. The enrichment component will enhance academic development, address individual interests, provide background knowledge, extend vocabulary development, and raise engagement for our students. It will also provide a platform for teacher's creative thinking, a means to honor the culture of students, such as, the Native American Focus. These enrichment experiences will happen one day a week for six consecutive weeks across the school in multi-grade bands. At the start of each 6 weeks, students and staff will generate surveys on topics of interest in the sciences and arts. Approximately 30 different topics will be chosen for students to select. Teachers will also select one topic that they would love to facilitate. This enrichment projects will include exposure to the arts, such as, dance, music, visual, and creative writing, to name a few. In the area of science, students may design robots, complete an environmental project, work in the garden, etc. We expect to see high levels of student engagement, as well as, opportunities for students to extend their core learning.   In addition, students may opt to use a project or enrichment activity as evidence towards accomplishment of a goal.

3.   Inquiry Journal
Every student will have a PERSONAL INVESTIGATION JOURNAL. The journal will tell the story of each student's creative and inquiry based experiences. Teachers will support the development of the inquiry journal during the infusion block. The journal will remain with the infusion teacher.

Overall, Arts and Science will extend and enrich content standards across grade levels. Arts and science will address different learning styles, increase student motivation and engagement, and elevate higher order thinking skills (i.e., creativity and inquiry). Through embedded writing and a common thread for inquiry, students will connect science and the arts authentically to themselves and the world. Each student will have an investigation journal that is record of their explorations. In addition, engaging, hands-on, science lessons will occur every day, weekly art/science enrichment component will be structured, and service learning projects will occur with scientists and artists in the field. We will involve parents and community members in show outs as well as share artwork with community. Teachers will complete planning guides for the infusion class. Students will be given grades on a progress report for infusion class. In addition art will be utilized as a process for learning and one lesson per week will include an artistic modality.

Training to support the Arts and Science component will be done on early release days. The training will be inspirational, where the staff will increase their own learning of the "simple stuff" for the classroom lesson and the inquiry journal. The

professional development will aim to support high expectations and be model as an idea fair.

F. Student Academic Goals

At the beginning of the 2009-2010 school-years, each student will be assessed in reading, writing, and mathematics. Specifically, DRA II, a writing sample, and the end-of-year Everyday Math assessment, will be used to establish baseline data. A copy of the individual results will be in a notebook that is taken to each class by students. In order to complete the assessments in a timely efficient manner, each student will be scheduled for one-on-one sessions with their home room teacher prior to the first day of school. The purpose of the assessment will be to establish a baseline for student academic goals, as well as to determine differentiated instruction, groupings, and early intervention. Based on the pre-assessment and/or data from the student's previous academic year, each student will set weekly, monthly, and yearlong goals in partnership with their teachers. The students' academic goals will be based on grade level expectations as identified in the standards and progress indicators. For each goal students will identify measurements for how they will demonstrate attainment of their goals and will self-evaluate their progress. The goals will be organized in a student-portfolio, which will also contain sample work chosen by the student and shared during student led-conferences. The portfolios will be a tool used to discuss with teachers and parents progress towards grade-level expectations in core content areas. Teachers will also use formal and informal assessment to track student achievement and attainment of the goals. Teacher and student one-on-one conferences will occur every 6 weeks as a vehicle to discuss academic progress toward the goals as well as extend or set new goals. Class data will be displayed (student numbers may be used to protect individual identities) in and outside of the classroom to create a community of learners and a sense of openness.

G. Technology

The goal will be to integrate 21st century technology skills for students, teachers, and staff so that students will acquire authentic technology skills that would be beneficial for life skills beyond school. Technology will not be taught in isolation; rather the focus will be on the integration of technology into the core curriculum standards. Technology will be accessible both in the classroom and lab settings. The use of technology for authentic tasks will enable students to be engaged in learning, use higher-order thinking skills, problem-solve, and retrieve current information. Teachers will infuse lessons with effective use of technology, while continuing to pursue professional development that will enrich their practice. In addition, teachers will work is close collaboration with the computer technology teacher to ensure all students have the opportunity to extend learning with technology. By 2011, the technology that will be standard in each location is as follows:

Classrooms:
Promethean Board, Document Camera/LCD, 6 student computers, printer, speakers, clicker system, digital camera, slate, and access to rolling cabinet (4 total) with a class set of wireless laptops that can be check out for the classroom use.

Science Labs:
Access to rolling cabinet of class set of wireless laptops, PASCO probware for various science experiments, with DATA STUDIO software to hook up to laptops (i.e. respiration, motion, gravity, water quality, weather, heart monitors, spormeters, EKG, tubity, pH, temperature, light, etc.).   Microscope attachments for document cameras, promethean boards for interactive visuals, speakers, and document camera/LCD projector.

Tech Labs:
Promethean Board, full set of desk top computers, printer, and software to support academic program and skills acquisition.

Library:
Digital camera, promethean boards, full set of desk top computers, printer, software, laptop, LCD projector, document camera, and speakers.
Poster Printer

Tech Support:
Tech support personnel inside the building full time would be a high priority to purchase if additional funds were made available through a budget based on actual rather than FTEs.

H. Student Engagement/Learning:

Through innovative status, extended learning opportunities (before/after school tutoring and Saturday school), that provide additional learning time for students that are below grade level will be provided. Both tutoring and Saturday school will be taught by teachers who self select to earn additional funding.

Student learning and engagement will be addressed through the classroom environment, grade-level pairs (ex. 2nd & 7th) extended learning opportunities, enduring understandings, authentic audiences, public goals, enrichment, student accountability, peer interaction and feedback, student choice, classroom task characteristics, choice in arts and science infusions, and individual student needs. In particular, student engagement will be increased through small class sizes, hands-on learning, expeditions, responsive curricula that fit student needs, public goals, and seamless student schedule, where pull out intervention programs support and bridge student learning rather than detract and create gaps for students.   Where possible, authentic audiences will be established. For example, writing done by students will have an intended audience and purpose and student will present learning at milestone intervals. Strategies such as morning meetings, grade-level pairs, community relationship, service learning, student owned goals, our qualities of learners, and community meetings (defined in detail in school culture section) will create communities of learners who support each other and foster communication skills. In addition, the staff will conduct "Learning Walks" through the lens of student engagement and come together to share strategies that work. Teachers will study motivational research/practices and explore applications for their classrooms (such as Csikszentmihalyi's concept of "Flow", Michael Smith and Jeff Wilhelm, etc.) Enrichment opportunities will be available to students

after school through the school's after-school providers. The enrichment opportunities will include such things as intramural sports, clubs, dance, cooking, and greenhouse.

Student accountability will be addressed in 4 separate policies, which can be referenced in the appendix section. The four student accountability policies will be: (1) a **Retention policy** in the K/1/2 classrooms (no child pushed forward when not ready) and possibly a creation of pre-first, 1.5 class; (2) a **Homework policy** strictly enforced; (3) **Attendance policy** – retention based on poor attendance, and (4) a **Grading policy**

I.   Responsive to Intervention (RtI)
By the second week of school through pre-assessment, fluid grouping will be established K through 8th grade. The tools to be used will include AIMS web, DRA2, DIBELS, and Everyday Math End of Year Assessment. Based on the combined assessments, students will be placed in 1 of 3 fluid groups and receive the following support based on the tier level. An assessment team will be structured, which will include the 4 intervention teachers, 4 special educators, counselor, student advisor, and administrator. One of the team members will be designated as the team leader. The team will also serve as the Student Intervention Team (SIT), which will coordinate the process for identifying students who need additional inventions beyond Tier 1.

Tier 1: Standard-Universal= Reading and math skills blocks in the general classroom for 30 minutes. Students displaying very slowed or no growth in their reading are referred to SIT. Must consider ELL status and evaluate.

Tier 2: 1 to 2 grade level below = Reading growth or math growth flooding, no growth after 6-8 weeks = Intervention pull out. (Flooding)

Tier 3: 2 or more full grade level below or no growth in flooding = Intervention pull out in addition to flooding class, no growth identified within 6-8 weeks = consideration for special education. Special Education Support-Alternative Core

The core elements that will be addressed in each classroom are: fidelity in teaching skills block, implementation of sound instructional practices, progress monitoring every six weeks via AIMS web and student work samples, backward lesson designs, and prompt referral to SIT when lack of progress is indicated. Professional development support will be provided for the SIT process, ELL considerations, AIMS web, Skill block, curriculum, and restoritive justice. Data driven instruction will be an essential component of the RtI model, where the use of common language and expectations horizontally and vertically are implemented and the goal is to support, critique, and improve quality, assessment driven instruction. Intervention teachers will be hired to provide a continuum of support including both pull out and push-in models. Additionally, intervention teachers will gather, organize, track, and share student data with core teachers. Based on the data, in partnership with the core classroom teachers, the intervention teacher will establish the type of support that is needed for each individual student.

Through the innovation status, extend student learning time can be stretched and purchased through before/after school tutoring, Saturday school, summer school, and

increase in staff as needed. The ability to extend the learning opportunities for the student, while enable each student to participate in specials. In addition, mandatory pull-out programs can be restructured as needed to also include push-in to the classroom.

3. Class Scheduling

C.A.S.A. has developed a master schedule that includes: a platoon model, a flooding skills block, literacy block, math/science block, specials block, lunch/recess, intervention support, arts and science infusion block (1Xwk), and teacher planning time to incorporate sufficient time for grade level, vertical team planning, and data team planning.

We require flexibility to allow us to make modifications to teacher planning time as necessary so that we can continue to offer these program components to our students. The teachers at C.A.S.A. are dedicated to providing high quality instruction on a daily basis. As such, we require the freedom to make decisions regarding the use of district assigned days for professional development and other purposes (e.g. Late Start days, etc.).Class assignments at C.A.S.A are based on academic data and configured to meet the diverse needs of our students. Simultaneously, rigorous instruction and interventions are made available to students who do not meet the proficiency levels for a specific grade. Adjustments are made as necessary throughout the school year to ensure that all students receive appropriate support while being challenged to reach their full potential.

4. Staffing and Use of Financial and Other Resources:
To ensure that all staff agrees to a common set of expectations, The C.A.S.A. staff members are required to sign the C.A.S.A. student/teacher/parent/administrative shared agreement **(Attachment 5).** C.A.S.A. will have control of its budget so that it can appropriately hire and utilize staff, available time, and incentives (in the most effective fashion).

5. Principal Leadership
The principal of C.A.S.A. reports directly to the superintendent, or instructional superintendent assigned by the superintendent. The principal's responsibilities are to the students and faculty of C.A.S.A. In order to be a true instructional leader, the principal, with the advice of the Leadership Team, must be able to make full use of time, money and resources to meet the requirements of this Plan. In the event of a change in leadership, the C.A.S.A. Leadership Team, with the agreement of the faculty, will make every effort to secure a principal who understands the nature of the innovation status and will honor the provisions within this application.

6. Participatory Leadership
All faculty members at C.A.S.A. will work with strong instructional leaders to share the decision-making responsibility in order to provide professional leadership and expertise needed to ensure high student achievement. Although the principal will always remain accountable as the final decision-maker at C.A.S.A, there is a commitment to participatory leadership in all aspects of school operations, especially instruction. This

commitment includes a strategic, deliberate induction plan in the event of leadership turnover.

7. C.A.S.A Leadership Team
The principal will continue to lead an instructional leadership team which will include the Assistant Principal, Enrichment/UCD Coordinator, facilitators, the DCTA representative or designee, 4-rotating teacher members, 1-non teacher staff member, 3-community members/parents, and 3-rotating student leaders. The staff members will be nominated and voted on by the whole faculty. The leadership team will be responsible for establishing the conditions for student learning at the school, including the following:
- Identifying student academic needs, based on all available student performance data;
- Setting academic goals and priorities, based on student academic needs;
- Monitoring and managing consistent delivery of high quality curriculum to every student;
- Providing instructional support to all teachers;
- Building the master calendar and the student schedule;
- Establishing assignments, job responsibilities and workloads for all staff and faculty
- Communicating and updating all staff members of leadership team work
- Making decisions about ongoing professional development;
- Identifying creative solutions to problems faced in the operation of the school;
- Revising the Academic Plan, the School Improvement Plan (**Attachment 11**)**,** the Faculty Handbook (**Attachment 12**) and the School Handbook (**Attachment 13**), as needed and based on student performance data;
- Monitoring progress toward the goals of the School Improvement Plan
- Reviewing the principal's recommendations for extra duty compensation or incentives if the rates exceed those established in the DPS/DCTA Agreement;
- Establishing community and parent involvement activities;
- Monitoring the school budget;
- Making recommendations regarding general school governance.
- Establish school-based commitments

8. Professional Learning Community

The principal, faculty and staff at C.A.S.A. will collaborate to promote the professional growth of all staff members, including programs for peer assistance and ongoing professional development for all staff. The professional growth system will incorporate practices vital to improve the achievement of all students at C.A.S.A and ensure teachers the professional latitude necessary to enact the mission of C.A.S.A. and the Denver Plan. Professionals and coaches may be hired on a contract or short-term basis to meet the school's and faculty's differentiated professional development needs.

All professional development at C.A.S.A. will be relevant, robust, and research/data based. There will be one professional development focus for each vertical team. Professional development will be relevant such that it will support the staff to implement a viable academic program (that is responsive to the needs of the students), ensure on-going improvement, and cultivate a positive intentional school-wide culture. The

professional development will be robust in that adult learners will be challenged to learn and reflect on their practice. The philosophy that professional development is the responsibility of the teachers/staff to pursue growth and to make the learning meaningful for them and their students, as supported by their colleagues and coaches will be upheld. Best practices used throughout all professional development sessions will not only be structured for adult learners, but modeled to demonstrate strategies that can be carried over to the classroom. As the year proceeds, the collaborative professional development will build and progress to deeper understanding.

Prior to opening the school year, a three-day staff retreat will be held to re-establish a professional learning community that is aligned with the mission, vision, and belief statements. In addition, staff will receive professional reading material prior to the summer development that will provide a basis for the upcoming learning.

Four types of professional development will be implemented: vertical content meetings (PLC, critical friends, and learning labs); grade level meetings, one: one coaching/mentoring cycle, school/classroom visits. There will be one team (vertical or grade) meeting (Tuesdays) and one faculty meeting (Wednesday) per week. One vertical content meeting per month include outside presenters will be conducted. The humanities and math/science facilitators will conduct the sessions. These sessions will focus on content, best practices, and assessment. The intention is that the planning will inform the content or instructional strategies used in the classroom. Three grade level meeting per month will be held: (1) centered on expeditions and backwards lesson designs, (2) grade level (E/K, ½, ¾, 5/6, 7/8) data team(CSAP, Benchmarks, writing prompts, DRAs), and (3) grade level meeting on intervention data team.

Coaching will follow a fluid, on-going schedule throughout the year via cycles. Teachers and coaches will meet regularly to reflect, probe, brainstorm strategies, and plan together based on student data. The venues for reflection include co-teaching, modeling, peer coaching and observations. The intention is to support teachers as they cultivate a community of learners with effective, engaging, and rigorous academics. The Friday afternoon PLC's will be replaced with an opt-in professional development session, which will be coordinate through the UCD site coordinator and site-professor. College credit will be given to participants. One time a month there will be learning labs.

Faculty meetings will be held weekly for a maximum of 30 minutes. The purpose of the faculty meetings will be to ensure consistency, discuss the innovation status, on-going communication, committee updates, happenings, problems, decisions, and problem solving. The meetings will be centered on business and managerial items, including updates, information, planning for events, and an open frame for questions, comments, or celebrations. The faculty meetings will not be professional development sessions. Members of the staff can request to add items to the agendas, which will be submitted to the principal by the prior Monday. This is referenced in the communication section.

Year-long professional development calendar will be issued at the beginning of the school year by the school leadership team. The topics for the upcoming 2009-2010 school year will be RtI, Culture, and Arts and Science. Differentiated PD will pertain to specific teachers, specials teachers in content areas, etc, include choice, and be staff directed.

All hours of professional development will be documented for re-certification credit. In addition, a school wide PDU will be collaboratively designed and contain a required component that will enable teachers to apply for PDU credit in the pro comp structure.

9. Positive Work Environment
A supportive working environment for staff is integral to providing a positive learning Environment for students. The parties will establish a mission-driven school culture that is focused on student achievement and an environment that rewards and celebrates excellence and accomplishment. All members will take responsibility for their actions.

10. Hours of Work
The Leadership Team will collaborate with the faculty and staff at C.A.S.A. to establish a calendar and schedule focused on improving student achievement. The Leadership Team will make hours of employment clear to all employees, and make adjustments only with their participation.

11. Assignment of Staff
To create and maintain an outstanding school, C.A.S.A. will assemble a faculty and staff who will work together to improve achievement for every student and be committed to the school vision. We expect this committed workforce to remain stable over time. The principal at C.A.S.A, in consultation with the Leadership Team, will prepare job descriptions for all staff and faculty assignments at the school. The principal may use standard District job descriptions, but is in no way limited to them.

The principal at C.A.S.A., in consultation with the personnel committee, will select all school staff and faculty as soon as possible after a vacant assignment are determined. Unless there are extenuating circumstances, all faculty and staff will meet minimum district requirements. In cases where a faculty or staff member does not meet district requirements, the employee must complete a plan to become qualified in no more than a year. Assignments at C.A.S.A. are annual. The performance of each employee is of critical importance for the decisions regarding each annual appointment. Year-to-year decisions regarding returning staff will be made in timely fashion for departing staff to participate in the DPS teacher staffing cycle. The recruitment and selection process for new staff will be rigorous and focused on best meeting student needs. Under extraordinary circumstances, and with just cause, the principal may discharge an employee during the school year.

As noted above, new teachers hired by C.A.S.A. from outside the District will not be subject to the Teacher Employment, Compensation and Dismissal Act of 1990 (22-63-101, *et* seq, C.R.S. and will not have any employment rights within the District. Teachers hired from within the District retain their continuing employment rights within the District. Teachers with continuing employment rights within the District leave C.A.S.A., they will continue to have the right to bid on an assignment in accordance with the DCTA Master Agreement.

12. Compensation
Staff at C.A.S.A. will receive professional compensation that reflects their commitment to the school and their success at improving student learning. This compensation and benefits package will have, as its foundation, the salary systems established in the DPS/DCTA Master Agreement and the ProComp Agreement. The principal with consent

of the leadership team will have the discretion to exceed these minimum base salary expectations according to a bonus structure developed by the principal and Leadership Team. C.A.S.A. will be responsible for developing the compensation package for teachers and will be exempt from § 22-63-401, *et seq*, C.R.S. All full time employees at C.A.S.A. will participate in the Denver Public Schools Retirement System (DPSRS). Should any staff or faculty member transfer from C.A.S.A. to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit. Following the rules of the DPSRS, part time employees and temporary staff will not participate in the retirement system.

13. Leave
All employees at C.A.S.A. will receive the same long leave entitlements granted under district policy. Annually, all employees at C.A.S.A. will receive 14 days of short leave to be used for any purpose. Notification procedures for sick leave and personal leave are outlined in the Faculty Handbook **(Attachment 12)**. Unused leave days accrue according to district rules. The district and school may provide additional leave days for the purpose of professional development or instructional development.

14. Budget
C.A.S.A. will receive an annual budget allocation based on the number of students enrolled on October 1. The District and the principal will agree on the terms for the budget allocation annually in the spring. The principal in consultation with the Leadership Team will create a school budget dedicated to improving the student achievement of all students at C.A.S.A. C.A.S.A. will be able to purchase administrative services, such as transportation, food services, facility management, maintenance, student services and substitute teachers, from Denver Public Schools, based on a pricelist that will be provided by DPS to the Principal or designee, or from other providers. (**see Attachment X - 2009-2010 Budget-under construction**). The budgeted funds provided by DPS will be supplemented by C.A.S.A. fundraising and grants.

15. Management Evaluation
The principal, faculty and staff will engage in ongoing collaborative evaluation of the performance of the school, the Leadership Team and the principal. This evaluation will include an annual formal review focused on accountability for student achievement, (overall student performance and student achievement growth).

16. Teacher Evaluation
The principal or designee will evaluate teachers at C.A.S.A. through a process that is directly tied to the school's mission, goals and innovations. The evaluation instrument will meet or exceed the standards specified by state statute and District policy. C.A.S.A. is requesting a waiver of the Licensed Personnel Performance Evaluation Act, § 22-9-101, *et seq, C.R.S.*

17. Employee Handbooks
General practices and procedures applicable to the school and articulated in the Academic Plan and the School Improvement Plan are incorporated into this Plan, and will be modified when necessary to be consistent with this Plan. Consistent with the mission of the school, ongoing development of the Faculty Handbook **(see Attachment 12)** will be collaborative, incorporating the voices of school leadership and staff as well as parents.

18. Dispute Resolution
The principal, faculty and staff at C.A.S.A are committed to solving problems in good faith and at the lowest possible level. Therefore, if faculty or staff member(s) believe that the terms of this Plan have been violated, or they have some dispute that they want resolved, they are expected to raise this matter with an appropriate member of the C.A.S.A. Leadership Team who will collaborate to resolve the dispute. If the dispute is not resolved to the satisfaction of the faculty or staff member, an appeal can be made to the Principal and the Principal's decision will be final. If the dispute involves the Principal, the faculty or staff member should raise the matter with the Instructional Superintendent or the Superintendent's designee and that person will collaborate to resolve the dispute. The decision of the Instructional Superintendent or Superintendent's designee, as applicable, shall be final in such instance.

C. LISTING OF PROGRAMS, POLICIES AND OPERATIONAL DOCUMENTS AFFECTED BY INNOVATION
1. Research-Based Educational Program the School Would Implement. The program to which C.A.S.A is committed is summarized in Section B.2 and includes: Curriculum, instruction, assessment, student engagement, technology, school culture, learning environment, RtI, professional development, student goals, backwards lesson designing, and an Arts and Science component)

2. Length of School Day and School Year. See section B.3.

3. Student Promotion and Graduation Policies. C.A.S.A. is currently in the process of defining a promotion process that outlines expectations that must be met to proceed to next grade level.

4. Assessment Plan. The C.A.S.A School Improvement Plan (SIP) provides an analysis of CSAP scores. It also defines achievement targets and refers to progress monitoring assessment plans.

5. Proposed Budget**.** See Attachment X for the 2009-2010 budget.

6. Enrollment Policy

D. IMPROVEMENTS IN ACADEMIC PERFORMANCE C.A.S.A. EXPECT TO ACHIEVE IN IMPLEMENTING INNOVATIONS.

See section B.2 and the C.A.S.A. School Improvement Plan (Attachment 11) for specific details regarding achievement goals for Literacy, Math, and Parental Involvement.

E. COST SAVINGS AND INCREASED EFFICIENCIES.
See section B.1, B.4 and B.12. The possibility of paying actual vs. average salaries would promote the efficient use of school funds and possibly significantly extend the resources currently available.

F. ADMINISTRATOR, TEACHER, COMMUNITY, AND COLLABORATIVE SCHOOL COMMITTEE SUPPORT.
On April 24, 2009, of the teachers employed at the school voted XX to XX in favor of designating Cole as an innovation School. The Principal and Assistant Principal are in full support of Cole's request to become an Innovation School.

G. LISTING OF STATUTORY, REGULATORY AND DISTRICT POLICY REQUIREMENTS THAT NEED TO BE WAIVED.
1. Statutory Sections to be Waived (**see Attachment)**.
Section 22-9-106, C.R.S., local board duties concerning performance evaluations for licensed personnel;

Section 22-32-109(1)(f), C.R.S., local board duties concerning selection of personnel and pay;

Section 22-32-109(1)(g), C.R.S., handling of moneys

Section 22-32-109(1)(n), C.R.S., schedule and calendar

Section 22-32-109(II)(A), C.R.S., actual hours of teacher-pupil instruction and Contact (B) school calendar

Section 22-32-109(t), C.R.S., determine educational program and prescribe textbooks

Section 22-32-109(aa), C.R.S., adopt content standards and plan for implementation of content standards

Section 22-32-109(jj), C.R.S., identify areas in which the principals(s) require training or development

Section 22-32-110(1)(h), C.R.S. local board powers concerning employment termination of school personnel;

Section 22-63-201, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception;

Section 22-63-202, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision;

Section 22-63-203, C.R.S. Teach Employment, Compensation and Dismissal

Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract;

Section 22-63-206, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation;

Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal;

Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review;

Section 22-63-401, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule;

Section 22-63-402, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers; and

Section 22-63-403, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries C.A.S.A will have a system of due process for new teachers who are not covered by the DCTA, Section 22-32-201, *et seq.*, C.R.S. (*see* Sections B.1, 7 and 11 above) and may have stronger compensation and incentive pay system for all staff members (*see*

Section B.12 above),with full input and involvement of the Leadership Team, composed mainly of teaching staff and administrators (*see* Section B.7 above). C.A.S.A. will utilize the District's evaluation procedures until, or, if it so chooses, to develop its own evaluation procedures that will be more specifically geared to the programs at C.A.S.A.

The details with regard to the school calendar, school day, choice of curriculum and textbooks have all been specified in this Plan and in the detailed attachments (**see Attachments**).

2. Regulatory Sections to be Waived.
C.A.S.A. is requesting a waiver of all CDE regulations related to the statutory provisions specified in subsection 1 above.

3. District Policies to be Waived.
The District and the Principal have agreed that all District policies that impede the implementation of this Innovation School Plan will be waived.

H. COLLECTIVE BARGAINING AGREEMENT PROVISIONS TO BE WAIVED.

Licensed employees have the choice to become members of DCTA; the District will continue to deduct dues, assessments, and other contributions toward a union program or fund, from paychecks of all licensed employees who have given written authorization

as specified in the DPS/DCTA Agreement. The District will continue to transfer all such deducted funds to the DCTA in accordance with the DPS/DCTA Agreement.

I. PROCEDURE TO RESCIND INNOVATION STATUS.
This agreement will remain in full force and effect unless a recommendation to discontinue is presented to the Leadership Team and supported by a vote of 50% +1 of the C.A.S.A faculty.

J. SUGGESTED INNOVATIONS (THE ACT LISTS THE FOLLOWING AREAS IN WHICH THE BOARD OF EDUCATION SHOULD STRONGLY ENCOURAGE THAT INNOVATIONS BE CONSIDERED:
1. Curriculum and academic standards and assessments. See Section B.2.
Data driven-Instructional practices are based on research and proven to be effective in schools that have followed through with their implementation. Decision Making Criteria for adopting curricular and instructional practices that aligns with State and District standards, supports and accommodates accelerated learning and accommodates students with special needs, supports English language acquisition.

2. Accountability measures to more accurately present a complete measure of student learning and accomplishment may include:
a. Progress reports to document student performance
b. Assessment data collected at the beginning, middle and end of year
c. Student work/Learning Portfolio reviews
d. Performance as measured by the DPS School Performance Framework
e. State and national accountability measures
f. Percentage of students progressing to the next grade level at proficiency
g. Percentage of students continuing enrollment at C.A.S.A over time

K. PROVISIONS OF SERVICES, INCLUDING BUT NOT LIMITED TO (some of these are already covered above):
The focus of the education plan is described in Section B.2. Additionally, C.A.S.A. will continue to provide all of the district-wide programs for special education students, gifted and talented students and English Language Learners. Support for interventions and accommodations will be made available to students with identified needs.
C.A.S.A will participate in District Title I programs and comply with all expectations of the plan. Should the district change its Title I plan, C.A.S.A. retains the right to enact its own plan, in alignment with its Innovation Plan, with the oversight of the District Federal Programs Office, informed in part by the School Performance Framework. The District will delegate to C.A.S.A. the responsibility of complying with the Individuals with Disabilities Education Act (IDEA), informed in part by direct District oversight and in part by the School Performance Framework. The Positive Behavior Support model and Restorative Justice have been adopted and implemented by C.A.S.A. and serve as the backbone of our discipline system. Students are held accountable for their behavior and learning.

L. TEACHERS:
The recruitment, preparation and professional development of teachers are described in Sections B.1, 4, 8, 16. All teachers must sign the C.A.S.A Job Description and may be required to attend professional development and/or a staff retreat during the summer months. Dates and times will be communicated with all teachers well in advance. Based on performance and survey data, the Principal and Leadership Team will identify professional development needs, establish schedules, locate resources and collect information to ensure that the teachers have access to the tools and training required to meet the needs of all students and increase student achievement.

M. TEACHER EMPLOYMENT is referenced in B.1, 4, 11 and 12.

N. PERFORMANCE EXPECTATIONS AND EVALUATION PROCEDURES FOR TEACHERS AND PRINCIPALS. See B. 15 and 16.

O. COMPENSATION FOR TEACHERS, PRINCIPALS AND OTHER SCHOOL BUILDING PERSONNEL, INCLUDING, BUT NOT LIMITED
TO: Performance pay plans, total compensation plan and other innovative approaches are contained in Sections B.1, 4, 11 and 12.

P. SCHOOL GOVERNANCE AND THE ROLES, RESPONSIBILITIES AND EXPECTATIONS OF PRINCIPALS IN INNOVATION SCHOOLS.
The Principal is the Instructional and Administrative Leader at C.A.S.A. The Principal, working collaboratively with the Leadership Team and with input from faculty and staff, parents, and community representatives, is responsible for decisions on curriculum, instruction, assessment, the selection, assignment and evaluation of all faculty and staff, development of the budget and compensation system, as well as general administrative duties for C.A.S.A. *See*, also Sections B.5, 6 and 7.

Q. ADDITIONAL COMPONETS OF C.A.S.A. Academic Plan
1. Enrollment:

By having an innovative status, the school leadership team would be able to work with the District school of choice office to set an enrollment management system, enrollment, process, and possible enrollment center. For example, neighborhood students would have first priority at our school and class-size caps would be implemented. The goal would be to enroll 49 ECE students and 75 students per grade level from Kindergarten to 8th grade. The targeted plan is attached in the appendix. The school leadership team could also pursue open enrollment windows that would minimize the number of news students entering the school on a weekly basis.

C.A.S.A. will serve students in the Cole and Whittier Neighborhoods of Denver. C.A.S.A will be both the elementary and middle neighborhood school for students living within its identified boundaries. The projected enrollment for the 2009-2010 school-year is approximately 615 students serving grade levels preschool through eighth grade. In order to build the K-8 model as effectively possible, the school opened up to 7th grade and will transition only 7th graders to 8th grade, who were in attendance at C.A.S.A. during the 2008-2009 school year.

The C.A.S.A. recruitment strategy is twofold. First, C.A.S.A. will provide students a quality education that focuses daily on student achievement while accommodating

growth and higher expectations. The goal will be to enroll a minimum of 49 ECE students and 75 students per grade level from Kindergarten to 8th grade. The targeted plan is attached in the appendix. Secondly, C.A.S.A.'s enrollment efforts will be to launch a local neighborhood campaign designed to attract additional students from the Northeast area of Denver. C.A.S.A will actively market its' unique academic program and target students who desire to obtain an outstanding education enriched with the science and arts and families who seek to have their children academically challenged with an emphasis on creativity and inquiry.

In addition, C.A.S.A. will offer quality preschool programs that will develop strong foundation for academic excellence through full-day ECE and Kindergarten classes. C.A.S.A. will also be designated as an American Indian Focus School, which is a program that centralizes the enrollment of American Indian students in Denver schools. Moreover, a high priority at C.A.S.A. is to maximize individualized learning opportunities through tutoring, mentoring, intervention specialists, and/or small class sizes as feasible. C.A.S.A. will establish affordable before and after school enrichment programs to extend additional learning opportunities and time to students, while meeting the needs of working parents.

Furthermore, in the spring of 2009, the leadership committee will develop a marketing plan. The marketing plan will be used to promote the academic program at C.A.S.A. The essence of the marketing plan will be to place a positive image on C.A.S.A. and gain community support in providing an outstanding education to the students and families in the Cole and Whittier neighborhoods.   The leadership team will also seek to have students, parents, and community members pledge their support in working with our school to ensure that quality education is available for students within their own neighborhood. Brochures, mailings, a website, and other marketing venues, etc. will be tools used to market the school.

2. SCHOOL CULTURE

As an innovative school, since the importance of school culture cannot be overemphasized, C.A.S.A would have the time to allocate explicit instruction on school culture, through morning meeting, advisory, and community meetings. The leadership team would also be able to align budget items to support the crafting and shaping of the school culture for professional development, staff retreat, classroom management coaching, and student incentives for the DREAM store.

Given that school culture impacts every aspect of school-life, the intentional shaping of our culture will be essential. As a team we will establish a sense of family, trust, and agreement on how to do things. We will stress an approach that encompasses the norms: advocate, ask questions, and trust. We believe that it is in the best interest of the school culture when the staff creates and lives out of shared agreements which provide coherence for students, parents, and staff. A shared agreement could include an instructional practice, disciplinary practice, or pertain to parent communication. As a staff we will ensure that collaboration, collegiality, and efficacy come to life. We will make sure every student feels special and everyone is supported.   A school culture survey will be completed every year to assess the overall school culture from multiple perspectives.

Our school culture will include the following elements, which are outlined in more detail in the appendix section:

- A **kid friendly touchstone**, which will contain powerful words and clearly speak who we as a community. The touchstone will be generated with input from everyone (students, parents, community members, and staff).
- **Agreed upon behaviors and qualities of our learners** (**D.R.E.A.M.** Appendix 7), which will be established through the **Positive Behavioral Support** (PBS) system and **Restorative Justice Approach**. PBS is a system of proactive strategies to define, teach, and support appropriate student behaviors. The system will be consistent across the school in every setting such as hallways, cafeteria, restrooms, classrooms, playground, and bus. PBS is a three tiered system aligned with the RTI model specific to establishing a positive environment that is developed from research-validated practices. There are eight practices in PBS: establish a leadership team, develop team-based implementation, define behavior expectations, teach behavior expectations, acknowledge and recognize appropriate behavior, monitor and correct behavior errors, use data to make decision, and build parent collaboration. Dream tickets and dream store (Appendix 7) will be essential component of the PBS system.
- **Shared Agreements**-Contract between all stake-holders. (Appendix 5)
- **Outlined Communication Process** (Appendix 9)-explicit outlines lines and forms of communication that enrich the school culture.
- **Grade-level markers**: rites of passages for each grade-level will be defined. For example, everyone will know that when you get to 3rd grade you will be involved in Shakespeare Performances or Space Unit for 1st Grade. Another example is when you reach third grade, you get a locker.
- **School-wide firm rituals and routines:** the school wide rituals and routines are happenings that will be consistent across the school in every grade-level and will be explicitly instructed in orientation (Appendix 1) and community meetings (Appendix 7). **Morning meetings** will occur every day in every class to set the tone for the day and be consistent lessons based on character traits as outlined in "our qualities of learners" and **advisory** (Appendix 10) will occur weekly for 6th-8th graders. 8th Graders will also participate in a **rite of passage**, by sharing a significant learning to fellow 6th and 7th graders.
- **Meaningful and periodic celebrations** will occur for all stake holders to recognize achievement and growth, as well emphasize the arts and science focus.
- **Cross-grade partnerships** will enrich our ECE-8 continuum and offer students the opportunity to partnership across grades, such as, reading buddies or joint science projects.
- A **Student Leadership Team** will represent the voice of the students. The team will design spirit days, be ambassadors, and participate as decision makers.
- **Family/Community Center**, where parent can come together to be a part of the community and assemble for volunteer opportunities. Also parent and community talents and interests will be a significant component of the arts and science infusions.
- **Student and Staff Portfolio**, journals to tell the individual stories of learning and success.

- **Visual Classroom Data** to display student growth in reading, math, and writing. The particular element will embedded goal setting and accomplishment into the culture.
- **Student leadership/role model training** for current 7th graders and future 8th graders.
- **Continuity**, the E-8 model provides the opportunity for students to be in the same school for 10 years, a form of stability in a world that is ever changing.
- **Established bathroom and transition plan** will ensure that learning time is lost.

3. Behavior / Consistent Consequences

The overarching behavior goal will be to have uniform consequences for both positive and negative behavior, so that, a predictable safe environment is conducive to learning. The behavior system will be transparent and made explicit to all stakeholders through the school shared agreement and orientation process. During the first day of school, students will receive explicit instruction on school expectations and components of the shared agreement. The student handbook will clearly outline the following policies: homework, attendance, tardy, school uniform, behavior, grading, and retention. Each of these components will also explicitly be instructed on the first 2 days of school.

Positive **agreed upon behaviors**, which will be established through the **Positive Behavioral Support** (PBS) system and be aligned with our DREAM motto. PBS is a system of proactive strategies to define, teach, and support appropriate student behaviors. The system will be consistent across the school in every setting such as hallways, cafeteria, restrooms, classrooms, playground, and bus. PBS is a three tiered system aligned with the RTI model specific to establishing a positive environment that is developed from research-validated practices. There are eight practices in PBS: establish a leadership team, develop team-based implementation, define behavior expectations, teach behavior expectations, acknowledge and recognize appropriate behavior, monitor and correct behavior errors, use data to make decision, and build parent collaboration. Students will receive Dream Tickets for positive behavior in grades ECE to 3rd grade. Students in 4th to 8th grade will use a checkbook tracker to receive positive payment for modeling the expected student behaviors as outlined in our DREAM motto. The PBS will meet monthly to oversee the behavior system as well as review data with the whole staff from the School-wide Information System (SWIS). Reviewing the data, will enable the team and staff to make necessary changes to the behavior program.

Components to be established across the school to address corrective behavior include: after School Detention (1 hour); Saturday School (8:00 to 12:00), in-school suspension, and out-of school suspension. An identified staff member will be responsible for monitoring students during after-school detention. Personnel will self-select and be paid according for the work. Classroom teachers will be responsible for providing packets of academic coarse work in their content areas (3 packets per year). A classroom will be designated for detention and Saturday school. Students will receive after-school detention after 3 classroom interventions for minor offenses, including the following: classroom disruption, refusal to work, minor physical contact, failure to comply

with classroom expectations (tardy, not prepared and ready to learn, chewing gum, etc), and major defiance and noncompliance - student refuses interventions

Saturday school will occur twice a month from 8:00 to 12:00. Teachers will self-select to teach Saturday school and be compensated hourly for the work. The pay rate will be determined by the school leadership team. Classroom teachers will be responsible for providing packets of academic coarse work in their content areas (1 new packet per student per week of Saturday school). Students will be assigned Saturday school after 3 detentions (or in-school suspensions) per week.

In school suspension will be monitored by a hired/designated staff member. Teachers responsible for providing packets of academic course work in their content areas (3 packets per year) Immediately upon referral to office students will be assigned in-house suspension for major offense, including the following: fighting or inappropriate physical contact, sexual contact/harassment, major theft, major property damage, and gang related activity or affiliation. Only the school counselor, student advisor, and administrative team may assign students to both in-house and out-of school suspension. There will be clear understanding by all staff when and why students will be suspended as aligned with the District discipline pyramid. School administrator, school counselor, and student advisor will be available to assist with student behavior. An administrator will also be on call either per day on a rotating basis or for behavior referrals on a rotating basis throughout the day (Example: 2 hours per day per administrator). The Student Advisor will be available to: lead implementation of restorative justice; help address behaviorally disruptive, noncompliant kids; monitor behavior plans through check-ins and check-outs, and hold detention. Whereas, the school counselor will be available to hold social skills groups for behaviorally disruptive kids, facilitate group focusing on strategies to use with tough kids, and help student advisor with various duties as specified above. Professional development will be made available to the staff for restorative justice and classroom management strategies.

In each classroom, clear presentations of classroom expectations, strongly reinforced during the first couple of weeks of school will be implemented. Each teacher will develop and utilize personal toolbox of interventions which will include: the green, yellow, red card system, refocus, use of charts, spinners, grab bags, raffles, and mystery motivator to deliver natural, social reinforcement for student compliance, request assistance from behavior consultant, develop a plan of action, and monitor results.

A clearly defined chain of responsibility will encompass the following:
- o Teacher responsible for filling out SWIS behavior referral. Must indicate:
  - 3 minor offenses and date and time of 3 interventions tried
  - Major offense or single incident of major defiance and noncompliance
- o Administration responsible for informing classroom teacher of administrative decision in a timely manner
- o Teacher responsible for giving student detention or Saturday school consequence slip
- o Student responsible for getting their consequence slip signed by student advisor or Saturday school teacher
- o Student advisor and Saturday school teacher responsible for putting consequence slip in teacher's mailbox

- o Teacher responsible for notifying designated administrator if and when
  - Student fails to attend Saturday school (unexcused)
  - Student has attended 3 Saturday schools in 1 semester
- o Administrator responsible for contacting parent or guardian and informing him/her of resulting consequence.
  - Consequence option for unexcused failure to attend:
    - Detention for 1 week + make up missed Saturday school
    - Make up missed Saturday school + add 1 Saturday school
  - Consequence options for repeated behavior disruption (3 Saturday schools per semester)
    - Parent will be required to attend a mandatory meeting to construct a behavior contract.
    - The student, as a result of repeated, habitual disruption, is put on a plan for systematic suspension. With this plan, the student is only allowed at school as long as he or she is able to comply with expectations.

4. Behavior / Restorative Justice

The goal for restorative justice will be for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the restorative justice system, students will be held accountable to one another and the school community. They will begin to take ownership for their problems. All staff will receive basic training on Restorative Justice. The use of common language will be used throughout the school and issues will be addressed in floor community meetings as a model to students so they begin to internalize the process. In the classroom, restorative justice issues will be addressed within advisory, class, specials, and infusion, etc. Students who are responsible for having caused harm will repair the harm and take responsibility for their actions.

5. FAMILY AND COMMUNITY ENGAGEMENT

Family and community engagement is one of our highest priorities as reflected in our belief statements. We intend to empower family and community members to become active stakeholders and supporters of our school vision. We view the support of family members as essential for the success of their students, and our partnerships within the community are highly valued.

Through a community organizing model, to be implemented in coordination with Metro Organizations for People, C.A.S.A will create a relational culture bringing people into relationship to break down barriers and build communication and power. By creating a relational culture we will create the space for parents, teachers and administrators to work together in the best interests of our children.

Through the school organizing we will create webs of relationships that will allow a variety of ways for parents and teachers to connect as they are in relationship with other adults in the school community. We believe that family members want to support the school. Our goal is to generate many opportunities for parent involvement to include: the Early Excellence Program, ECE parent groups, parenting classes, ESL classes, parent volunteer opportunities, parent representation on the leadership team,

school events, parent-teacher conferences, teacher home visits, faculty meetings and the MOP Organizing Committee.

We intend to develop a strong communication with parents using newsletters, conferences, tell-dialer, website, and family nights. We will survey our families as part of our assessment process and adjust our communication efforts as necessary. We will use this valuable resource to support our goals and to enrich our program with the skills and expertise they are willing to share.

A family/community liaison will provide the institutional, structural support to maintain this relational culture. By being aware of and connected to all of the diverse ways that parents and teachers are connected throughout the school, the parent liaison will facilitate the communication and connection essential to maintaining a healthy system.

The family/community liaison will also coordinate parent sessions that will enrich parents' understanding of school preparedness and acquisition of student goals, as well as increase parents' academic skills. The family/community liaison will also be the bridge between the community members/organizations and school. He/she will ensure ongoing communication, develop a mentor and volunteer program, market the school, and be a public relations representative.

We plan to maintain and build upon existing community relationships that were established the first year... These groups and individuals have provided school supplies, school clothes, mentors for our students, computers, after-school programs, classroom volunteers, enrichment opportunities, and mental health support to name a few of their contributions. We want this community partners to transition with the students and families and become an integral part of the C.A.S.A. extended learning community.

The support of family and community members translates into more than just finances and time. These individuals provide our students with role models, help build self-esteem, promote achievement, reward student efforts, and capture imaginations. The skills and expertise, creativity and interest that these people bring to our students are assets that enrich their lives and the school culture. We will seek support from community and family members to collaboratively develop and monitor student academic, language, and behavior goals.

Our leadership team will develop a "compelling story" and image to relate our unique learning environment to the community. A marketing plan is in the works to reach out to our neighbors and to generate positive media coverage for the school. We intend to provide the media with opportunities to tell our story and shine their light on C.A.S.A.

6. EDUCATIONAL ENVIRONMENT

The educational environment will be safe, secure, clean, and structured. All personnel and students will be friendly and warm. Safety will be a high priority. Safety cameras will be installed through-out the school as well as a door buzzer that will be located at the front door. All doors will remain locked throughout the day and access to the building will only be through the front doors. All visitors will be required to sign-in the main office to get a badge. Parking and bus-loading will be in designated areas and highly supervised to ensure safety of students as they enter and leave the school.

The halls will reflect student learning and the core belief statements. In addition, each grade-level will have a wing of the building that is unique to them. Within the

wings, cubbies will be available for students in ECE through 2nd grade and lockers will be accessible for 3rd to 8th graders. Primary aged students (ECE-2nd) will be located on the first floor, intermediate students (3rd-6th) on the second floor, and upper elementary students (7th and 8th) on the third floor. Students from multi-age groups will integrate only during supervised, appropriate times. Three outdoor areas will be sectioned for students in different age groups including 1 playground for ECE and Kindergarten, one play area for 1st to 5th, and a third area for 6th to 8th graders. College themed banners will be hanged in each wing. The highlighted college will be determined by the students in each grade level.

   Both student and staff handbook will outline in detail the policies and procedures. Including in the student handbook will be: the attendance policy, retention policy, grading policy, tardy policy, health care policies, discipline procedures, general information, and dress code. The dress code policy will outline in detail the school uniform requirements. Under the discipline procedures, guidelines directly from the DPS section J, rules, and how inappropriate behavior will be handled will be clearly stated. Each family will receive a handbook and contract to sign stating that they will abide by the school policy and procedures. There will also be a staff handbook outline procedures and a contract acknowledging that they will abide by the policies.

Analysis of Board Policy Waivers Called for by the Cole Innovation Plan

Part One: Board Policies Waived

DPS Policy Reference	Title	Replacement Policy or Practice
DF	Revenue from Non Tax Sources (Sponsorship of District/School Programs, Events & Activities)	School may collect revenue directly from sponsorships subject to district oversight through routine reporting to the Office of Budget
DF-R	Revenue from Non Tax Sources Procedures for School-Based Sponsorships (Sponsorship of District/School Programs, Events & Activities)	
GCB	Professional Staff Contracts & Compensation	School will adapt the DPS employment contract in alignment with its Innovation Plan. School will pay teachers using DPS/DCTA Agreement, including the ProComp, as a minimum for teaching staff. The School will adopt a consistent policy for staff not covered by an existing DPS classification. Conforms with statutory considerations.
GCF	Professional Staff Hiring	School will develop and implement its own staff hiring policies and timeline.
GCID	Professional Staff Training, Workshops and Conferences	School will develop and implement its own professional development plan aligned with the Innovation Plan.
GDD	Support Staff Vacations and Holidays	School will develop its own procedures for granting staff vacations and holidays.
GDJ	Support Staff Assignments and Transfers	School will develop process for staff assignment and transfer within the school, and, in collaboration with the District's Department of Human Resources, develop a method for current employees to apply for district assignments for which they are qualified.
GDJ-R	Support Staff Assignments and Transfers (Facility Managers)	
GDK	Support Staff Schedules and Calendars	School will develop its own schedules and calendars for employees
GDO	Evaluation of Support Staff	School will develop its own procedures for evaluating the performance of support staff
GDQD-R	Procedures for Dismissal of Full-time Classified Employees	School will develop its own procedures to dismiss full-time classified staff.
IC/ICA	School Year/School Calendar	School will develop a school calendar that meets or exceeds district and state minimums
IE	Organization of Instruction	The school will be responsible for developing a unified program of instruction that is aligned with state and district standards.

IGA	Curriculum Development	School will have authority to choose the DPS curriculum or other curriculum as they wish and will implement curricular expectations set forth in the Innovation Plan subject to oversight through the SPF
IGD	Curriculum Adoption	School will adopt changes curricular expectations set forth in the Innovation Plan subject to oversight through the SPF and will have the authority to change their curriculum as needed in order to better meet student needs and improve academic learning.
IIA	Instructional Materials (Textbooks or their Equivalent Learning Materials)	School will adopt policy for selecting instructional materials in alignment with Innovation Plan subject to oversight through the SPF
IIA-R	Instructional Materials (Textbooks or their Equivalent Learning Materials) Procedures	
IJJ	Instructional Materials (textbooks) Selection or Adoption	
IJJ-R	Instructional Materials (textbooks) Selection or Adoption Procedures	
IKB	Homework	School will develop and implement a homework policy in alignment with its Innovation Plan subject to oversight through the SPF.

Part Two: DPS/DCTA Agreement Provisions Waived

Agreement Articles Waived	Description	Replacement Policy or Practice
Definitions (Article 1-2)	Definition of teacher	Waive provision, permitting broader definition of teacher in alignment with the Cole Innovation Plan.
Grievance (Article 7)	Establishes dispute resolution procedures.	Cole will develop a dispute resolution process that permits association representation of faculty members and appeal to the Superintendent's designee. Disputes between faculty members and the district may be brought directly to the Superintendent's designee. The faculty member is entitled to representation by the Association.
Committees (Articles 5, 8, 13, 29)	Development Committee (5-4-1), Professional Standards Committee (Article 8) and Personnel Committee (13-8).	Waive all of these various provisions and combine their functions into a single School Leadership Team. The Cole School Leadership Team will fulfill the functions.
Professional Standards (Article 8)	Sets teacher calendar, work year, work week, work day, class size and load (see below).	Waive Article 8 in favor of calendar, work year, work week, work day, class size and load established in alignment with the Innovation Plan by the school by the SLT
Teacher Evaluation (Article 10)	Describes the evaluation process for teachers	School will adhere to all procedural timelines and district developed standards, but will, if necessary, develop sub-standards aligned with the Innovation Plan and modify district forms appropriately. Should a teacher be placed on a remediation plan, the school will identify a member of the principal will select a member of the Cole staff to provide peer assistance.
Assignments, Schedules and Transfer (Article 13)	Describes district and school procedures for transfer and reassignment of teachers.	The school will adhere to the guiding principals set forth in Article 13-1, and 13-8-6. School will conduct maintain a personnel committee and conduct interviews following the procedures set forth in Article 13. Otherwise, waive Article 13 to permit "realtime hiring of teachers" – i.e. post positions and hire as vacancies become known. Hiring processes will be conducted by directly by Cole with assistance from the Human Resources Department and New Schools Office. Cole will not receive direct placement of teachers unless Cole makes a reduction in building staff resulting in a teacher placed in

Agreement Articles Waived	Description	Replacement Policy or Practice
		the unassigned teacher pool.
Summer school teaching positions (Article 14)	Restricts hiring process and moves decision-making for hiring teachers off site. (14-1-1-1, 14-1-1-2, 14-1-1-3)	Consistent with waving Article 13, waive 14-1-1-1, 14-1-1-2, and 14-1-1-3. Hire teachers for summer programs consistent with the mission and values of the Innovation Plan.
Reduction in Force (RIF) (Article 20)	Procedures for conducting reduction in force	Waive Article 20 so the district can't RIF School staff members. Reductions in teaching staff will be made based on performance, and with the understanding that reduction of non-probationary staff due to program change or decline in enrollment into the unassigned teacher pool will make the school eligible for receiving direct placement teachers.
Job Sharing and Half-Time (Article 25)	Procedures for arranging job-sharing assignments.	Job sharing and half-time employment should be handled on site in alignment with Innovation Plan.
Extra Duty Compensation (Article 32.)	Sets rates for extra duty compensation.	in Article 32: nothing should prohibit the school from offering additional compensation. In lieu of hourly compensation, School should be able offer stipends for projects, essentially giving teachers same rights as independent contractors, so long as the teacher and the school agree on the rate for the project.

Statutory Considerations Called for by the Cole Innovation Plan

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-9-106	local board duties concerning performance evaluations for licensed personnel	The school will fulfill the requirements of state law when conducting teacher evaluations. The school will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.	School will use district evaluation procedures, which comply with state law, but adapt the sub-standards so they are in alignment with the instructional program at the school. School will permit instructional leaders without administrative licenses to evaluate teachers.
Section 22-32-109(1)(f)	local board duties concerning selection of personnel and pay	Delegate authority to the school to select staff and set rates of pay (interacts with 22-63-201 & Section 22-63-206)	School will select teaching staff directly and set rates of pay based on school policy. Cole will meet or exceed the rates of pay set in the DPS/DCTA Agreement, including ProComp.
Section 22-32-109(1)(g)	handling of moneys	Delegate authority to the school to manage its receipt of money	School will manage its receipt of money according to district procedure and subject to direct district in the form of an annual audit, and quarterly trial balances to the Office of Budget
Section 22-32-109(1)(n)	schedule and calendar	Delegate authority to the school to establish schedule and calendar	School will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to district oversight based on the School Performance Framework. School will have authority to establish its own calendar, including professional development days, days off, or late starts/early releases that may differ from district.
Section 22-32-109(II)(A)	actual hours of teacher-pupil instruction and contact		
Section 22-32-109(II)(B)	school calendar		
Section 22-32-109(t)	determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	School educational program is set in the Innovation Plan. School will be able to adapt its curriculum and instructional program as needed while remaining in alignment with state and local standards, subject to district oversight based on the School Performance Framework.
Section 22-32-109(aa)	adopt content standards and plan for implementation of content standards		
Section 22-32-109(cc)	adopt dress code for employees	Delegate authority to the school to establish a dress code for employees	School will establish dress code for employees through school policy.
Section 22-32-109(jj)	identify areas in which the principals(s) require training or development	Delegate authority to the school to direct professional training and development for principals	School will direct its principal development program, subject to district oversight based on School Performance Framework

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
Section 22-32-110(1)(h), C.R.S.	local board powers concerning employment termination of school personnel;	Delegates to the school the ability to discharge employees; the school will have be responsible for complying with statutory due process expectations when applicable.	School has the authority to prosecute tenure dismissal cases on its own; may seek the support of the Legal Department when prosecuting tenure dismissal cases.
Section 22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception	The school will comply with federal law and regulation on Highly Qualified Teacher. The board delegates to the school the duty to identify employees as administrators.	School will verify to the district the qualifications of teachers for the purpose of complying to federal law and the schools will face the same sanctions for non-compliance as other district schools.
Section 22-63-202	Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision;	Delegates the authority to the school to issue its own employment contracts; the school will adapt the DPS employment contract to offer specialized	School will adapt DPS employment contract to comply with terms of Innovation Plan.
Section 22-63-203, C.R.S.	Teach Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract;	Delegates the authority to the school to terminate probationary employees.	School will dismiss probationary teachers in accordance with statute when applicable.
Section 22-63-206, C.R.S	Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation;	Waives the chief administrative officer the ability to transfer teachers within, into or out of the school; empowers the principal to make all transfers within the school	District will no longer make direct placement of teachers to the school, or direct placement within schools.
Section 22-63-301	Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal;	Delegates to the school the authority to dismiss its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers. Interacts with Section 22-32-109(1)(f).	School will comply with state law when recommending dismissal of tenured teachers, when applicable under the Innovation Plan.
Section 22-63-	Teacher Employment,	Delegates to the school the authority to follow statutory	School will comply with state law in the case of teachers

State Statute	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
302	Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review;	procedure with its current tenured teachers according to the statute, and is waived in the case of any newly hired teachers.	hired before January 1, 2009. After January 1, 2009 school will hire teachers as at will employees.
Section 22-63-401	Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule;	The board delegates to the school the authority to set its own compensation system; the school proposes that it may need to pay people above, or adjunct faculty who will be compensated on a different pay scale.	School will adopt a consistent policy compensate teachers using the DPS/DCTA Agreement and ProComp as the minimum expectation for teacher compensation. The School will adopt a consistent policy for staff not covered by an existing DPS classification.
Section 22-63-402	Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers	Waives the provision that requires teachers to hold licenses in order to be paid	School will adopt a policy for fair compensation of instructional staff.
Section 22-63-403	Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries	Delegates to the school the authority to pay their pro rata share of their compensation up to the point that they are dismissed.	School will adopt a policy for fair compensation of staff upon dismissal.

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APPENDIX 1
<u>**Orientation Process**</u>

Family/Parent/Guardian
- Orientation will be run by faculty members and staff on three different dates prior to the start of the school year. An extra orientation will be available for new families during the day, the first week of school. However, past this final orientation session, news families will be admitted to school at the discretion of the administration. The parents/guardians of each student must attend one orientation session prior to their student matriculating into CASA.
- At orientation the following will be discussed: changes for the new academic year, academic expectations, behavioral expectations and policies, the school contract, school services, building orientation and concluding with goals for the year.
- Parents will receive a parent handbook outlining resources available at CASA, behavioral expectations etc. All of the information presented to parents will be made available to them in print, as well as on-line and in both English and Spanish.
- Snacks will be provided.
- The sessions will be strictly for parents, guardians, or mentors.

Staff
- Occurs prior to the start of school at Balart. It will be here that all faculty and staff receive a CASA handbook which outlines all facets of the academic program, scheduling, behavior policies and other necessary information. The objective for this retreat it to ensure that all staff understands and can use school policies and procedures.
- More so, time during the retreat will be allotted for staff bonding and social.

Student
- Student orientation is an ongoing, fluid and intentional process. The first week is dedicated to Teach-to's. All staff will be part of this process. For each teach-to, a template will be used to ensure consistency throughout the school. What happens in one class happens in the other.
- Students will learn about the academic program, behavioral expectations, scheduling, meet their team and advisors and be able to articulate the school motto and expectations.
- The week is driven by the contract and concludes with students having a choice in signing.
- During the first 2 days of school.
- Student mentors will be assigned to new students who arrive after the orientation days during the open enrollment window.

APPENDIX 2
Draft
Faculty Plan for C.A.S.A.

Course/Grade	Description	Number
ECE	CPP Early Childhood Education	3
Kindergarten 1.0	CPP All-day & ELA-S	3
1st Grade 1.0	ELA-E	2
	ELA-S	1
2nd Grade 1.0	ELA-E	2
	ELA-S	1
3rd Grade 1.0	ELA-E	2
3rd Grade 1.0	ELA-S	1
4th Grade 1.0	ELA-E	3
5th Grade 1.0	ELA-E	2
6-7 Math 1.0		1
6-7 Science		1
6 Literacy/SS		1
7 Literacy/SS		1
ESL 1.0	ESL Resource	1
M.I Center Program 1.0	Early Learning Center SpEd	2
DLC Center Program 1.0	Developmental Learning Center SpEd	1
M/M Resource 1.0	Mild/Moderate Special Education	3
G/T Resource .5	Gifted and Talented	0.5
Reading 1.0	Interventional Reading Specialist	1
	Math Intervention Specialist	0.5
Visual Arts	Visual arts	1
PE/Dance	Physical Education	2
Librarian	Library Education	1
Music	General, Vocal, & 4/5 Instrumental	1
Tech	Computer Tech	1
Counselor		1
Family/Community Liaison		1
Math/Science Facilitator 1.0	Professional development	0.5
Humanities Facilitator 1.0	Professional development	0.5

Additional Staff	Number
Principal 1.0	1
Asst. Principal	1
Secretaries	3

Social Worker	3 days
Nurse	2.5 days
Speech Therapist	?
Physical Therapist	?
Facility Manager.	1
Custodian	?
PT Custodian	?
Sweeper	?
Food Service Manager	1
Food Service Asst.	?
PT Food Service	?
Paraprofessionals Health Aide	1
Paraprofessionals SpEd	8
Paraprofessionals RW	2
Paraprofessionals Other	6

APPENDIX 3
Draft
Facility Usage Plan For C.A.S.A

Course/Grade	Projected 2008-2009	Max 2008-2009	2009-2010	2010-2011
ECE	50	50	50	50
Kindergarten ELA-E	71	50	50	50
Kindergarten ELA-S		25	25	25
1st Grade ELA-E	73	50	50	50
1st Grade ELA-S		25	25	25
2nd Grade ELA-E	71	50	50	50
2nd Grade ELA-S		25	25	25
3rd Grade ELA-E	52	50	50	50
3rd Grade ELA-S		25	25	25
4th Grade ELA-E	70	75	75	75
5th Grade ELA-E	52	50	75	75
6th Grade	35	50	50	75
7th Grade	42	50	50	75
8th Grade		0	50	75
MI Center Program (1-3)	Included above	10-15	10-15	10-15
DLC Center Program (k-1)	Included above	10-15	10-15	10-15
MI Center Program (3-5)	Include above	10-15	10-15	10-15
MI Center Program (6-8)	09-10 sch. yr.	0	10-15	10-15
Total	516	575	660	735

Appendix 4
<u>**Our Learning Qualities**</u>

At C.A.S.A., students focus their learning through the lens of "Quality of a Learner", These qualities are chosen, taught explicitly, model by teachers and expected from students as the skills that will foster success throughout the student's life. This is proven through the use of a portfolio notebook and ; passages in which students prove their qualities of a learner to their families and a panel each year. Every teacher and classroom posts, awards, and monitors, the qualities and refers to them each and every day to frame learning. The qualities are: discover, respect, everyone, artistic, and mindful. (Appendix x). The qualities will be fleshed out by the C.A.S.A. leadership team. For example; "Mindful means I am responsible. I can advocate for myself. I can maintain focus in class. I can complete work on time.

Discover
- **Inquisitive**
- **Scientist**
- **Wondering**
- **Observant**
- **Self discovery**
- **Determine importance**

Respect
- **Listening**
- **Remembering**
- **Extending**

Everyone
- **Make Connections**
- **Inclusive**
- **Social graces**
- **Collaborative**
- **Community service**
- **Leader**
- **Compassion**

Artistic
- **Creative**
- **Infer**
- **Visualize**
- **Imagination**
- **Perspective**

Mindful
- **Concentration**
- **Undivided attention and focus**
- **Memory**
- **Reasoning**
- **Responsibility**
- **Reflective**
- **Background**

APPENDIX 5
Cole Arts and Science Academy Shared Agreement

Students' Commitment
- I commit to arriving at CASA, in uniform, by 8:40 every day (Monday-Friday)
- I commit to attending school every day unless sick
- I commit to do my homework every night, bring it to school on time and return it in the appropriate fashion
- I commit to the behavioral expectations at CASA and will work to ensure that those around me do the same
- I am responsible for my own behavior and will follow the teachers directions
- I commit to speaking with my parents about my progress, grades and behavior at CASA
- I commit to bringing home and returning my Thursday folder weekly
- I commit to working hard every day and putting in my best effort in all classes and on all assignments C.A.S.A. learning qualities.

Failure to adhere to these commitments can lead to the loss of privileges, consequences and or removal from CASA

Parents'/Guardians Commitment
- I commit to supporting CASA's high behavioral, academic and extended school day expectations
- I commit to my child arriving at school every day by 8:40 (Monday-Friday), in uniform, every day unless sick or because of serious family emergency or problem
- I commit to monitoring my students academic progress, homework and grades regularly
- I commit to checking and talking with students about the information within the Thursday folder
- I commit to providing my student with the necessary workplace and materials necessary to complete homework
- I commit to attending summer orientation, parent conferences and volunteering in the school when possible
- I commit to allowing my student to participate in all school approved field trips
- I have read, understand and commit to the behavioral expectations at CASA and will enforce them at home
- I commit to seeking out help if I have concerns regarding school related issues

Failure to adhere to these commitments can lead to my child's loss of privileges, consequences and or removal from CASA

Teachers' Commitment
- I commit to being at CASA every day from 8:00AM–4:00 PM (Monday-Friday)
- I commit to being fully prepared for every class that I teach
- I commit to using data to inform my instruction
- I commit to differentiating, scaffolding, and using best practices to maximize student learning.
- I commit to making myself available to students, parents and any concerns they may have
- I commit to being in contact with my students families at least once every two weeks to communicate both positive and negative feedback
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to assigning and collecting homework and using Thursday folders to communicate with families
- I commit to maintaining high expectations for my students and their academic achievement

Failure to adhere to these commitments can lead to removal from CASA.

All other Staff Commitment
- I commit to being at CASA every day from 8:00AM–4:00 PM (Monday-Friday)
- I commit to speaking with all members of the school community with respect and fairness
- I commit to making myself available to students, parents and any concerns they may have
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to maintaining high expectations for students and their academic achievement

Failure to adhere to these commitments can lead to removal from CASA.

Administrative Commitment
- I commit to being at CASA every day from 8:00AM–4:00 PM (Monday-Friday)
- I commit to speaking with all members of the school community with respect and fairness
- I commit to making myself available to students, teachers, parents and staff, and any concerns they may have
- I commit to maintaining the highest standards of professionalism and appropriate conduct
- I commit to maintaining high expectations for students and their academic achievement
- I commit to provide a safe, orderly, and healthy learning environment.
- I commit to nurture an intentional, positive school culture.
- I commit to celebrate student and staff achievement.

Failure to adhere to these commitments can lead to removal from CASA.

Teacher Signature_____
Date_____
Parent/Guardian Signature_____
_____Date_____
Student Signature_____
_____Date_____
School Principal
Signature_____
Date_____

APPENDIX 7

<u>**Community Meeting**</u>
The purpose of a community meeting is to set the culture, provide an opportunity for students to apologize for wrong done to the community, celebrate student achievement and reinforce expectations. The culture we want to set is that working hard leads to huge academic gains.

- The whole school will have a community meeting once a week. The meeting will take place on Monday mornings in the gyms upstairs. ECE-3rd grade will have one meeting while 4th-8th grade will meet in the opposite gym-both meetings will take place at the same time. In both meetings the same topic will be addressed but presented differently to meet the needs of the audience. The topics will include our qualities of a learner, expectations at C.A.S.A., etc. There will be a schedule of all topics written out before the school year starts and the topics will be divided up for teachers to write. The topic of the community meeting will then be reinforced all week in the classroom. The other components of morning meeting will be to have students who have disturbed the classroom environment apologize to their peers (this would be determined by the student advisory and, and have a section of celebrating student achievement. Lastly, there will be a very strict expectation for how to enter and exit this meeting and students need to be held accountable for their actions. For example, students will be silent and respectful.

- The support the CASA staff needs for this to be implemented is as follows. The teachers need to be given an explicit modeling experience. Teachers will become students and administrators will model exactly how this is going to look every week. The support structures also need to make time to practice the entering and exiting procedures until it is perfect. The administration needs to ensure that teachers are meeting expectations when planning for the community meeting and hold teachers accountable to the quality of the meeting.

Dream Store
The DREAM store will be open regularly to provide consistency for students. The store will be in a physical location where set-up and take-down will not be time consuming. The DREAM store will be open and run daily in the lunchroom by a teacher serving on duty in the lunchroom. The prizes in the DREAM store will incorporate the art and sciences. There will be school supplies, uniforms, tickets to museums and science events as well as sporting events. The DREAM store will never be open and interfering with instructional time.

APPENDIX 9
<u>**Communication Process**</u>
Teacher-Family
- Teachers will communicate monthly with all families regarding: progress and celebrations, tips, current content, homework tips, behavioral issues, questions/concerns.
- This information will be tracked using a template provided to create consistency across grade levels
- Support will be given by team level advisor(principal, assistant principal. Principal intern, student advisor, or counselor) when necessary to assist with communication with families.

Parent-Student
- Timely progress reports will be sent home and be signed by families/guardians regarding academic progress in all content areas.
- Weekly progress reports will be sent home in the Thursday folder using a school-wide template to ensure consistency.

Teacher-Teacher
- Team teachers will engage in weekly conversations to discuss expectations, student data, planning, etc. As well, the grade level advisor will engage in weekly conversations with teams around a variety of conversations.
- Teachers are responsible for effective communication between each other.
- Cross Grade Level Meeting (3X/month) Content Level Meeting(1X/month)

Teacher-Administration
- Monthly updates from every committee will be presented during the administrative staff meeting.
- Team level advisors take care of respective behavior problems for that team and specials teachers. Advisor will follow up via email to team teachers and specials teachers regarding the situation, action taken and next steps.
- The first five minutes at staff minutes is reserved for celebrations and the last five minutes for quick announcements and quick questions that can be looked into.
- By Friday evening, all faculty and staff will receive the CASA News which highlights the following: Weeks Celebrations, Weekly Calendar, Visitors to the Building, Upcoming Events, Action Items, Weekly Objectives/Advisory Meeting Topics/Themes/Agenda, and Birthday's, and grade level highlights.
- All team members will check email on a regular basis throughout the day to ensure that everyone is aware of what is going on and what needs to be

accomplished. Furthermore, this instills consistency on multiple levels throughout the school.
- In order to build a culture of collaboration and ownership, suggestions and ideas are encouraged and respected. Administration will hold regular office hours at the same time and day every week.
- To foster community and collegiality, there will be an active social committee to organize monthly after school events. This will take place on the last Friday of every month.
- All meeting will have an agenda and clear objectives (PD, Faculty, Assemblies etc.)

School-Family
- Parent/Family liaisons will actively pursue parents to volunteer to work in classrooms or within the school community.
- Thursday folders will go home every Thursday and are expected to be returned by Friday at the latest, to ensure that parents are receiving information regarding events and announcements.

Teacher-Student
- For special events, announcements will be made over the PA during the last 5 minutes of the school day.
- Weekly information given to staff in the CASA news will be disseminated as necessary during advisory.

Office Staff-Faculty
- Clear job descriptions given so that teachers are aware of who they go to and for what within the Faculty Handbook
- Consistent disbursing of supplies every Tuesday and Thursday when forms are delivered to office staff by Monday or Wednesday.
- Basic supplies like pencils are always available.

Office Staff-Visitors
- Staff will greet, by standing, all visitors. All visitors to CASA should be treated with respect.

APPENDIX 10
Advisory

    The purpose of advisory is to build a mentor/mentee relationship at C.A.S.A. Inevitably, with advisory strong communities of students will develop to create student support. The purpose of advisory is to get the whole school on board with student achievement by involving C.A.S.A. staff members who are not classroom teachers. Advisory will begin the 2009-2010 school-year with the middle school aged students. The C.A.S.A. sixth, seventh and eighth graders will meet with their "advisory" four days a week, the fifth day will be the all school community meeting. Therefore advisory would take place Tuesday-Fridays for 20 minutes. In advisory mentors would discuss attendance, homework, grades and the community meeting focus for the week with mentees. During this time students will be held responsible for working on their portfolios while their mentor is conferencing with students about grades and other academic related issues. If a child is not in attendance at the advisory the advisor is calling home. What is happening should be consistent across all advisories. Support for this to work includes providing teachers' time and a communication system such as a homework portal so that all staff can access academic information for their advisory. Teachers need to be held accountable for their students in their advisory so the time is not wasted and the advisory adds value to the school and its culture. What this would look like for younger grades is everyday there is a 10 minute block of time where all homework is checked off and recorded with attendance. Advisory will take place in each of these students' homerooms. During this time students will be making weekly goals and updating their portfolios and investment binders such as trackers and bar graphs. The morning advisory focuses on the intention of the weekly morning meeting.

APPENDIX 11

School Improvement Plan

APPENDIX 12

<u>DRAFT</u>
Cole Arts and Science Academy

Family and Student Handbook
3240 Humboldt St.
Denver, CO 80205
720-423-9120 (office)
720-423-9123 (Fax)
24 Hr. Attendance line: 720-423-9127

http://www.cole.dpsk12.org
Cole Arts and Science Academy

MISSION

At C.A.S.A. each and every child, as a learner of worth and dignity, will achieve stellar academic success in math, science, and humanities through developed communication skills, artistic creativity, scientific inquiry, and advanced technology.

VISION

By 2012, we envision that C.A.S.A. will radiate with excellence from the significant academic and language growth of all students.

BELIEF STATEMENTS

To bring to life our mission and vision, all stakeholders are accountable to uphold the following beliefs.

- **EXCEPTIONAL CURRICULUM, INSTRUCTION, and ASSESSEMENT**
- **HIGHLY-QUALIFIED, SKILLED, CARING, and COMPASSIONATE STAFF**
- **CHALLENGING, EXPLICIT, MEASUREABLE, PUBLIC STUDENT GOALS**
- **INTENTIONAL POSITIVE CULTURE**
- **VITAL EXTENDED LEARNING OPPORTUNITIES**
- **RICH FAMILY AND COMMUNITY INVOLVEMENT**
- **SAFE, STURCTURED, HEALTHY LEARNING ENVIRONMENT**

C.A.S.A. Community Promise

The Cole Arts and Science Academy staff is committed to developing a school culture that is based on respect and kindness. We expect our students to accept responsibility for their behavior, learn from their mistakes, and also learn new behaviors that may help them in becoming good citizens now and in the future.

DREAM:
- **DISCOVER (SCIENTIFIC INQUIRY)**
- **????**
- **????**
- **ARTISTIC**
- **?????**

School Hours

School hours for 2008-2009 school year are as follows: 8:45 A.M.-3:45 P.M.

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Important Numbers

24 Hr. Attendance line: 720-423-XXXX
720-423-9120-School phone
720-423-XXXX (Fax)
http://www.cole.dpsk12.org

School Calendar

The complete Cole Arts and Science Academy calendar is included with this handbook. Please mark your calendars at home with the dates for vacations, holidays, and parent teacher conferences. Parents will be reminded through newsletters at least two weeks in advance when parent/teacher conference days and holidays are scheduled. We are also supplying refrigerator magnets with the year calendar.

Throughout the school year professional development days are held to promote the professional growth of all teachers within the Denver Public School District. Please check the school calendar so that you can make necessary childcare arrangements. You will be reminded of these days in the school newsletter, the *Dragon Tales.*

School Closings (Snow and other emergencies)

The Denver Public Schools policy concerning closing school in inclement weather is as follows:

 1. Occasionally schools are closed for emergencies.

 2. The final decision is made by the Superintendent upon advice of the Transportation Supervisor and/or the other central administrators. The principals are notified when the decision has been made.

 3. The decision is made before 6:00 a.m. of the day affected and radio stations are notified so they can broadcast this information. The official stations are KBCO (97.3 FM), KGNU (88.5 FM), KHOW (630 AM; 95.7 FM), KQKS (107.5 FM), KOSI (101.1 FM), KWBI (91.1 FM), KXKL (KOOL) (105.1 FM), KBVI (1490 AM), KOA (850 AM), KYGO (98.5 FM; 1600 AM), KKFN (950 AM), KBNO (1220 AM), KCFR (90.1 FM), KDKK (104.3 FM), and television stations 4, 7, and 9. This is the only notification you may expect that the schools will be closed.

Academic Assessments

The Colorado Student Assessment Program (CSAP) tests measure progress toward content standards in reading and writing, and math (3rd-7th). Science assessments are in 5th Grade. CSAP tests will be administered in March and April. The results of the 3rd grade CSAP assessments will be distributed before the end of the school year. Fourth and fifth CSAP results are delivered the following fall and discussed during fall parent-teacher conferences. Parents may make an appointment to come in to school and review this data with the principal or teacher in the fall.

In addition, benchmark exams are administered during the school year, which will guide instruction throughout the year. The results of these assessments are shared with parents during conference periods. These assessments vary from grade to grade and are selected to be developmentally appropriate for individual grade levels.

Arrival Time/ Parent Drop Off

Children should arrive at the school between **8:30-8:40.**. The playgrounds are not supervised before this time. Parents driving their children should be sure that they do not have to cross any moving traffic to safely arrive at the sidewalk area. Students enter the school through the exterior main front entrance. The bell bringing students into the building rings at 8:40 a.m. **Students should not enter the school before 8:35 a.m. unless they have specific business approved by teachers or office staff.** We need to assure adequate supervision for children at all times. Breakfast is served from 8:25-8:40 a.m. each morning in the school lunchroom; students arriving for breakfast should enter at the front doors and proceed to the lunchroom on the third floor.

Attendance and Reporting of Absences

The most important thing parents can do for their children is to make sure they are at school, on time, everyday. When students miss school, they are missing important instructional time. However, if your child is going to be absent due to illness or a family emergency, please call and leave a message at 720-423-XXXX. To ensure the safety and well being of our students, parents of absentee children who have not called in to report the absence will be contacted. School district policy requires that students be in school unless they are too ill to attend. A student who has more than 10 days of unexcused absences (need not be consecutive days) during a school year is in violation of the state attendance law and will be referred to the school social worker.

Parents who know in advance that their child will be absent are asked to send a note to the office prior to the date(s) of the absence. Students will be expected to make up work missed during periods of absence. Allowances will be made to adjust assignments and deadlines when students are ill. **Please do not plan extended family trips during regularly scheduled school days.** Provision of assignments during such absences is at the discretion of the classroom teacher. Extended absences can be very disruptive to a child's educational program. Good attendance is also important for our school funding. DPS has one official attendance count day. This is October 1, 2008. Our school goal is 97-100% average daily attendance. Prompt school attendance is expected.

Tardy Policy

It is important that each student is in their classroom at the start of class when the 8:45 a.m. bell rings. If students are late, they miss important early instruction, and slow the learning of other students when the teacher has to repeat information and instruction. **Tardy students must report to the office and may be asked to make up missed school time during recess periods.**

Except in the event of medical appointments, children are expected to attend all scheduled days of school. Removing students from school on a regular basis for music lessons, gymnastics, or other such activities may cause them to fall behind and is strongly discouraged. Students will not be allowed to leave the school grounds from the time they arrive, by foot, by bicycle or on the school bus, until school is dismissed at 3:45 p.m. Law enforcement authorities will be contacted for any child who is not picked-up by the office closing time at 4:00 p.m. Children cannot be left unattended and unsupervised after office personnel leave. This policy is for the protection of your child(ran).

When a child is to stay after school, prior arrangements for transportation and supervision must be made between student, parent and appropriate school personnel. If a student would like to go home with a friend, either walking or by bus, he/she must have written permission in advance from the parents involved. Under no circumstances may students make these arrangements during the school day, nor will they be permitted to phone home for such purposes.

Parents may phone the school to relay **emergency messages** to students regarding changes in

plans for transportation home. These messages must be received prior to 3:30 p.m.

Parents may pick up their child at any time during the school day, but they must report to the school office to sign the child out of school. Students will then be released from the office. Teachers may not directly release students. Only parents (or adults authorized by parents that are listed on the emergency card) may sign children out of school during the school day. Students may be taken out of school by someone other than their parent <u>only</u> when written permission of the parent has been provided in advance. Proof of identification may be requested**. Please alert school administrators to court restraining orders and provide a copy of the official document.** Without legal documentation we cannot restrict pick-up by a non-custodial parent.

<u>Bus Assignments</u>

Bus assignments are made according to the bus routes established each year. Information about bus routes is available by calling the school office or the Denver Public School transportation center at 720-42X-XXX

Students assigned to buses are to ride the same bus each day. **If a change is necessary for them to go home with a friend or to a sitter, they must bring a signed note from home.** The student should show this note to the school office for approval and then present it to the bus driver on the way home.

<u>Bus Rules</u>

Students who do not follow the rules will receive a bus referral. Consequences that follow a referral will be lunch detention, determined by the administration staff. After three referrals, bus riding privileges will be suspended anywhere from 2-5 days. Chronic problems may result in suspension from the bus for the remainder of the year, at which time it will then be the responsibility of parents to arrange for transportation.

Students riding the school bus:
- Must sit in the seats designated by the bus driver, and remain seated for the duration of the trip.
- Must speak in a quiet conversational voice.
- Must follow the bus driver's directions.
- Must not eat or drink on the bus.
- Must not fight, shove, push, or argue.
- Must ride assigned bus. (Students cannot ride any other bus unless given permission by the administrative staff.)

CAFETERIA SERVICES

Breakfast
Served 8:30-8:45 a.m. Students will not be served after 8:45 a.m.

Price: ?? Full Fee   ??? Reduced fee if qualified

Lunch
Lunch periods differ by grade level. Please call the school office if you want to know when your child's grade goes to lunch (720-423-2940)

Price: $??? Full Fee   ??? Reduced Fee if qualified

Please help your children memorize their lunch numbers if they do not know them. For additional information see lunchroom policies in the discipline and procedures section of this handbook.

Free & Reduced Breakfast/Lunch Application Forms
Your child may qualify for free or reduced meals through the district's Food Service Department. Forms are available in the school office—please complete and return them as soon as possible. If you have questions regarding this program please contact the school office (720-423-2940) and ask for the Food Service Manager.

Conferences
DPS has set aside two days during the school year for parent-teacher conferences. We will let you know in the course of the year as to when these days are scheduled. We encourage all parents and/or guardians, however, to be in regular contact with the classroom teacher. If there is a need to contact support staff, we have provided a chart to assist you in deciding which staff member might be able to answer your questions.

Please call the school at (720)423-9120, and the office staff will connect you with the appropriate person.

Please note that the issues below are grouped under the responsible staff contact person:

Classroom Issues (Teacher)	**Health Issues (Nurse)**	**Family Health Issues (Social Worker)**
Homework Concerns	Immunizations	Housing
Classroom Behavior	Glasses	Clothing
Grades	Hearing	Food
Field Trips	Personal Hygiene	Attendance
Attendance	Family Health Issues	Referrals to Outside Agencies
Activities	Allergies/Asthma	
Learning Concerns	Medications	

Mental Health (Psychologist)	**Special Education**	**Principal/Assistant Principal**
Social/Emotional Concerns	*Special Ed Classes*	*Discipline*
Assessments	*Speech Classes*	*Bus Concerns*
Referrals to Outside Agencies	*Learning Concerns*	*Other Concerns (As needed)*
Issues Related to Learning		

It is best to schedule a conference with teachers before or after the instructional day (8:45 a.m.-3:45 p.m.). Please leave a message with either the main office or the voice mail for the teacher and the teacher will contact you.

Administrators will always make the effort to meet with parents whenever a conference is desired.

Requesting conferences with multiple support staff is possible and encouraged. Please let the support staffs know that you desire to do this.

Dress Code

The goal of Cole Arts and Science Academy is to provide a high quality learning environment for all of our students; therefore we have a uniform policy. Families are expected to purchase C.A.S.A. polo shirts from the school. The uniform shirt is to be worn everyday at school as well as khaki pants, shorts that reach the knees or skirts that also reach the knees. The pants/shorts must not be sagging, nor should they be "cargo" pants with multiple pockets all over the pants/shorts. Since C.A.S.A. students will have P.E. every single day students are encouraged to wear appropriate shoes to school that will allow them to participate in the P.E. activities, such as tennis shoes. Hats and coats are not to be worn in the building and students are asked to place these items in their assigned cubby or locker.

Any form of gang attire, as determined by school administration and DPS policy, will not be tolerated. This includes bandanas of any form, dark glasses, sagging pants, pant legs that are rolled up, and clothing worn inappropriately that cause a disruptive effect at C.A.S.A. and our learning environment. School administrators will determine the appropriateness of the clothing and action to take.

Parents will be contacted and the child sent home to change into the appropriate school uniform and then the student is expected to return to school that same day. Since C.A.S.A. does maintain a school uniform policy all students are expected to be in uniform each school day and exceptions will not be made for this policy.

Drop Off/Pick Up

Dismissal time is at 3:45 p.m. and students need to be picked up at this time. In extreme and continuing circumstances, when children are not picked up by 4:00 p.m., the school will contact social services or the police. The school cannot operate as a daycare agency. We do not enjoy taking these actions, but after school is dismissed, parents are responsible for their children, and social services view leaving your child at school after dismissal time as a form of abuse by neglect.

ECE & Kindergarten
A designated person must sign out ECE students. Special arrangements must be made with this teacher. A designated adult must either pick up kindergarten students at school or at the bus stop. If no one is at the bus stop, the bus driver will return the student to C.A.S.A. and the above late pick-up policy will apply.

Walkers
In order to be safe, all students walking home must cross at the designated crosswalks.

Parent Pick-up (Parking Options)
Parents picking up students should park…………????????

The bus pick-up and drop-off zone in the front of the school also poses safety hazards. Please do not use this area for pick up and drop off before and after school. ????????????????

Bus Riders
Students riding the bus are to follow bus safety rules. Once dropped off at the bus stop, students are to walk home immediately. It is suggested that parents walk their children to the bus stop in the morning and pick up children when the bus drops them off at the end of the school day.

Sibling Pick Up
Older siblings picking up students early from school must sign out their younger brother/sister in the office, and must be on the emergency list for designated contacts. If they are just walking their younger siblings home, our policy is for them to remain outside of the school building to pick up their brother/sister as classes are dismissed at 3:45 p.m.

Early Pick-up
A parent/guardian must report to the office to sign his/her child out of school early. Please don't go to the classroom. The teacher will be contacted and will send your child to the office with their things. Students will only be released to the parent, guardian, or any person listed as an emergency contact on the registration card. Please notify the office of any other arrangement if your child needs to be picked up by an adult who is **NOT** listed on your child's registration card. Please note that a person **NOT** listed on the registration card won't be allowed to take your child without notification from you and without a picture ID identifying them as the person you told us would be picking up your student. **WE WILL STRICTLY ADHERE TO THIS POLICY.**

Emergency Phone Numbers
We especially need emergency phone numbers. We need at least **three** names and phone numbers. If your information changes over the school year, please keep us updated. Every year we have a few fairly serious emergencies and we are unable to find parents whose children need them because we have not been provided updated emergency phone number or addresses. Thank you for this important information.

Health Care
Please keep your emergency phone numbers on file in the office up to date at all times.

Children live active, busy lives and occasionally get bumps and bruises, lose teeth, and have upset stomachs during their daily activities. Since we do not have a full time school nurse, or policy is to only call parents if the child's condition is significant. Normal childhood scrapes and complaints will be handled within the school setting.

Homework Policy
Homework will support student learning and be related to the classroom curriculum. Approximate time expectations are: 10-20 minutes grades K-2
                                   30 minutes in 3rd grade
                                   40 minutes in 4th grade
                                   50 minutes in 5th grade
                                   60 minutes in 6th grade
                                   70 minutes in 7th grade

Teachers will communicate homework expectations throughout the school year. In the upper grades, students may have a notebook for recording assignments. Parents at all grade levels will be informed about grade level expectations through the classroom newsletter. Teachers at each grade level will work together to assign a reasonable amount of homework. Homework assignments will be connected to classroom lessons and may include practice assignments including math facts and handwriting. Assignments may vary according to student ability.

It is helpful if parents can help students structure their time so that homework is done on a consistent basis at a comfortable location in the home. It is also suggested parents have a system in place for students to remember to bring their work in the morning.

Please contact your student's classroom teacher at any time if you have questions about homework.

Internet and Computer Use
Students have access to computers in the classroom for individual use. For larger groups of students, we have a computer lab. Specific computer skills are taught to each grade level. The internet is used for research, particularly in the upper level grades. Internet use must occur under the direct visual supervision of a staff member. All students are asked to sign an Internet use form before using the computers to access the Internet. Inappropriate use of the internet will result in suspension of computer privileges for that student.

Library
The library is utilized on a regular basis by all students in ECE-7th grades. It is open to individual students throughout the school day. Information skills, which integrate with the curriculum, are cooperatively planned and taught by the Media Specialist and classroom teachers. Students are responsible for the cost of replacing any books that are lost when checked out in their name. Parents will be notified periodically of overdue books. Throughout the year, students may receive some free books to keep through various grants we apply for each year.

Lost and Found
A lost and found is maintained in the main office for small or valuable items. **Students should have their names on all clothing and other items brought to school.**

Medications
DPS policy requires that no medication may be given at school without a signed DPS form. This policy includes all over-the-counter medication, chap stick, cough drops, lotion, etc.)

Prescription medications may be given only with both the parent's and the doctor's signatures on a DPS medication form. Medications must be in their original container with the student's name on the label. Also, refilling a prescription is the parent's responsibility.

The only exception to the above protocol is that Tylenol may be given to students, in emergencies, if parents have signed the medication permission slip.

Money and Personal Property
Personal property brought to school should be kept to an absolute minimum. All articles of clothing should be labeled clearly with the student's name in ink so that if it is lost or misplaced it may be returned to its owner. **Students may not bring iPods, MP3 players, c.d.'s, cell phones, hand held games or trading cards to school without prior permission of their teachers.** We understand that parents might want their students to have a phone for safety reasons – and to keep track of a busy teenager after school! We would like to support that desire. However, during school hours (8:45 a.m. to 3:45 p.m.), phones and pagers can be very distracting. If students have an emergency and need to use a phone, they should always ask an adult for permission to use a school phone. If students have a phone at school, it should always be turned off and kept secured and out of sight/ sound during school hours. If a communication device rings during the school day, it will be confiscated and brought to the administration. If it is the first offense, the student may reclaim the phone at the end of the school day. Upon the second offense, the communication device will be kept for a week and a parent or guardian must come to the school to reclaim it. Further offenses result in a longer and longer confiscation period. Personal property brought to school is the responsibility of the student, and at their own risk. C.A.S.A. staff, nor Denver Public Schools is responsible for any lost or stolen items.

Newsletters and Thursday Folders
The school newsletter, Dragon Tales, will keep parents informed about the school calendar, lunch menus and information about all school programs. The newsletter is sent home twice a month in Thursday Folders. In addition, teachers might send home classroom newsletters as needed.

Parents are encouraged to send notes to teachers about any concerns they have either with

school or at home. Teachers appreciate having a better understanding of their students and

welcome comments and questions from parents.

Visitors should always check in at the office when visiting classrooms, the cafeteria and playground. **We require that all visitors wear name tags handed out in the office and sign the visitor roster.** Parents are always welcome as classroom visitors or helpers.

Non Discrimination Policy
Denver Public Schools does not discriminate against anyone in the school system on the basis of race, age, marital status, creed, color, sex, disability or national origin. Denver Public Schools will not tolerate discrimination, harassment, or violence against anyone, including students and staff members, regardless of race, ethnicity, gender, sexual orientation, age, disability or religion.

Questions or concerns should be addressed to the principal.

If you have special needs due to a disability, and wish to request accommodations in order to participate in a school activity, please notify the Principal of the school or Central office at (720) 423-9120 at least two (2) days in advance of the event so that appropriate arrangements for reasonable accommodations may be made.

PTSA
All parents are welcome and encouraged to attend monthly PTSA meetings on ?????? at ????????? pm. Minutes from each meeting are published in the school newsletter.

Pets

Cats and dogs are not allowed in the school or on school property. Animals of educational interest are allowed in the classroom with prior permission of the classroom teacher and when accompanied by the owner. Animals may **not** be transported on the school bus. Unsupervised animals seen on school grounds will be reported to the Animal Control Officer for removal.

Recess

All students have an outdoor recess period in combination with lunch. The decision to remain inside for recess due to inclement weather is made by the principal and staff member supervising the playground.

Children should come adequately dressed for outside recess every day. Most teachers will also provide a supervised 15 minute recess in the morning and/or afternoon.

Report Cards

Report cards are sent home in ?????? and at the end of the school year. Please contact the classroom teacher if you have any comments or concerns regarding the report card.

SIT (School Improvement Team)

The School Improvement Team is composed of parents, teachers, the principal, other school staff and community members. Part of the Colorado's educational accountability program, SIT goals and objectives build and strengthen Cole Arts and Science Academy for students' success. This team will also help us prepare for the accreditation process that occurs every five years. Meetings are ??????? and are open to the parents and the public. Please sign up using the volunteer form or speak with the principal if this area is of interest.

Telephones

The school phones may be used by students only for calling home on school related business. Permission must be obtained from a staff member before using the school phones.

All teachers have a voice mail extension. When parents phone during school hours they may request to leave a phone message for the teacher by being transferred to the teacher's voice mail. Teachers typically check for messages at the end of the school day and will return calls within 24 hours. All teachers have an e-mail address as well.

Visiting Cole Arts and Science Academy

Parents and guardians are always welcome and encouraged to visit our school. Please check in at the main office to pick up a **Visitor's Pass**. The office will then notify the teacher of your arrival.

Classroom visitations are **NOT** the time for parent conferences with the teacher. If a parent conference is desired, one will be scheduled during a non-instructional time.

All visitors are expected to follow and respect the school rules and procedures. Inappropriate behavior will not be tolerated. When adults engage in any type of verbally or physically aggressive behavior at school or on school grounds, Denver Public Schools Security will be called IMMEDIATELY.

Volunteers

The school encourages parents to volunteer. Volunteers are needed to work at all levels and with classroom programs, under the supervision of the teacher. Volunteers are also welcome in the library, and the health room. Volunteers must undergo a background check and are trained in the area of confidentiality. If you are interested in volunteering, please schedule a time with the classroom teacher. Some opportunities for volunteer involvement at C.A.S.A. are:

- Adopt a Classroom
- Fundraising
- Committee Members
- Field Trip Chaperones

Web Page
www.cole.dpsk12.org

Family and Student Handbook Return Form

Please return this form to the office after reviewing the information in the Family and Student Handbook with your child(ren).

I have reviewed the Family and Student Handbook, with my student(s).

_____
Student Name   Teacher

_____
Student Name   Teacher

_____
Student Name   Teacher

_____
Student Signature   date

_____
Student Signature   date

_____
Student Signature   date

_____
Parent Signature   date

Thank you for supporting Cole Arts and Science Academy! We look forward to working together to ensure your child's safety and academic success.

PLEASE RETURN BY September 1, 2009

Cole Arts and Science Academy Staff Handbook

"The most important factor affecting student learning is the teacher."

-Marzano

ACCIDENTS, ILLNESS REPORTS-CHILDREN

In the event of minor injuries to students, teachers are asked to administer basic first aid (bandages, soap and water, rest, TLC, etc.) If students complain of illness, allow them to take a break or put their head down if they are not feeling well. When necessary, send students to the health office. If the teacher feels strongly that the parent needs to be called or the student needs to go home, please advise the office. **Students may not contact parents directly about accidents, injuries or illness.** It is recommended that teachers use rubber gloves when working with students who are bleeding, vomiting, etc. Contact the nurse or office personnel for supplies and additional information to assure your personal safety. **Any time a student is sent to the office, send a completed green Health Referral form.**

A student with a more serious illness or injury should be referred to the clinic immediately. Parents will be notified as necessary. An accident report form may need to be completed and returned to the office by the staff member(s) who witness an accident.

ACCIDENT REPORTS-STAFF

Injuries to employees should be reported to the principal (or assistant principal) and Secretary II (Vernettea) immediately and an accident form completed. Information on Workers Compensation will be provided for employees.

Important: In order to qualify for Workers Compensation, you must report an accident within 48 hours.

ATTENDANCE- STAFF

<u>Daily Procedures</u> – All staff members are expected to arrive at the school by 8:00 and to check-in at the office to pick-up keys and check mailboxes. Staff may leave at 4:00 after checking-out and returning classroom keys to the lock box. For the benefit of our children and our professional learning community, it is imperative that we all respect the integrity of the work-day and adhere to these times. If it is necessary to adjust the regular workday (i.e., arrive late or leave early), send an email to Julie (or Jenny) and Vernettea in advance.

<u>Teacher Absences</u>- Call or log on to the Substitute Employee Management System (SEMS) as soon as you know you will be absent, and **never later than 6:30 a.m. for a same day absence**. After you have called SEMS, call the school with the SEMS job number. If you do not plan to return the next day, call the school by 1:00 p.m. so we may attempt to retain the guest teacher for the following day.

To request a specific guest teacher:

Phone the guest teacher and confirm availability. Please use the Cole guest teacher list first.

Log on to SEMS (tip sheet available in the office). Follow prompts. You may also call SEMS at 720-423-3231. You will need the guest teacher's ID number

if you call SEMS.

Write down the job number and give it to Vernettea.

You must maintain a guest teacher folder, which is kept in the guest teacher box, adhered to the wall in your classroom. The following items are to be included:

- Welcome letter to the guest teacher.
- Information for guest teacher form completely filled out.
- Refocus form and Referral form.
- Emergency information, such as a floor plan with the evacuation route marked in red.
- Emergency Activity Kit.
- <u>Detailed</u> lesson plans complete with times, specials, duties to be covered. It is better to leave an overabundance of work rather than leaving too little. The secretary may not take lesson plans over the phone. **All teachers must have their Emergency Guest Teacher Plans and Folders complete by Friday, August 25, 2008.**
- Monitors and class helpers should know what assistance they can give guest teachers. There should be a note to the guest teacher to indicate students who are reliable and dependable.

Remind students that cooperation and completed

class work is expected. When you return to work, you are to complete the back of the "Substitute Teacher's Summary Report" and return it to the principal. Be sure to let the Secretary II (Vernettea) know if there are guest teachers who should be added to or deleted from our list of guest teachers.

An absence before or after a holiday and cumulative absences deemed to be excessive may require a doctor's note. District policy states that sick leave is to be used for a teacher's own illness, illness of an immediate family member, or the death of a family member or friend. Abuse of this policy will be investigated.

You must find a replacement for your assigned supervision duty if you are absent. The office personnel cannot do this for you.

<u>Paraprofessional Absences</u>- Call the school secretary, 720-423-9123, by 8:00 a.m. and when possible, call the classroom teacher. Special Education Paraprofessionals- you will enter your substitute request through the SEMS system.

ATTENDANCE- STUDENT

REPORTING ABSENCES Parents must communicate with the main office, orally or in writing, about a child's absence.

When parents report an absence to a teacher, **it is the teacher's responsibility to notify the attendance clerk of the date and reason for the absence via note or email to the attendance clerk.**

Attendance will be taken everyday by 9:20 a.m. using Infinite Campus.

During the day, the office is to be notified immediately if a student's whereabouts or attendance is in question.

After the 9:00 bell, students must report to the main office and to pick up a tardy pass. Students may not be admitted to class without this pass. Do not allow parents to bring a child to class without permission from the office.

Students who are to be dismissed early will be no-tified by a call from the main office and must be signed out by a parent or authorized guardian. Do not allow parents to excuse a student from class without permission from the office.

Absences, tardies and early dismissals will be considered "Excused" only with a written note from a doctor or sufficient parent explanation. **After 10 "Unexcused" absences, tardies or early dismissals, a filing with the Denver Juvenile Court may be initiated.**

All notes from doctors to excuse absences, tardies or early dismissals will be kept in the main office.

ATTENDANCE TRACKING Parents will be called, by the office, after an unexcused or questionable absence, tardy or early dismissal.

A letter will be sent to parents whose child has had 10, or more, absences, tardies or early dismissals. This letter will be sent from the office. A record of these letters will be kept.

Each student's attendance record will be reviewed quarterly. Students with ten unexcused or questionable absences, tardies and early dismissals will: 1) receive a letter from the nurse/social worker, 2) each additional absence, tardy and early dismissal will be followed-up with a telephone call or letter.

"The most basic elements of an effective lesson are: an essential, clearly defined learning objective followed by careful modeling or a clear sequence of steps, punctuated by efforts during the lesson to see how well students are paying attention or learning the material."

-Schmoker

BUILDING AND CLASSROOM CARE

Please impress upon students that the custodial staff works extremely hard to make our building clean. It is everyone's responsibility to help keep it that way. It is expected that classrooms will be safe, neat, orderly, and visually appealing. Each classroom should present an environment that encourages and displays the learning process and the talents of our students.

What is being taught should be clearly evident in all classrooms.

NOTE: If you use another area of the building (auditorium, library, gym etc.), please return the area to its original condition. Food is strictly prohibited in the auditorium and gym.

CALENDAR   (Building Master Calendar)

The building master calendar is available to all staff on the whiteboard in the office. All requests to add calendar items must be submitted to the principal by email with a cc: to the secretaries. All activities must be scheduled and approved. Submit activities for the calendar as soon as possible to avoid conflicts. Please keep in mind that our after school program has first priority to building spaces. When planning guest speakers and field trips. It is recommended that all excursions for the school year be scheduled as early in the year as possible.

NOTE: Any classroom activity outside the regular agenda (i.e. a walk to the park, class play, bringing in special equipment or materials, special classroom celebrations, etc.) must be communicated with the office personnel. Frequently, parents call asking details about such events and the office staff is unprepared to give them answers.

"Improvements in teaching and learning can only come from a strategy **focused on improving instruction."**

-Noguera

COMMUNICATION WITH PARENTS AND COMMUNITY

WRITTEN COMMUNICATION - All written communication with parents and community must be submitted to the principal before it is sent. **A final copy must also be given to the office.** A Microsoft Word template for school letterhead and notices is available and should be used.

TELEPHONES – A quick phone call to a parent to share positive information about a student is always appropriate. When calling to discuss an issue or concern, please do so privately. All teachers have access to voice mail and are expected to record and maintain a current greeting.

CONFERENCES - Parent/teacher conferences must be scheduled in advance. Do not take class, planning or duty time for an unscheduled conference. Please maintain this policy for the benefit of everyone in the building. Simply explain to the parent that you are happy to meet with them and in order to give them your full attention, it would be best to arrange a time to meet.

COMMUNICATION WITH STAFF

Good communication is an essential component of a productive, pleasant and efficient workplace. The standard at Cole Arts and Science Academy will be calm, respectful, considerate and honest communication. ALL staff members are expected to be courteous and professional to colleagues, parents, students and community members. At no time is it appropriate to raise your voice to a student, parent or colleague. There will be no tolerance for yelling, demeaning or inappropriate communication.

To facilitate communication, please note the following:

- Check your mailbox in the office upon arrival, at your lunch break and after school. If you have received a large package, a note will be placed in your mailbox indicating the location of the item.

- Voice mail and email MUST be checked daily. You may consider leaving a message on your voice mail to indicate what time of day you will check your voice mail.

- Daily announcements will be sent by email.

- The weekly bulletin, *Dragon Drones*, will be sent to your computer via Outlook each Friday morning. Please refer to the bulletin throughout the week regarding activities and information. If you wish to put anything in the weekly bulletin, submit your information to the principal by Thursday of each week. Paraprofessionals will receive the bulletin via hard copy in their mailboxes.

- Faculty meetings will be held on WEDNESDAY from 8:00 to 8:30 am on a weekly basis. Grade-level sessions will be held on TUESDAY and THURSDAY mornings from 8:00 to 8:30 a.m. weekly.

- Before changing procedures or scheduled events, please notify the principal and office.

- Be sure to notify the lunchroom, at least two weeks in advance, if your class will not have their regular lunchtime or if you need sack lunches.

- If a class is out of the classroom for activities other than those regularly scheduled, notify the office and leave a note on the door indicating the location of the class and approximate return time.

"If students are motivated to learn the content in a given subject, their achievement in that subject will most likely be good."

-Marzano

CONFIDENTIALITY

All information pertaining to students, personnel or school documents are confidential. Discussions or materials relating to students, personnel or school documents shall be limited to appropriate personnel and areas of the school building that provide necessary privacy. Breaching confidentiality may result in disciplinary action. Do not discuss anything with parents about any child other than their own. Paraprofessionals may relay school related information to parents only with the permission of the teacher.

CUMULATIVE RECORDS

Cumulative records are kept in the office in a locked file and are available to teachers at anytime during school hours. Check with the secretary before removing cumulative folders from the office. Cumulative records are to be signed out and are not to be taken from the building.

CUSTODIAL SERVICES

All requests for custodial services should be made to the facility manager using the appropriate form located in the staff mailroom. If further assistance is needed, contact the principal.

DIAGNOSIS OF STUDENT PROBLEMS

Staff members will not make a diagnosis about a student's problem without confirmation from a medical professional or a school specialist, i.e.-" Your child has strep throat", "Your child needs Special Education". Staff members will not recommend medications or mental health needs. If you have a concern about a student, please advise the CSAT Team, psychologist, nurse, assistant principal or principal.

DISCIPLINE

Discipline at Cole Arts and Science Academy is a team effort. **The primary person responsible for classroom discipline is the teacher**. Establishing clearly defined expectations, applying them in a consistent manner and maintaining continuous parent contact are important in all matters of discipline. All staff members will be familiar with and implement the school discipline policy and Time to Teach Program. For the sake of consistency and due process, **Positive Behavior Support (PBS) implemented school wide**. The principal or assistant principal is available for issuing referral forms and working with students who do not respond to the classroom discipline system. During the after school program, the program coordinator is authorized to issue referral forms.

If you wish to detain students after school for any amount of time, you must notify a parent before the student is detained. This is to be used as a last resort.

Students may be kept in the classroom during lunch for a period of time but may not be denied the opportunity to eat. Students may also be assigned and monitored lunch detention by teacher. **Physical and verbal abuse of children cannot and will not be tolerated.**

DISMISSAL

All classes are to be dismissed promptly at 3:45 p.m. Teachers need to escort the students out of the building and the students who participate in the after school program will be picked up at assigned locations by the after school provider. All other students must leave the school grounds immediately. Students are not permitted to stay between the end of the school day and the beginning of an evening event. Students remaining at the school for any other reason must have parent and principal permission.

DRESS CODE

C.A.S.A. has a uniform policy for the students. Students are expected to be in uniform each day. The uniform is a C.A.S.A. polo shirt and khaki colored pants, skirts, or shorts that reach the knee. Students not dressed in the uniform will be sent home and expected to return to school the same day in the appropriate uniform. Uniform shirts are available for purchase in the main office. Denver Public Schools has a no-hat policy and at no time should students or staff be wearing hats in the building.

Staff at C.A.S.A. are expected to dress in a professional manner.

E-MAIL

E-mail is the primary communication tool used between the office and all teachers. **You will be expected to check your e-mail daily.** Failure to do so can result in disciplinary action.

EMERGENCY PROCEDURES

Emergency Procedures and Evacuation Locations are listed in a separate document. Teachers should be familiar with and discuss these procedures with students as they apply to their classrooms. Each classroom should practice the evacuation, lock-down, and severe weather drills early in the school year. Fire drills will take place monthly.

EQUIPMENT AND BUILDING USAGE

There are ample TVs, DVDs and VCRs on all three floors. All can be reserved in the library. Commonly used equipment should not be checked out for an extended amount of time. TVs, DVDs and VCRs are assigned to a specific floor and should remain on that floor.

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

Excursions are to be of educational value and must relate to the appropriate curriculum with academic activities and follow-up. Excursions, speakers and events will be discussed and scheduled at team meetings. The DPS Purchasing Department must approve any payments for performances, individual or group, 6 weeks in advance. The office staff will have the appropriate paper work. There are limited school funds available for excursions or transportation. Additional funds may become available through fundraising. We may at times require a nominal fee from students to defray costs.

Procedures for scheduling excursions:

- Determine the purpose, location, and date of the excursion.
- Check the building master calendar and get approval from the principal.
- Transportation requests must be made at least three weeks in advance and adhere to the times defined by the transportation department. All requests must be approved by the principal.
- No student may be excused from excursions without prior consultation with the principal or parent. It is the teacher's responsibility to make appropriate educational arrangements for students who do not go on the excursion with the class. Scholarships may be available for excursions through the principal.

Two types of skills are central: reflection (slowing down our thinking processes to become aware of how we form our mental models) and inquiry (holding conversations where we openly share views and develop thinking about each other's assumptions.''

-Senge

FIRE CODES

Fire drills will take place monthly. All staff members must follow the Fire Code regulations (separate copy in folder). Keep all fire doors shut. Close doors to all rooms when unoccupied.

GRADE LEVEL TEAM WORK

Grade level teamwork is very important to ensure effective planning and a positive academic environment for children. Grade level teams will be defined as:

Lower Level is ECE through 2nd Grade.

Intermediate Level is 3rd through 5th Grade.

Upper Level is 6th through7th Grade.

Grade level teams will work together in several areas, including, but not limited to, student progress monitoring, student work examination and strategic planning, parent communications, excursions, speakers and events, special programs, curricular issues, homework policy and supply and material orders. Non-grade level teachers will also form a team for the purpose of communication and planning. When necessary, non-grade level teams will align with various grade level teams for activities and planning. Each team section will be represented on the leadership team. The grade level reps will act as a communication liaison for the section.

HOMEWORK

Homework may be given to students Monday through Friday. Homework should be meaningful and designed to reinforce skills that have been taught in the class. Teachers should check the work that is turned in and give students appropriate feedback on the work as soon as possible. Parents must give a full day of notice when requesting make-up work.

HOURS

The school day for certified personnel will be from 8:00 a.m. to 4:00 p.m. daily. The time before school will be used for grade level/ team planning and conferencing, staff meetings, parent contacts, teacher planning, or a rotation of duty schedule. Each teacher will have at least 200 minutes of planning weekly. Also, teachers will have a 45-minute lunch break each day.

KEYS

Keys are to be picked up and left in the key box in the main office each day. If the office is closed, deposit the keys in the slot at the back office door. **Do not take keys home. Your cooperation is essential.** Do not leave keys in desk drawers, on the desk, etc. during the day. Care should be taken with keys at all times. Building security depends on our collective ability to be cautious. Lost or missing keys are to be reported to the principal immediately. Replacement of lost or stolen keys and possible re-keying expenses will be at the expense of the employee.

LEADERSHIP TEAM

A team comprised of grade level representatives and specialists will meet periodically to discuss such things as curriculum, procedures, scheduling materials, etc. Information discussed at these meetings will be brought back to grade level teams.

MEDICINE

District policy states that no employee of the Denver Public Schools shall diagnose illness or prescribe medicine. All requests for the administering or taking of medicine in school should be referred to the nurse. After proper procedures have been followed, all medicine will be administered in the clinic by the nurse or by other designated personnel. Students may not have inhalers, cough drops, or the like, in their possession.

MEETINGS

Faculty meetings are conducted on Tuesday, Wednesday, and Thursday mornings from 8:00-8:30. Tuesday meetings will focus on teaching, Wednesday meetings will focus on school business matters, while Thursday meetings will be centered around student learning. These meetings will begin promptly and will usually last approximately one half hour. Every effort will be made to keep business meeting agenda items meaningful and relevant with announcement-type items usually communicated in writing. These meetings are conducted in Room 300, the Professional Development room.

TEACHERS ARE STRONGLY ENCOURAGED TO AVOID SCHEDULING CONFLICTS FOR THESE MEETINGS. Para educators are cordially invited to attend faculty meetings.

MOVIES

The use for films and videos will be educational in nature and should be kept to a minimum. Do not use animated or feature length films without prior approval.

MONEY AND VALUABLES

Do not, at any time, leave money, class keys, your purse, or any valuables where they are easily accessible as they could be stolen. Take precautions to secure your belongings. Also, stress with your students the importance of not bringing valuables to school or keeping them in a safe place. Close and lock your doors when not in the classroom. Report thefts immediately. **Money collected from students, parents, or staff for any activity or items must be receipted daily by the secretary, without exception.** A money envelope is provided by the office.

"Capacity building is the daily habit of WORKING TOGETHER, and you can't learn this from a workshop. . You need to learn it by doing it…and constantly developing leadership for the future."

-Fullan

OFFICE

The office will be open each day from 7:30 a.m. to 4:30 p.m. Office personnel have a variety of responsibilities and are very busy. When information is requested by the office, please complete tasks in a timely fashion so that the office staff can maintain their efficiency. Do not call the office for telephone numbers or student ID numbers. Student information can be found on Infinite Campus and the DPS telephone book is online. It is the office staff's responsibility to answer the telephones. When passing through the office – particularly through the Secretary II's (Vernettea's) office to reach the principal – please be respectful of their workspace.

ORDERING SUPPLIES AND MATERIALS

The Warehouse Supply Order Form is located on the school server and in the main office. When you need something from the Warehouse, fill out the form and email it or give it to the Secretaries (Vernettea). Most basic warehouse supplies and materials are on hand. Please ask for assistance from the secretary when you are in need of an item. All orders must be approved based on budget allocation. To order from a catalog, fill out the catalog order form and give it to the Supplies and Materials Secretary(????).

PARAPROFESSIONALS

Paraprofessional hours vary; each one arrives and departs according to an individual schedule. Each four hours of continuous work merits one 15 minute scheduled break. Each six hours of continuous work merits one 30-minute unpaid lunch, and one 15 minute scheduled break. Paraprofessionals are to check in and out daily. **Paraprofessionals who will be absent must call the office by 8:00 a.m. to indicate the reason for the absence**. If the paraprofessional does not plan to return the next day, please call the school by 1:00 p.m. on the day of your absence. Paraprofessionals are expected to make arrangements in advance for their duty, if an absence is anticipated.

Paraprofessionals must conference with the regular classroom teacher before giving, sharing or requesting information about a specific student to other students, parents or other staff members. Paras must also communicate with teachers regarding instruction and discipline.

PERSONAL DAYS

A Short Leave form must be completed in advance to request personal leave. These forms are available from the Secretary II (Vernettea????).

REIMBURSEMENTS

If reimbursement is expected, staff members should have the principal's approval prior to purchase. Reimbursements will be for amount shown on original receipt only. Taxes will not be reimbursed. A tax-exempt number is available. Original receipts must be provided for reimbursements.

RELEASE OF STUDENTS

When a student leaves the classroom, s/he must have a classroom pass from the teacher. If a student is to return to the classroom during lunch, s/he must also have a pass. Always ask to see passes of students in the hall or bathroom.

RESPONSIBILITIES OF TEACHERS

Each teacher, under the supervision and guidance of the administration team, is responsible for the educational growth of all the students assigned to his/her classroom. High expectations for success will be set and communicated on a regular basis to the students and the parents. Student progress will be continually monitored and instructional methods adapted, as necessary, to meet the needs of the students. A variety of assessment tools should be implemented to get an accurate picture of each student's educational progress. There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials.

Teachers will read and follow the Cole Arts and Science Academy School Improvement Plan and the school vision and use these documents in the development of professional goals and classroom strategies.

Complete lesson plans will be written in advance of each school day and will be available for review on a daily basis. Cole Arts and Science Academy staff will utilize backward lesson design and teachers will be expected to understand and implement unit lessons based on backward lesson design. The daily lessons will be clearly written and will include specific information (i.e. date, time, subject area, standards, expected outcomes, objective, specific lesson information, student activities, materials). The principal will request copies of unit and/or daily lesson plans periodically. The request will be put in the weekly bulletin. Lesson plans from probationary teachers, teachers on appraisal and other teachers will be requested regularly. Feedback on lesson plans will be given to specific teachers and through staff development discussions.

On going, school/ home communication is important. Frequent phone calls and notes, especially of a positive nature, are beneficial. Keep parents informed about what you are teaching and encourage them to visit your classroom and participate in classroom activities.

THURSDAY FOLDERS and PLANNERS – Lower and intermediate Level Folders will be sent home each Thursday containing student work and parent communication. All papers, corrected assignments and written communications should be saved for the Thursday Folders. At least every other week, the folder will include a communication sheet between teacher and parent about student progress and behavior. Students are expected to return the Thursday Folders each Friday.

Upper Level students will take home their planners on Thursday and have parents sign off on the planner. These planners will be checked on Fridays by the first period teacher during morning meetings.

Students are to be under supervision at all times and are the responsibility of certified personnel. **DO NOT LEAVE A CLASS UNATTENDED FOR EVEN A SHORT PERIOD OF TIME**. An accident may happen in an instant, and you are liable even if you are not present.

"Culture consists of the stable, underlying social meanings that shape beliefs and behavior over time."

-Deal

SPECIAL EDUCATION

If a student has an IEP or 504 Plan, the teacher must be familiar with the document and differentiate instruction to meet the needs of that student. A copy of the goals must be kept in the student's folder in the classroom.

STAFF DEVELOPMENT

There will be many opportunities for staff development during the school year. Each staff member is expected to prepare for and participate in staff development. If you need to miss a staff development session, you are still responsible for the information that was covered.

STANDARDS-BASED PROGRESS REPORTS

All staff will be required to enter their trimester progress monitoring into IC. It is mandatory that teachers maintain a body of evidence to support posted marks.

Teachers have the option of using the grade-book tool on IC.
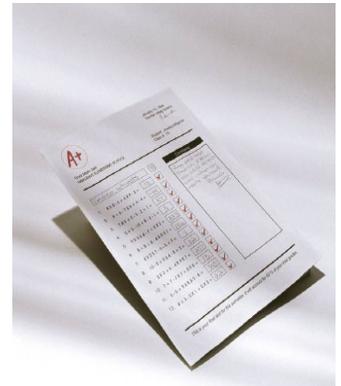
TECHNOLOGY

Technology is very important to the administrative process and instructional program at Cole Arts and Science Academy. Technology must be a part of instruction rather than existing in isolation. Therefore, games and "computer free time" should not be the focus of technology use. Classroom teachers are expected to schedule times to work in the computer lab. Teachers are to remain in the lab with the students and collaborate in the planning and delivery of lessons.

There are three active technology network locations in each classroom. Use only the blue, labeled cables to connect computers to the network.

If you require computer service, please complete a Computer Repair Request and place it in the School Technology Rep's (STR) mailbox. Do not load any software onto computers without the approval and guidance of the STR.

TELEPHONE CALLS

The office phones are for school business only. Please caution your family and friends not to call unless it is a priority matter. Also, your family members should identify themselves for ease in getting messages to staff members. Phone calls will not be transferred to classrooms during instructional times. Phone messages will be routed to your voice mail or sent to you via e-mail. Generally, students may not use the telephone at school. If needed, the teacher may ask a student to call a parent regarding discipline or academics. If you call a student's home, leave a message so the parent knows who called. When paging a person, notify the office so the secretaries can direct the returned call to you.

Each classroom has been equipped with a direct phone line. This means that when calls are placed from within the classroom, the specific phone number for that room will be displayed on caller ID systems. As such, parents can press redial and call directly into the classroom – bypassing the office. The ring tones are different for calls coming from within the building and those from an outside line. **Phone calls should not interrupt the instructional momentum.** If the phone rings with an external tone, please disregard the call and allow it to go to voice mail. Answering calls with the internal ring will facilitate communication between classrooms and the office. If students are assigned to answer the phone, please take time to explain the differences between the ring tones and teach them proper phone etiquette.

The following student greeting should be used:

(Student's Name) speaking- may I help you?"

CELL PHONES- **Cell phones are not to be used during the school day during class time.** Telephone calls made to teachers will be disruptive to the classroom. If you have some special considerations regarding a cell phone, please discuss it with the principal. Students should not have cell phones at school. If students bring a cell phone to school it is at their own risk and the school or faculty is not responsible for lost or stolen cell phones. Students who have a cell phone visible during the school day will have the cell phone confiscated and a parent will have to come to school to retrieve the cell phone.

"Students thrive when they are immersed in an environment defined by shared universal values."

-Elbot and Fulton

TEXTBOOKS

Students will be responsible for textbooks and library books if they are lost or damaged. Fines will be imposed on students, as appropriate, for textbooks and library books that are lost or damaged. Notification will be given to students and parents about the textbook policy. The teacher will inventory all textbooks and classroom resource books at the end of the school year. Classroom libraries are the property of Cole Arts and Science Academy and it is expected that all books assigned to specific classrooms will remain in the rooms at the end of the year.
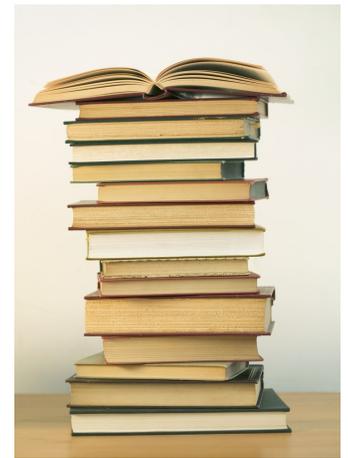
VISITORS TO THE BUILDING

All visitors in the building must have a visitor's pass. Do not allow a visitor into your classroom or in the halls unless the office has authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at school. Parents may not go to a classroom directly to get their child. For early dismissal, the parent will have a note from the office, or you will receive a call from the office.

If you encounter someone in the hall you do not recognize, proceed as follows:

- Ask if you can be of assistance.
- Ask whether or not he/she has reported to the main office. If the person does not have a badge, escort him/her to the office or out the nearest door. Stay with the person until he/she goes to the main office or out of the building and then notify the office.

- Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.
- Notify the office of all unregistered guests.
- Close and lock classroom and office doors when not occupied.

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Cole Arts and Science Academy

Family and Student Handbook
3240 Humbolt St.
Denver, CO 80205
720-423-9120 (office)
720-423-9123 (Fax)
24 Hr. Attendance line: 720-423-9127

http://www.cole.dpsk12.org

Cole Arts and Science Academy

MISSION

At C.A.S.A. each and every child, as a learner of worth and dignity, will achieve stellar academic success in math, science, and humanities through developed communication skills, artistic creativity, scientific inquiry, and advanced technology.

VISION

By 2012, we envision that C.A.S.A. will radiate with excellence from the significant academic and language growth of all students.

BELIEF STATEMENTS

To bring to life our mission and vision, all stakeholders are accountable to uphold the following beliefs.

- EXCEPTIONAL CURRICULUM, INSTRUCTION, and ASSESSEMENT
- HIGHLY-QUALIFIED, SKILLED, CARING, and COMPASSIONATE STAFF
- CHALLENGING, EXPICIT, MEASUREABLE, PUBLIC STUDENT GOALS
- INTENTIONAL POSITIVE CULTURE
- VITAL EXTENDED LEARNING OPPORTUNITIES
- RICH FAMILY AND COMMUNITY INVOLVEMENT
- SAFE, STURCTURED, HEALTHY LEARNING ENVIRONMENT

C.A.S.A. Community Promise

The Cole Arts and Science Academy staff is committed to developing a school culture that is based on respect and kindness. We expect our students to accept responsibility for their behavior, learn from their mistakes, and also learn new behaviors that may help them in becoming good citizens now and in the future.

DREAM:
- DISCOVER (SCIENTIFIC INQUIRY)
- ????
- ????
- ARTISTIC
- ?????

School Hours

School hours for 2008-2009 school year are as follows: 8:45 A.M.-3:45 P.M.

.

Important Numbers
24 Hr. Attendance line: 720-423-XXXX
720-423-9120-School phone
720-423-XXXX (Fax)
http://www.cole.dpsk12.org

School Calendar
The complete Cole Arts and Science Academy calendar is included with this handbook. Please mark your calendars at home with the dates for vacations, holidays, and parent teacher conferences. Parents will be reminded through newsletters at least two weeks in advance when parent/teacher conference days and holidays are scheduled. We are also supplying refrigerator magnets with the year calendar.

Throughout the school year professional development days are held to promote the professional growth of all teachers within the Denver Public School District. Please check the school calendar so that you can make necessary childcare arrangements. You will be reminded of these days in the school newsletter, the *Dragon Tales.*

School Closings (Snow and other emergencies)
The Denver Public Schools policy concerning closing school in inclement weather is as follows:

1.   Occasionally schools are closed for emergencies.

  2. The final decision is made by the Superintendent upon advice of the Transportation Supervisor and/or the other central administrators. The principals are notified when the decision has been made.

  3. The decision is made before 6:00 a.m. of the day affected and radio stations are notified so they can broadcast this information. The official stations are KBCO (97.3 FM), KGNU (88.5 FM), KHOW (630 AM; 95.7 FM), KQKS (107.5 FM), KOSI (101.1 FM), KWBI (91.1 FM), KXKL (KOOL) (105.1 FM), KBVI (1490 AM), KOA (850 AM), KYGO (98.5 FM; 1600 AM), KKFN (950 AM), KBNO (1220 AM), KCFR (90.1 FM), KDKK (104.3 FM), and television stations 4, 7, and 9. This is the only notification you may expect that the schools will be closed.

Academic Assessments

The Colorado Student Assessment Program (CSAP) tests measure progress toward content standards in reading and writing, and math (3rd-7th). Science assessments are in 5th Grade. CSAP tests will be administered in March and April. The results of the 3rd grade CSAP assessments will be distributed before the end of the school year. Fourth and fifth CSAP results are delivered the following fall and discussed during fall parent-teacher conferences. Parents may make an appointment to come in to school and review this data with the principal or teacher in the fall.
In addition, benchmark exams are administered during the school year, which will guide instruction throughout the year. The results of these assessments are shared with parents during

conference periods. These assessments vary from grade to grade and are selected to be developmentally appropriate for individual grade levels.

Arrival Time/ Parent Drop Off

Children should arrive at the school between **8:30-8:40.**. The playgrounds are not supervised before this time. Parents driving their children should be sure that they do not have to cross any moving traffic to safely arrive at the sidewalk area. Students enter the school through the exterior main front entrance. The bell bringing students into the building rings at 8:40 a.m. **Students should not enter the school before 8:35 a.m. unless they have specific business approved by teachers or office staff.** We need to assure adequate supervision for children at all times. Breakfast is served from 8:25-8:40 a.m. each morning in the school lunchroom; students arriving for breakfast should enter at the front doors and proceed to the lunchroom on the third floor.

Attendance and Reporting of Absences

The most important thing parents can do for their children is to make sure they are at school, on time, everyday. When students miss school, they are missing important instructional time. However, if your child is going to be absent due to illness or a family emergency, please call and leave a message at 720-423-XXXX. To ensure the safety and well being of our students, parents of absentee children who have not called in to report the absence will be contacted. School district policy requires that students be in school unless they are too ill to attend. A student who has more than 10 days of unexcused absences (need not be consecutive days) during a school year is in violation of the state attendance law and will be referred to the school social worker.

Parents who know in advance that their child will be absent are asked to send a note to the office prior to the date(s) of the absence. Students will be expected to make up work missed during periods of absence. Allowances will be made to adjust assignments and deadlines when students are ill. **Please do not plan extended family trips during regularly scheduled school days.** Provision of assignments during such absences is at the discretion of the classroom teacher. Extended absences can be very disruptive to a child's educational program. Good attendance is also important for our school funding. DPS has one official attendance count day. This is October 1, 2008. Our school goal is 97-100% average daily attendance. Prompt school attendance is expected.

Tardy Policy

It is important that each student is in their classroom at the start of class when the 8:45 a.m. bell rings. If students are late, they miss important early instruction, and slow the learning of other students when the teacher has to repeat information and instruction. **Tardy students must report to the office and may be asked to make up missed school time during recess periods.**

Except in the event of medical appointments, children are expected to attend all scheduled days of school. Removing students from school on a regular basis for music lessons, gymnastics, or other such activities may cause them to fall behind and is strongly discouraged. Students will not be allowed to leave the school grounds from the time they arrive, by foot, by bicycle or on the school bus, until school is dismissed at 3:45 p.m. Law enforcement authorities will be contacted for any child who is not picked-up by the office closing time at 4:00 p.m. Children cannot be left unattended and unsupervised after office personnel leave. This policy is for the protection of your child(ren).

When a child is to stay after school, prior arrangements for transportation and supervision must be made between student, parent and appropriate school personnel. If a student would like to go home with a friend, either walking or by bus, he/she must have written permission in advance from the parents involved. Under no circumstances may students make these arrangements during the school day, nor will they be permitted to phone home for such purposes.

Parents may phone the school to relay **emergency messages** to students regarding changes in plans for transportation home. These messages must be received prior to 3:30 p.m.

Parents may pick up their child at any time during the school day, but they must report to the school office to sign the child out of school. Students will then be released from the office. Teachers may not directly release students. Only parents (or adults authorized by parents that are listed on the emergency card) may sign children out of school during the school day. Students may be taken out of school by someone other than their parent only when written permission of the parent has been provided in advance. Proof of identification may be requested. **Please alert school administrators to court restraining orders and provide a copy of the official document.** Without legal documentation we cannot restrict pick-up by a non-custodial parent.

Bus Assignments
Bus assignments are made according to the bus routes established each year. Information about bus routes is available by calling the school office or the Denver Public School transportation center at 720-42X-XXX

Students assigned to buses are to ride the same bus each day. **If a change is necessary for them to go home with a friend or to a sitter, they must bring a signed note from home.** The student should show this note to the school office for approval and then present it to the bus driver on the way home.

Bus Rules
Students who do not follow the rules will receive a bus referral. Consequences that follow a referral will be lunch detention, determined by the administration staff. After three referrals, bus riding privileges will be suspended anywhere from 2-5 days. Chronic problems may result in suspension from the bus for the remainder of the year, at which time it will then be the responsibility of parents to arrange for transportation.

Students riding the school bus:
- Must sit in the seats designated by the bus driver, and remain seated for the duration of the trip.
- Must speak in a quiet conversational voice.
- Must follow the bus driver's directions.
- Must not eat or drink on the bus.
- Must not fight, shove, push, or argue.
- Must ride assigned bus. (Students cannot ride any other bus unless given permission by the administrative staff.)

CAFETERIA SERVICES

Breakfast
Served 8:30-8:45 a.m. Students will not be served after 8:45 a.m.

Price: ?? Full Fee   ??? Reduced fee if qualified

Lunch
Lunch periods differ by grade level. Please call the school office if you want to know when your child's grade goes to lunch (720-423-2940)

Price: $??? Full Fee   ??? Reduced Fee if qualified

Please help your children memorize their lunch numbers if they do not know them. For additional information see lunchroom policies in the discipline and procedures section of this handbook.

Free & Reduced Breakfast/Lunch Application Forms
Your child may qualify for free or reduced meals through the district's Food Service Department. Forms are available in the school office—please complete and return them as soon as possible. If you have questions regarding this program please contact the school office (720-423-2940) and ask for the Food Service Manager.

Conferences
DPS has set aside two days during the school year for parent-teacher conferences. We will let you know in the course of the year as to when these days are scheduled. We encourage all parents and/or guardians, however, to be in regular contact with the classroom teacher. If there is a need to contact support staff, we have provided a chart to assist you in deciding which staff member might be able to answer your questions.

Please call the school at (720)423-9120, and the office staff will connect you with the appropriate person.

Please note that the issues below are grouped under the responsible staff contact person:

Classroom Issues (Teacher)	**Health Issues (Nurse)**	**Family Health Issues (Social Worker)**
Homework Concerns	Immunizations	Housing
Classroom Behavior	Glasses	Clothing
Grades	Hearing	Food
Field Trips	Personal Hygiene	Attendance
Attendance	Family Health Issues	Referrals to Outside Agencies
Activities	Allergies/Asthma	
Learning Concerns	Medications	

Mental Health (Psychologist)	**Special Education**	**Principal/Assistant Principal**
Social/Emotional Concerns	Special Ed Classes	Discipline
Assessments	Speech Classes	Bus Concerns
Referrals to Outside Agencies	Learning Concerns	Other Concerns (As needed)
Issues Related to Learning		

It is best to schedule a conference with teachers before or after the instructional day (8:45 a.m.-3:45 p.m.). Please leave a message with either the main office or the voice mail for the teacher and the teacher will contact you.

Administrators will always make the effort to meet with parents whenever a conference is desired.

Requesting conferences with multiple support staff is possible and encouraged. Please let the support staffs know that you desire to do this.

Dress Code
The goal of Cole Arts and Science Academy is to provide a high quality learning environment for all of our students; therefore we have a uniform policy. Families are expected to purchase C.A.S.A. polo shirts from the school. The uniform shirt is to be worn everyday at school as well as khaki pants, shorts that reach the knees or skirts that also reach the knees. The pants/shorts must not be sagging, nor should they be "cargo" pants with multiple pockets all over the pants/shorts. Since C.A.S.A. students will have P.E. every single day students are encouraged to wear appropriate shoes to school that will allow them to participate in the P.E. activities, such as tennis shoes. Hats and coats are not to be worn in the building and students are asked to place these items in their assigned cubby or locker.

Any form of gang attire, as determined by school administration and DPS policy, will not be tolerated. This includes bandanas of any form, dark glasses, sagging pants, pant legs that are rolled up, and clothing worn inappropriately that cause a disruptive effect at C.A.S.A. and our learning environment. School administrators will determine the appropriateness of the clothing and action to take.

Parents will be contacted and the child sent home to change into the appropriate school uniform and then the student is expected to return to school that same day. Since C.A.S.A. does maintain a school uniform policy all students are expected to be in uniform each school day and exceptions will not be made for this policy.

Drop Off/Pick Up

Dismissal time is at 3:45 p.m. and students need to be picked up at this time. In extreme and continuing circumstances, when children are not picked up by 4:00 p.m., the school will contact social services or the police. The school cannot operate as a daycare agency. We do not enjoy taking these actions, but after school is dismissed, parents are responsible for their children, and social services view leaving your child at school after dismissal time as a form of abuse by neglect.

ECE & Kindergarten
A designated person must sign out ECE students. Special arrangements must be made with this teacher. A designated adult must either pick up kindergarten students at school or at the bus stop. If no one is at the bus stop, the bus driver will return the student to C.A.S.A. and the above late pick-up policy will apply.

Walkers
In order to be safe, all students walking home must cross at the designated crosswalks.

Parent Pick-up (Parking Options)
Parents picking up students should park…………????????

The bus pick-up and drop-off zone in the front of the school also poses safety hazards. Please do not use this area for pick up and drop off before and after school. ?????????????????

Bus Riders
Students riding the bus are to follow bus safety rules. Once dropped off at the bus stop, students are to walk home immediately. It is suggested that parents walk their children to the bus stop in the morning and pick up children when the bus drops them off at the end of the school day.

Sibling Pick Up
Older siblings picking up students early from school must sign out their younger brother/sister in the office, and must be on the emergency list for designated contacts. If they are just walking their younger siblings home, our policy is for them to remain outside of the school building to pick up their brother/sister as classes are dismissed at 3:45 p.m.

Early Pick-up
A parent/guardian must report to the office to sign his/her child out of school early. Please don't go to the classroom. The teacher will be contacted and will send your child to the office with their things. Students will only be released to the parent, guardian, or any person listed as an emergency contact on the registration card. Please notify the office of any other arrangement if your child needs to be picked up by an adult who is **NOT** listed on your child's registration card. Please note that a person **NOT** listed on the registration card won't be allowed to take your child without notification from you and without a picture ID identifying them as the person you told us would be picking up your student. **WE WILL STRICTLY ADHERE TO THIS POLICY.**

Emergency Phone Numbers

We especially need emergency phone numbers. We need at least **three** names and phone numbers. If your information changes over the school year, please keep us updated. Every year we have a few fairly serious emergencies and we are unable to find parents whose children need them because we have not been provided updated emergency phone number or addresses. Thank you for this important information.

Health Care

Please keep your emergency phone numbers on file in the office up to date at all times.

Children live active, busy lives and occasionally get bumps and bruises, lose teeth, and have upset stomachs during their daily activities. Since we do not have a full time school nurse, or policy is to only call parents if the child's condition is significant. Normal childhood scrapes and complaints will be handled within the school setting.

Homework Policy

Homework will support student learning and be related to the classroom curriculum. Approximate time expectations are: 10-20 minutes grades K-2

30 minutes in 3rd grade
40 minutes in 4th grade
50 minutes in 5th grade
60 minutes in 6th grade
70 minutes in 7th grade

Teachers will communicate homework expectations throughout the school year. In the upper grades, students may have a notebook for recording assignments. Parents at all grade levels will be informed about grade level expectations through the classroom newsletter. Teachers at each grade level will work together to assign a reasonable amount of homework. Homework assignments will be connected to classroom lessons and may include practice assignments including math facts and handwriting. Assignments may vary according to student ability.

It is helpful if parents can help students structure their time so that homework is done on a consistent basis at a comfortable location in the home. It is also suggested parents have a system in place for students to remember to bring their work in the morning.

Please contact your student's classroom teacher at any time if you have questions about homework.

Internet and Computer Use

Students have access to computers in the classroom for individual use. For larger groups of students, we have a computer lab. Specific computer skills are taught to each grade level. The internet is used for research, particularly in the upper level grades. Internet use must occur under the direct visual supervision of a staff member. All students are asked to sign an Internet use form before using the computers to access the Internet. Inappropriate use of the internet will result in suspension of computer privileges for that student.

Library

The library is utilized on a regular basis by all students in ECE-7th grades. It is open to individual students throughout the school day. Information skills, which integrate with the curriculum, are cooperatively planned and taught by the Media Specialist and classroom teachers. Students are responsible for the cost of replacing any books that are lost when checked out in their name. Parents will be notified periodically of overdue books. Throughout the year, students may receive some free books to keep through various grants we apply for each year.

Lost and Found

A lost and found is maintained in the main office for small or valuable items. **Students should have their names on all clothing and other items brought to school.**

Medications

DPS policy requires that no medication may be given at school without a signed DPS form. This policy includes all over-the-counter medication, chap stick, cough drops, lotion, etc.)

Prescription medications may be given only with both the parent's and the doctor's signatures on a DPS medication form. Medications must be in their original container with the student's name on the label. Also, refilling a prescription is the parent's responsibility.

The only exception to the above protocol is that Tylenol may be given to students, in emergencies, if parents have signed the medication permission slip.

Money and Personal Property

Personal property brought to school should be kept to an absolute minimum. All articles of clothing should be labeled clearly with the student's name in ink so that if it is lost or misplaced it may be returned to its owner. **Students may not bring ipods, MP3 players, c.d.'s, cell phones, hand held games or trading cards to school without prior permission of their teachers.** We understand that parents might want their students to have a phone for safety reasons – and to keep track of a busy teenager after school! We would like to support that desire. However, during school hours (8:45 a.m. to 3:45 p.m.), phones and pagers can be very distracting. If students have an emergency and need to use a phone, they should always ask an adult for permission to use a school phone. If students have a phone at school, it should always be turned off and kept secured and out of sight/ sound during school hours. If a communication device rings during the school day, it will be confiscated and brought to the administration. If it is the first offense, the student may reclaim the phone at the end of the school day. Upon the second offense, the communication device will be kept for a week and a parent or guardian must come to the school to reclaim it. Further offenses result in a longer and longer confiscation period. Personal property brought to school is the responsibility of the student, and at their own risk. C.A.S.A. staff, nor Denver Public Schools is responsible for any lost or stolen items.

Newsletters and Thursday Folders

The school newsletter, Dragon Tales, will keep parents informed about the school calendar, lunch menus and information about all school programs. The newsletter is sent home twice a month in Thursday Folders. In addition, teachers might send home classroom newsletters as needed.

Parents are encouraged to send notes to teachers about any concerns they have either with school or at home. Teachers appreciate having a better understanding of their students and welcome comments and questions from parents.

Visitors should always check in at the office when visiting classrooms, the cafeteria and playground. **We require that all visitors wear name tags handed out in the office and sign the visitor roster.** Parents are always welcome as classroom visitors or helpers.

Non Discrimination Policy

Denver Public Schools does not discriminate against anyone in the school system on the basis of race, age, marital status, creed, color, sex, disability or national origin. Denver Public Schools will not tolerate discrimination, harassment, or violence against anyone, including students and staff members, regardless of race, ethnicity, gender, sexual orientation, age, disability or religion.

Questions or concerns should be addressed to the principal.

If you have special needs due to a disability, and wish to request accommodations in order to participate in a school activity, please notify the Principal of the school or Central office at (720) 423-9120 at least two (2) days in advance of the event so that appropriate arrangements for reasonable accommodations may be made.

PTSA
All parents are welcome and encouraged to attend monthly PTSA meetings on ?????? at ????????? pm. Minutes from each meeting are published in the school newsletter.

Pets
Cats and dogs are not allowed in the school or on school property. Animals of educational interest are allowed in the classroom with prior permission of the classroom teacher and when accompanied by the owner. Animals may **not** be transported on the school bus. Unsupervised animals seen on school grounds will be reported to the Animal Control Officer for removal.

Recess
All students have an outdoor recess period in combination with lunch. The decision to remain inside for recess due to inclement weather is made by the principal and staff member supervising the playground.

Children should come adequately dressed for outside recess every day. Most teachers will also provide a supervised 15 minute recess in the morning and/or afternoon.

Report Cards
Report cards are sent home in ?????? and at the end of the school year. Please contact the classroom teacher if you have any comments or concerns regarding the report card.

SIT (School Improvement Team)
The School Improvement Team is composed of parents, teachers, the principal, other school staff and community members. Part of the Colorado's educational accountability program, SIT goals and objectives build and strengthen Cole Arts and Science Academy for students' success. This team will also help us prepare for the accreditation process that occurs every five years. Meetings are ??????? and are open to the parents and the public. Please sign up using the volunteer form or speak with the principal if this area is of interest.

Telephones
The school phones may be used by students only for calling home on school related business. Permission must be obtained from a staff member before using the school phones.

All teachers have a voice mail extension. When parents phone during school hours they may request to leave a phone message for the teacher by being transferred to the teacher's voice mail. Teachers typically check for messages at the end of the school day and will return calls within 24 hours. All teachers have an e-mail address as well.

Visiting Cole Arts and Science Academy
Parents and guardians are always welcome and encouraged to visit our school. Please check in at the main office to pick up a **Visitor's Pass**. The office will then notify the teacher of your arrival.

Classroom visitations are **NOT** the time for parent conferences with the teacher. If a parent conference is desired, one will be scheduled during a non-instructional time.

All visitors are expected to follow and respect the school rules and procedures. Inappropriate behavior will not be tolerated. When adults engage in any type of verbally or physically

aggressive behavior at school or on school grounds, Denver Public Schools Security will be called IMMEDIATELY.

Volunteers

The school encourages parents to volunteer. Volunteers are needed to work at all levels and with classroom programs, under the supervision of the teacher. Volunteers are also welcome in the library, and the health room. Volunteers must undergo a background check and are trained in the area of confidentiality. If you are interested in volunteering, please schedule a time with the classroom teacher. Some opportunities for volunteer involvement at C.A.S.A. are:

- Adopt a Classroom
- Fundraising
- Committee Members
- Field Trip Chaperones

Web Page

www.cole.dpsk12.org

Family and Student Handbook Return Form

Please return this form to the office after reviewing the information in the Family and Student Handbook with your child(ren).

_____

I have reviewed the Family and Student Handbook, with my student(s).

_____

Student Name   Teacher

_____

Student Name   Teacher

_____

Student Name   Teacher

_____

Student Signature   date

_____

Student Signature   date

_____

Student Signature   date

_____

Parent Signature   date

Thank you for supporting Cole Arts and Science Academy! We look forward to working together to ensure your child's safety and academic success.

<mark>PLEASE RETURN BY September 1, 2008</mark>

School Number	188
School Name	Cole

FY 09-10 PROJECTED ENROLLMENT (ECE - 12 at a 1.0)

ECE	49
K	80
Grades 1-8	485
Total	614
MM	60

Required Purchases

Morgridge / DLL Title I Funds	-
Morgridge / DLL Morgridge Funds	-
Morgridge / DLL General Fund (See Non-Salary Tab)	-
General Funds Art Match	1.00
General Funds Advanced Kinder Match	-
ESL Teacher	2.00
Nurse Days Minimum	2.00
Mental Health Days Minimum	2.50
Mild Moderate Minimum FTE	3.50
Mill Levy Facilitator	0.75
Title II Facilitator	0.25

How many students are you expecting to be OVER projections

How many students are you expecting to be UNDER projections

614	Total Students allocated to classrooms
-	Students Remaining to Allocate

FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	General Fund Type	FTE	ECE Allocations Type	FTE	Kinder Allocations Type	FTE	Mill Levy 1998 & 2003 Type	FTE	Title I School Wide Type	FTE	Title II Type	FTE	Grant Type	FTE	FTE's Budgeted Centrally Type	FTE
0188-FY0910-1	ECE	16			Tuition Based ECE Regular Teacher	1.00												
0188-FY0910-1																		
0188-FY0910-1																		
0188-FY0910-2	ECE	16			CPP ECE Regular Teacher	1.00												
0188-FY0910-2																		
0188-FY0910-2																		
0188-FY0910-3	ECE	17			Head Start ECE Regular Teacher	0.50												
0188-FY0910-3					CPP ECE Regular Teacher	0.50												
0188-FY0910-3																		
0188-FY0910-4	KINDER	27					Mill Levy Kinder Regular Teacher	0.50										
0188-FY0910-4							Kinder Match - ELA-E Teacher	0.50										
0188-FY0910-4																		
0188-FY0910-5	KINDER	27					Mill Levy Kinder Regular Teacher	0.50										
0188-FY0910-5							Kinder Match - ELA-E Teacher	0.50										
0188-FY0910-5																		
0188-FY0910-6	KINDER	26					CPP Kinder Regular Teacher	0.50										
0188-FY0910-6							Kinder Match - ELA-S Teacher	0.50										
0188-FY0910-6																		
0188-FY0910-7	1/2	28	ELA - S Teacher (Conversion)	0.72														
0188-FY0910-7			ELA - S Teacher	0.28														
0188-FY0910-7																		
0188-FY0910-8	1	28	Targeted Inverventions Teacher	1.00														
0188-FY0910-8																		
0188-FY0910-8																		
0188-FY0910-9	1	28	ELA - E Teacher	0.50														
0188-FY0910-9																	UCD Intern	0.50
0188-FY0910-9																		
0188-FY0910-10	1/2	23	Targeted Inverventions Teacher	1.00														
0188-FY0910-10																		
0188-FY0910-10																		
0188-FY0910-11	2	23	Targeted Inverventions Teacher	1.00														
0188-FY0910-11																		
0188-FY0910-11																		
0188-FY0910-12	2	23	Targeted Inverventions Teacher	1.00														
0188-FY0910-12																		
0188-FY0910-12																		
0188-FY0910-13	3	21	Targeted Inverventions Teacher	1.00														
0188-FY0910-13																		
0188-FY0910-13																		
0188-FY0910-14	3	21	ELA - E Teacher	1.00														
0188-FY0910-14																		
0188-FY0910-14																		
0188-FY0910-15	3/4	21	Targeted Inverventions Teacher	1.00														
0188-FY0910-15																		
0188-FY0910-15																		
0188-FY0910-16	3/4	24	Targeted Inverventions Teacher	1.00														
0188-FY0910-16																		
0188-FY0910-16																		
0188-FY0910-17	4/5	24	Targeted Inverventions Teacher	1.00														
0188-FY0910-17																		

FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	General Fund Type	FTE	ECE Allocations Type	FTE	Kinder Allocations Type	FTE	Mill Levy 1998 & 2003 Type	FTE	Title I School Wide Type	FTE	Title II Type	FTE	Grant Type	FTE	FTE's Budgeted Centrally Type	FTE
0188-FY0910-17																		
0188-FY0910-18	4/5	22	ELA - E Teacher	0.50														
0188-FY0910-18																	UCD INTERN	0.50
0188-FY0910-18																		
0188-FY0910-19	5	21	ELA - E Teacher	1.00														
0188-FY0910-19																		
0188-FY0910-19																		
0188-FY0910-20	5	22	ELA - E Teacher	1.00														
0188-FY0910-20																		
0188-FY0910-20																		
0188-FY0910-21	6	28	ELA - E Teacher	1.00														
0188-FY0910-21																		
0188-FY0910-21																		
0188-FY0910-22	6	28	ELA - E Teacher	1.00														
0188-FY0910-22																		
0188-FY0910-22																		
0188-FY0910-23	7/8 Soc Studies	23	ELA - E Teacher	1.00														
0188-FY0910-23																		
0188-FY0910-23																		
0188-FY0910-24	7/8 Literacy	23	ELA - E Teacher	1.00														
0188-FY0910-24																		
0188-FY0910-24																		
0188-FY0910-25	7/8 Math	27	ELA - E Teacher	1.00														
0188-FY0910-25																		
0188-FY0910-25																		
0188-FY0910-26	7/8 Science	27	ELA - E Teacher	1.00														
0188-FY0910-26																		
0188-FY0910-26																		
0188-FY0910-27	M/M		Mild/Moderate Teacher	1.00														
0188-FY0910-27																		
0188-FY0910-27																		
0188-FY0910-28	M/M		Mild/Moderate Teacher	1.00														
0188-FY0910-28																		
0188-FY0910-28																		
0188-FY0910-29	M/M		Mild/Moderate Teacher	1.00														
0188-FY0910-29																		
0188-FY0910-29																		
0188-FY0910-30	M/M		Mild/Moderate Teacher	0.50														
0188-FY0910-30	Chng per Principal																	
0188-FY0910-30	request 2-23-09 to .5																	
0188-FY0910-31	ART								ML Arts Regular Teacher	1.00								
0188-FY0910-31																		
0188-FY0910-31																		
0188-FY0910-32	MUSIC		Arts Teacher (General Fund Match)	1.00														
0188-FY0910-32																		
0188-FY0910-32																		
0188-FY0910-33	ESL		ESL / Zone Teacher	1.00														
0188-FY0910-33																		
0188-FY0910-33																		
0188-FY0910-34	ESL		ESL / Zone Teacher	1.00														
0188-FY0910-34																		
0188-FY0910-34																		
0188-FY0910-35	G/T		Gifted & Talented Teacher	0.50														
0188-FY0910-35																		
0188-FY0910-35																		
0188-FY0910-36	LIBRARY		Librarian	1.00														
0188-FY0910-36																		

FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	General Fund		ECE Allocations		Kinder Allocations		Mill Levy 1998 & 2003		Title I School Wide		Title II		Grant		FTE's Budgeted Centrally	
			Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE
0188-FY0910-36																		
0188-FY0910-37	COUNSELOR		Guidance Counselor	1.00														
0188-FY0910-37																		
0188-FY0910-37																		
0188-FY0910-38	STUDENT ADVISOR		Student Advisor	1.00														
0188-FY0910-38																		
0188-FY0910-38																		
0188-FY0910-39	COMPUTER TECH		Regular/Supplemental Teacher	0.79														
0188-FY0910-39									ML Technology Regular Teacher	0.21								
0188-FY0910-39																		
0188-FY0910-40	PE		Regular/Supplemental Teacher	1.00														
0188-FY0910-40																		
0188-FY0910-40																		
0188-FY0910-41	PE		Regular/Supplemental Teacher	1.00														
0188-FY0910-41																		
0188-FY0910-41																		
0188-FY0910-42	FACILTITATOR								ML Facilitator,Elem Humanities181	0.50								
0188-FY0910-42																		
0188-FY0910-42																		
0188-FY0910-43	FACILTITATOR								ML Facilitator, Elem Math/Sci 181	0.25								
0188-FY0910-43													Title II Facilitator, Elem Math/Sci 181	0.25				
0188-FY0910-43																		
0188-FY0910-44	INTERVENTION										Title I Teacher	1.00						
0188-FY0910-44																		
0188-FY0910-44																		
0188-FY0910-45	INTERVENTION										Title I Teacher	1.00						
0188-FY0910-45																		
0188-FY0910-45																		
0188-FY0910-46	INTERVENTION										Title I Teacher	0.75						
0188-FY0910-46			Intervention Teacher	0.25														
0188-FY0910-46																		
0188-FY0910-47	INTERVENTION		Intervention Teacher	1.00														
0188-FY0910-47																		
0188-FY0910-47																		
0188-FY0910-48	UCD COORD		TOSA	0.50														
0188-FY0910-48																		
0188-FY0910-48																		
0188-FY0910-49	ENRICHMENT COORD		TOSA	0.50														
0188-FY0910-49																		
0188-FY0910-49																		
0188-FY0910-50	NURSE		Nurse	2.50														
0188-FY0910-50																		
0188-FY0910-50																		
0188-FY0910-51	SOCIAL WORKER		Social Worker	2.50														
0188-FY0910-51																		
0188-FY0910-51																		
0188-FY0910-52	PSYCHOLOGIST		Psychologist	1.00														
0188-FY0910-52																		
0188-FY0910-52																		
0188-FY0910-53																		
0188-FY0910-53																		
0188-FY0910-53																		
0188-FY0910-54																		
0188-FY0910-54																		
0188-FY0910-54																		
0188-FY0910-55																		
0188-FY0910-55																		

			General Fund		ECE Allocations		Kinder Allocations		Mill Levy 1998 & 2003		Title I School Wide		Title II		Grant		FTE's Budgeted Centrally	
FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE
0188-FY0910-55																		
0188-FY0910-56																		
0188-FY0910-56																		
0188-FY0910-56																		
0188-FY0910-57																		
0188-FY0910-57																		
0188-FY0910-57																		
0188-FY0910-58																		
0188-FY0910-58																		
0188-FY0910-58																		
0188-FY0910-59																		
0188-FY0910-59																		
0188-FY0910-59																		
0188-FY0910-60																		
0188-FY0910-60																		
0188-FY0910-60																		
0188-FY0910-61																		
0188-FY0910-61																		
0188-FY0910-61																		
0188-FY0910-62																		
0188-FY0910-62																		
0188-FY0910-62																		
0188-FY0910-63																		
0188-FY0910-63																		
0188-FY0910-63																		
0188-FY0910-64																		
0188-FY0910-64																		
0188-FY0910-64																		
0188-FY0910-65																		
0188-FY0910-65																		
0188-FY0910-65																		
0188-FY0910-66																		
0188-FY0910-66																		
0188-FY0910-66																		
0188-FY0910-67																		
0188-FY0910-67																		
0188-FY0910-67																		
0188-FY0910-68																		
0188-FY0910-68																		
0188-FY0910-68																		
0188-FY0910-69																		
0188-FY0910-69																		
0188-FY0910-69																		
0188-FY0910-70																		
0188-FY0910-70																		
0188-FY0910-70																		
0188-FY0910-71																		
0188-FY0910-71																		
0188-FY0910-71																		
0188-FY0910-72																		
0188-FY0910-72																		
0188-FY0910-72																		
0188-FY0910-73																		
0188-FY0910-73																		
0188-FY0910-73																		
0188-FY0910-74																		
0188-FY0910-74																		

FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	General Fund		ECE Allocations		Kinder Allocations		Mill Levy 1998 & 2003		Title I School Wide		Title II		Grant		FTE's Budgeted Centrally	
			Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE
0188-FY0910-74																		
0188-FY0910-75																		
0188-FY0910-75																		
0188-FY0910-75																		
0188-FY0910-76																		
0188-FY0910-76																		
0188-FY0910-76																		
0188-FY0910-77																		
0188-FY0910-77																		
0188-FY0910-77																		
0188-FY0910-78																		
0188-FY0910-78																		
0188-FY0910-78																		
0188-FY0910-79																		
0188-FY0910-79																		
0188-FY0910-79																		
0188-FY0910-80																		
0188-FY0910-80																		
0188-FY0910-80																		

09-10 ADMIN Position Number		
0188-FY0910-ADMIN-1	Principal	1.00
0188-FY0910-ADMIN-2	Asst. Principal	1.00
0188-FY0910-ADMIN-3	Office Manager	1.00
0188-FY0910-ADMIN-4		
0188-FY0910-ADMIN-5		

09-10 CLERICAL Position Number		
0188-FY0910-CLERICAL-1	Secretary I - 200 Day	1.00
0188-FY0910-CLERICAL-2	Office Support I	1.00
0188-FY0910-CLERICAL-3		
0188-FY0910-CLERICAL-4		
0188-FY0910-CLERICAL-5		
0188-FY0910-CLERICAL-6		
0188-FY0910-CLERICAL-7		

GF Funding Summary

CLASSROOM STAFF

Regular/Supplemental Teacher	2.79
Gifted & Talented Teacher	0.50
Gifted & Talented Itinerant Teacher	-
Mild/Moderate Teacher	3.50
MM Intervention Teacher	-
ESL / Zone Teacher	2.00
ELA - E Teacher	10.00
ELA - S Teacher	0.28
ELA - S Teacher (Conversion)	0.72
Librarian	1.00
Library Tech	-
Intervention Teacher	1.25
Arts Teacher (General Fund Match)	1.00
Administrative Assistant	-
Reading Recovery (DLL - Match)	-
Guidance Counselor	1.00
Student Advisor	1.00
Nurse	2.50
Psychologist	1.00
Social Worker	2.50
General Fund Facilitator, Humanities	-
General Fund Facilitator, Math/Sci	-
Extra Allocations Teacher	-
Extra Allocations TOSA	-
Targeted Inverventions Teacher	8.00
Targeted Inverventions Math/Sci Facilitator	-
Targeted Inverventions Humanities Facilitator	-
Targeted Inverventions Nurse	-
Targeted Inverventions Psychologist	-
Targeted Inverventions Social Worker	-
Targeted Inverventions Intervention Teacher	-
TOSA	1.00
CLASSROOM STAFF TOTAL	**40.04**

ADMINISTRATIVE STAFF

Principal	1.00

ECE Summary

Tuition Based ECE Regular Teacher	1.00
CPP ECE Regular Teacher	1.50
Head Start ECE Regular Teacher	0.50
Early Reading First ECE Regular Teacher	-
Total	**3.00**

Kinder Summary

Tuition Based Kinder Regular Teacher	-
GF Program Kinder Regular Teacher	-
Advanced Kinder Regular Teacher	-
Advanced Kinder GF Match Regular Teacher	-
Mill Levy Kinder Regular Teacher	1.00
CPP Kinder Regular Teacher	0.50
Kinder Match - Regular Teacher	-
Kinder Match - ELA-E Teacher	1.00
Kinder Match - ELA-S Teacher	0.50
Total	**3.00**

ML Summary

ML Technology Regular Teacher	0.21
ML Facilitator,Elem Humanities181	0.50
ML Facilitator, Elem Math/Sci 181	0.25
ML Regular Teacher (Facilitator Conv)	-
ML Arts Regular Teacher	1.00
Total	**1.96**

Title I Summary

Title I Teacher	2.75
Title I Facilitator, Elementary, Humanities/Soc.Studies 181	-
Title I Facilitator, Elementary, Math/Science 181	-
	-
	-
Total	**2.75**

Title II Summary

Title II Facilitator,Elem Humanities181	-
Title II Facilitator, Elem Math/Sci 181	0.25
Total	**0.25**

Grant Summary

FTE	-
Total	**-**

Central Summary

FTE	1.00
Total	**1.00**

FY 09-10 CLASSROOM Position Number	GRADE/COURSE	Class Size	General Fund		ECE Allocations		Kinder Allocations		Mill Levy 1998 & 2003		Title I School Wide		Title II		Grant		FTE's Budgeted Centrally	
			Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE	Type	FTE
			Asst. Principal	1.00														
			Business Manager	-														
			Office Manager	1.00														
			ADMINISTRATIVE STAFF TOTAL	3.00														

CLERICAL STAFF	
Secretary II - 200 Day	-
Secretary I - 200 Day	1.00
Office Support I	1.00
Bookkeeper II	-
CLERICAL STAFF TOTAL	2.00

BR:	0188	SCHOOL NAME:	Cole

CLASSROOM STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	GRADE/COURSE	# OF STUDENTS	POSITION DESCRIPTION	FUNDING SOURCES		
							LAWSON	CAYENTA	FTE
0188-FY0910-1	1.00	Ballester, Cecilia	100020656	ECE	16	Tuition Based ECE Regular Teacher	188110040191329110	29188110040191320110	1.00
									-
									-
0188-FY0910-2	1.00	Brown, Lynn	100019380	ECE	16	CPP ECE Regular Teacher	18811004031412K110	19188110040314120110	1.00
									-
0188-FY0910-3	1.00	Gossman, Christina	100193556	ECE	17	Head Start ECE Regular Teacher	188110040860027110	27188110040860020110	0.50
						CPP ECE Regular Teacher	18811004031412K110	19188110040314120110	0.50
0188-FY0910-4	1.00	Orr, Gabriela	100033432	KINDER	27	Mill Levy Kinder Regular Teacher	188110018192320N110	16188110018192320110	0.50
						Kinder Match - ELA-E Teacher	188110018314521110	10188110018314520110	0.50
									-
0188-FY0910-5	1.00	Holliday, Mary Pat	100020659	KINDER	27	Mill Levy Kinder Regular Teacher	188110018192320N110	16188110018192320110	0.50
						Kinder Match - ELA-E Teacher	188110018314521110	10188110018314520110	0.50
									-
0188-FY0910-6	1.00	Adrianzen, Cecilia	100020660	KINDER	26	CPP Kinder Regular Teacher	18811001831422K110	19188110018314220110	0.50
						Kinder Match - ELA-S Teacher	188110018314621110	10188110018314620110	0.50
0188-FY0910-7	1.00	Baldy, Christina	100194931	1/2	28	ELA - S Teacher (Conversion)	188110018314621110	10188110018314620110	0.72
						ELA - S Teacher	188110018314621110	10188110018314620110	0.28
0188-FY0910-8	1.00	Moran, Amanda	100036192	1	28	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
									-
0188-FY0910-9	1.00	Aas-Jakobsen, Courtney	100036253	1	28	ELA - E Teacher	188110018314521110	10188110018314520110	0.50
						UCD Intern			0.50
0188-FY0910-10	1.00	Alvarez, Emelith	100033341	1/2	23	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
									-
0188-FY0910-11	1.00	Wood, Lisa	100017926	2	23	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
0188-FY0910-12	1.00	Livingston, Gina	100194219	2	23	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
									-
0188-FY0910-13	1.00	Turner, Mindy	100191074	3	21	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
0188-FY0910-14	1.00	VACANT	VACANT	3	21	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
									-
0188-FY0910-15	1.00	Rahn, Zachary	100192420	3/4	21	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
0188-FY0910-16	1.00	VACANT	VACANT	3/4	24	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
									-
0188-FY0910-17	1.00	VACANT	VACANT	4/5	24	Targeted Inverventions Teacher	188110018002021110	10188110018002020110	1.00
									-
0188-FY0910-18	1.00	Viehl, Tamara	100036377	4/5	22	ELA - E Teacher	188110018314521110	10188110018314520110	0.50
						UCD INTERN			0.50
0188-FY0910-19	1.00	Bellis, Caroline	100075811	5	21	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
0188-FY0910-20	1.00	Painter, Rebecca	100037423	5	22	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
									-
0188-FY0910-21	1.00	VACANT	VACANT	6	28	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
0188-FY0910-22	1.00	VACANT	VACANT	6	28	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
									-
0188-FY0910-23	1.00	Page, Michelle	100036486	7/8 Soc Studies	23	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
0188-FY0910-24	1.00	VACANT	VACANT	7/8 Literacy	23	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
									-
0188-FY0910-25	1.00	Olsen, George	100194929	7/8 Math	27	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
0188-FY0910-26	1.00	Winter, Amy	100021199	7/8 Science	27	ELA - E Teacher	188110018314521110	10188110018314520110	1.00
									-
									-
0188-FY0910-27	1.00	Haynie, Juanita	100017913	M/M		Mild/Moderate Teacher	188121701313321110	10188121701313320110	1.00
									-
0188-FY0910-28	1.00	Cooper, Benjamin	100034340	M/M		Mild/Moderate Teacher	188121701313321110	10188121701313320110	1.00
									-
									-
0188-FY0910-29	1.00	Puhl, Danielle	100193960	M/M		Mild/Moderate Teacher	188121701313321110	10188121701313320110	1.00
									-
0188-FY0910-30	0.50	VACANT	VACANT	M/M		Mild/Moderate Teacher	188121701313321110	10188121701313320110	0.50
									-
									-
0188-FY0910-31	1.00	VACANT	VACANT	ART		ML Arts Regular Teacher	188110018007921N110	16188110018007920110	1.00
									-
0188-FY0910-32	1.00	Cairns, Celesta	100022515	MUSIC		Arts Teacher (General Fund Match)	188110018007921110	10188110018007920110	1.00
									-
									-
0188-FY0910-33	1.00	Carey, Julie	100193717	ESL		ESL / Zone Teacher	188110018314721110	10188110018314720110	1.00
									-

CLASSROOM STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	GRADE/COURSE	# OF STUDENTS	POSITION DESCRIPTION	FUNDING SOURCES		FTE
							LAWSON	CAYENTA	
0188-FY0910-34	1.00	VACANT	VACANT	ESL		ESL / Zone Teacher	188110018314721110	10188110018314720110	1.00
									-
0188-FY0910-35	0.50	Sandberg, Karen	100017927	G/T		Gifted & Talented Teacher	188110070315021110	10188110070315020110	0.50
									-
0188-FY0910-36	1.00	Fakolt, Jennifer	100036227	LIBRARY		Librarian	188222222000021110	10188222222000020110	1.00
									-
									-
0188-FY0910-37	1.00	VACANT	VACANT	COUNSELOR		Guidance Counselor	188212120000021110	10188212120000020110	1.00
									-
0188-FY0910-38	1.00	VACANT	VACANT	STUDENT ADVISOR		Student Advisor	188212120000021110	10188212120000020110	1.00
									-
0188-FY0910-39	1.00	Workman, Edward	100018452	COMPUTER TECH		Regular/Supplemental Teacher	188110018000021110	10188110018000020110	0.79
							ML Technology Regular Teacher	188110018008872J110	12188110018008720110	0.21
									-
0188-FY0910-40	1.00	Belis, John	100019169	PE		Regular/Supplemental Teacher	188110018000021110	10188110018000020110	1.00
									-
									-
0188-FY0910-41	1.00	Crippen, Stuart	100019398	PE		Regular/Supplemental Teacher	188110018000021110	10188110018000020110	1.00
									-
0188-FY0910-42	0.50	Beckler, Val	100021038	FACILTITATOR		ML Facilitator, Elem Humanities181	18822217008862J110	12188222217008620110	0.50
									-
0188-FY0910-43	0.50	Nestor, Ann	100021454	FACILTITATOR		ML Facilitator, Elem Math/Sci 181	18822215008862J110	12188222215008620110	0.25
							0.25	188222215436727110	27188222215436720110	0.25
0188-FY0910-44	1.00	Perez, Jessica	100017510	INTERVENTION		Title I Teacher	188110018401027110	27188110018401020110	1.00
									-
									-
0188-FY0910-45	1.00	George, Daena	100195081	INTERVENTION		Title I Teacher	188110018401027110	27188110018401020110	1.00
									-
0188-FY0910-46	1.00	VACANT	VACANT	INTERVENTION		Title I Teacher	188110018401027110	27188110018401020110	0.75
							Intervention Teacher	188110018000021110	10188110018000020110	0.25
									-
0188-FY0910-47	1.00	VACANT	VACANT	INTERVENTION		Intervention Teacher	188110018000021110	10188110018000020110	1.00
									-
0188-FY0910-48	0.50	VACANT	VACANT	UCD COORD		TOSA	188222200000021110	10188222200000020110	0.50
									-
									-
0188-FY0910-49	0.50	VACANT	VACANT	ENRICHMENT COORD		TOSA	188222200000021110	10188222200000020110	0.50
									-
0188-FY0910-50	2.50	Morgan Nee Martinez, Marilyn	100191755	NURSE		Nurse	188212134000021110	10188212134000020110	2.50
									-
0188-FY0910-51	2.50	Zetterstrom, Leslie	100007062	SOCIAL WORKER		Social Worker	188212113000021110	10188212113000020110	2.50
									-
0188-FY0910-52	1.00			PSYCHOLOGIST		Psychologist	188212140000021110	10188212140000020110	1.00
									-
									-
0188-FY0910-53	-								-
									-
0188-FY0910-54	-								-
									-
0188-FY0910-55	-								-
									-
0188-FY0910-56	-								-
									-
0188-FY0910-57	-								-
									-
0188-FY0910-58	-								-
									-
0188-FY0910-59	-								-
									-
0188-FY0910-60	-								-
									-
0188-FY0910-61	-								-
									-
0188-FY0910-62	-								-
									-
0188-FY0910-63	-								-
									-
0188-FY0910-64	-								-
									-
0188-FY0910-65	-								-
									-
0188-FY0910-66	-								-
									-
0188-FY0910-67	-								-
									-
0188-FY0910-68	-								-
									-
0188-FY0910-69	-								-

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CLASSROOM STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	GRADE/COURSE	# OF STUDENTS	POSITION DESCRIPTION	FUNDING SOURCES		
							LAWSON	CAYENTA	FTE
									-
0188-FY0910-70	-								-
									-
0188-FY0910-71	-								-
									-
0188-FY0910-72	-								-
									-
0188-FY0910-73	-								-
									-
0188-FY0910-74	-								-
									-
0188-FY0910-75	-								-
									-
0188-FY0910-76	-								-
									-
0188-FY0910-77	-								-
									-
0188-FY0910-78	-								-
									-
0188-FY0910-79	-								-
									-
0188-FY0910-80	-								-
									-

ADMINISTRATIVE STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	POSITION DESCRIPTION	FUNDING SOURCES		
					LAWSON	CAYENTA	FTE
0188-FY0910-ADMIN-1	1.00			Principal	188242410000011110	10188242410000010110	1.00
0188-FY0910-ADMIN-2	1.00			Asst. Principal	188242410000011110	10188242410000010110	1.00
0188-FY0910-ADMIN-3	1.00			Office Manager	188242410000011110	10188242410000010110	1.00
0188-FY0910-ADMIN-4	-						-
0188-FY0910-ADMIN-5	-						-

CLERICAL STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	POSITION DESCRIPTION	FUNDING SOURCES		
					LAWSON	CAYENTA	FTE
0188-FY0910-CLERICAL-1	1.00			Secretary I - 200 Day	188242410000051110	10188242410000050110	1.00
0188-FY0910-CLERICAL-2	1.00			Office Support I	188242410000051110	10188242410000050110	1.00
0188-FY0910-CLERICAL-3	-						-
0188-FY0910-CLERICAL-4	-						-
0188-FY0910-CLERICAL-5	-						-
0188-FY0910-CLERICAL-6	-						-
0188-FY0910-CLERICAL-7	-						-

OTHER STAFF

POSITION #	TOTAL FTE	EMPLOYEE NAME	DPS ID	POSITION DESCRIPTION	FUNDING SOURCES		
					LAWSON	CAYENTA	FTE
0188-FY0910-OTHER-1	-			LPN			-
0188-FY0910-OTHER-2	-			Extra Allocations Pro-Tech			-
0188-FY0910-OTHER-3	1.00			Parental Involvement	1881100180000031110	101881100180000030110	1.00
0188-FY0910-OTHER-4	-			Other Purchases			-
0188-FY0910-OTHER-5	-			Other Purchases			-

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	FY 2008-09 ADJUSTED BUDGET AS OF 1-19-2009	FY 2009-10 BUDGET ALLOCATION	SCHOOL REQUEST	VARIANCE	
BR 0188		**SCHOOL NAME:** Cole				Fiscal Year 2009-2010	
09-10 SBB AVAILABLE RESOURCES FOR OTHER SCHOOL PURPOSES							
10	1881100018000000600	SBB BASE ALLOCATION		1,836,782		(1,836,782)	
10	1881100018000000600	SMALL SCHOOL FACTOR		-		-	
10	1881100018000100610	FREE LUNCH SUPP FUNDS (AT-RISK)		96,083		(96,083)	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		09-10 SBB AVAILABLE RESOURCES FOR OTHER SCHOOL PURPOSES Total	-	1,932,865	-	(1,932,865)	
Instructional Accounts							
10	1881100018000000610	GENERAL SUPPLIES	58,038	101,325	75,492	(25,833)	
10	1881100018000000614	COPYING	9,000		10,450	10,450	
10	1881100018000000640	BOOKS AND PERIODICALS	10,000		10,000	10,000	
10	1881100018000000650	ELECTRONIC MEDIA	-			-	
10	1881100018000000430	MAINTENANCE AND REPAIRS	-			-	
10	1881100018000000735	NON-CAPITAL EQUIPMENT	-			-	
10	1881100018000000851	TRANSPORTATION/FIELD TRIPS	3,060			-	
10	1882222130000000339	OTHER PROFESSIONAL SERVICES	-			-	
10	1882222130000000580	TRAVEL AND REGISTRATION	-			-	
10	1882222130000020111	SALARIES OF PART TIME EMPLOYEE	3,000		5,000	5,000	
10	1882222130000020200	EMPLOYEE BENEFITS	230		383	383	
		Instructional Accounts Total	83,328	101,325	101,325	-	
Extra Allocations and Targeted Interventions							
10	1881100018001900610	EXTRA ALLOCATIONS		-		-	
10	1881100018002000610	TARGETED INTERVENTIONS		525,000	5,000	(520,000)	27592
10	1881100018002000339	UCD INTERN			10,000	10,000	
10	1881100018002020150	EXTRA Duty for teachers			12,592	12,592	
		EXPENDITURES				-	
		EXPENDITURES				-	
		Extra Allocations and Targeted Interventions Total	-	525,000	27,592	(497,408)	525000
							8 FTES
Reading Recovery / DLL							
10	1881100010109800610	GENERAL SUPPLIES - READING RECOVERY				-	
10	1882222131098000580	TRAVEL AND REGISTRATION - READING RECOVERY	-			-	
10	1882222131098020111	STAFF DEVELOPMENT SUBS - READING RECOVERY	-			-	
10	1882222131098020200	STAFF DEVELOPMENT SUB BENEFITS - READING RECOVERY	-		-	-	
		Reading Recovery / DLL Total	-	-	-	-	
Other / Administrative Accounts							
10	1881100018000000580	TRAVEL AND REGISTRATION	-			-	
10	1881100018000020150	ADDITIONAL/EXTRA DUTY PAY/STIP	-			-	
10	1882424100000000439	MISC. MAINT. AND REPAIRS	-			-	
10	1882424100000000533	POSTAGE	-		500	500	
10	1882424100000000580	TRAVEL AND REGISTRATION	-			-	
10	1882424100000000610	GENERAL SUPPLIES	-		62,928	62,928	
10	1882424100000000614	COPYING	-		5,000	5,000	
10	1882424100000000640	BOOKS AND PERIODICALS	-			-	
10	1882424100000000735	NON-CAPITAL EQUIPMENT	-			-	
10	1882424100000050130	SALARIES FOR OVERTIME	-			-	
10	1882424100000050150	ADDITIONAL/EXTRA DUTY PAY/STIP	-			-	

			FY 2008-09 ADJUSTED BUDGET AS OF 1-19-2009	FY 2009-10 BUDGET ALLOCATION	SCHOOL REQUEST	VARIANCE
BR 0188		SCHOOL NAME: Cole			Fiscal Year 2009-2010	
FUND	**CAYENTA ACCOUNT NUMBER**	**DESCRIPTION**	**FY 2008-09 ADJUSTED BUDGET AS OF 1-19-2009**	**FY 2009-10 BUDGET ALLOCATION**	**SCHOOL REQUEST**	**VARIANCE**
10	188262661000030150	ADDITIONAL/EXTRA DUTY PAY/STIP	-			-
		Other / Administrative Accounts Total	-	-	68,428	68,428
Gifted and Talented						
10	188110070315000610	GIFTED AND TALENTED	-	-		-
10	188110070315000640	BOOKS AND PERIODICALS	-			-
10	188110070315000851	TRANSPORTATION/FIELD TRIPS	-			-
10	188110070315020150	ADDITIONAL/EXTRA DUTY PAY/STIP	-			-
10	188222213315000339	OTHER PROFESSIONAL SERVICES	-			-
10	188222213315000580	TRAVEL AND REGISTRATION	-			-
10	188222213315020111	SALARIES OF PART TIME EMPLOYEE	-			-
10	188222213315020200	EMPLOYEE BENEFITS	-		-	-
		Gifted and Talented Total	-	-	-	-
Mild Moderate						
10	188121701313300610	MILD MODERATE	-	-		-
10	188121701313320150	ADDITIONAL/EXTRA DUTY PAY/STIP	-			-
10	188222213313300580	TRAVEL AND REGISTRATION	-			-
10	188222213313320111	SALARIES OF PART TIME EMPLOYEE	-			-
		Mild Moderate Total	-	-	-	-
Student Services						
10	188212113000000580	SOCIAL WORK SERVICES - TRAVEL AND REGISTRATION	-			-
10	188212113000000610	SOCIAL WORK SERVICES - GENERAL SUPPLIES	-			-
10	188212113000000612	SOCIAL WORK SERVICES - TESTS	-			-
10	188212113000000640	SOCIAL WORK SERVICES - BOOKS AND PERIODICALS	-			-
10	188212113000020111	SOCIAL WORK SERVICES - SALARIES OF PART TIME EMPLOYEE	-			-
10	188212113000020200	SOCIAL WORK SERVICES - EMPLOYEE BENEFITS	-		-	-
10	188212134000000580	NURSING SERVICES - TRAVEL AND REGISTRATION	-			-
10	188212134000000610	NURSING SERVICES - GENERAL SUPPLIES	-			-
10	188212134000000612	NURSING SERVICES - TESTS	-			-
10	188212134000000640	NURSING SERVICES - BOOKS AND PERIODICALS	-			-
10	188212134000020111	NURSING SERVICES - SALARIES OF PART TIME EMPLOYEE	-			-
10	188212134000020200	NURSING SERVICES - EMPLOYEE BENEFITS	-		-	-
10	188212140000000580	PSYCHOLOGICAL SERVICES - TRAVEL AND REGISTRATION	-			-
10	188212140000000610	PSYCHOLOGICAL SERVICES - GENERAL SUPPLIES	-			-
10	188212140000000612	PSYCHOLOGICAL SERVICES - TESTS	-			-
10	188212140000000640	PSYCHOLOGICAL SERVICES - BOOKS AND PERIODICALS	-			-
10	188212140000020111	PSYCHOLOGICAL SERVICES - SALARIES OF PART TIME EMPLOYEE	-			-
10	188212140000020200	PSYCHOLOGICAL SERVICES - EMPLOYEE BENEFITS	-		-	-
		Student Services Total	-	-	-	-
ENROLLMENT HOLDING						
10	188110018000000695	ENROLLMENT HOLDING (CONTINGENCY)	-			-
						-
						-
						-
		ENROLLMENT HOLDING Total	-	-	-	-
New Accounts						
10	188242410000000531	Phone and Fax			750	750

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	FY 2008-09 ADJUSTED BUDGET AS OF 1-19-2009	FY 2009-10 BUDGET ALLOCATION	SCHOOL REQUEST	VARIANCE	
	BR 0188			**SCHOOL NAME:** Cole			Fiscal Year 2009-2010
10	188242410000000339	OTHER PROFESSIONAL SERVICES			31,088	31,088	UCD
		EXPENDITURES				-	Intern Program
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
		EXPENDITURES				-	
	New Accounts Total		-	-	31,838	31,838	
Non-Salary Total			83,328	2,559,190	229,183	(2,330,007)	

FUND	CAYENTA ACCOUNT NUMBER	JOB DESCRIPTION	JOB CODE	STANDARD COST	REQUIRED FTE	ALLOCATED DOLLARS	REQUESTED FTE	REQUESTED TOTAL COST
		TEACHER FTE REQUEST						
10	188110018000020110	Regular/Supplemental Teacher	3302	62,176	-	-	2.79	173,471
10	188110010000020110	Intervention Teacher	3328	62,176	-	-	1.25	77,720
10	188110070315020110	Gifted & Talented Teacher	3302	62,176	0.25	15,544	0.50	31,088
10	955110070315020110	Gifted & Talented Itinerant Teacher	3302	62,176	-	-	-	-
10	188110018109820110	Reading Recovery (DLL - Match)	3302	62,176	-	-	-	-
10	188121701313320110	Mild/Moderate Teacher	3337	62,176	3.50	217,616	3.50	217,616
10	188121701313320110	MM Intervention Teacher	3302	62,176	-	-	-	-
10	188110018314720110	ESL / Zone Teacher	3302	62,176	2.00	124,352	2.00	124,352
10	188110018314520110	ELA - E Teacher	3302	62,176	-	-	10.00	621,760
10	188110018314620110	ELA - S Teacher	3302	62,176	-	-	0.28	17,409
10	188110018314620110	ELA - S Teacher (Conversion)	3302	62,176	-	-	0.72	44,767
10	188110018007920110	Arts Teacher (General Fund Match)	3302	62,176	1.00	-	1.00	62,176
10	188212120000020110	Guidance Counselor	3361	62,176	-	-	1.00	62,176
10	188212120000020110	Student Advisor	3371	62,176	-	-	1.00	62,176
10	188212134000020110	Nurse	1401	13,957	2.00	-	2.50	34,893
		MENTAL HEALTH DAYS ALLOCATION	SSDays	13,957	2.50			
10	188212140000020110	Psychologist	1511	13,957	-	-	1.00	13,957
10	188212113000020110	Social Worker	1530	13,957	-	-	2.50	34,893
10	188110018001120110	Administrative Assistant	3382	62,176	-	-	-	-
10	188222217000020110	General Fund Facilitator, Humanities	3332	72,282	-	-	-	-
10	188222215000020110	General Fund Facilitator, Math/Sci	3333	72,282	-	-	-	-
10	188222222000020110	Librarian	3306	62,176	-	-	1.00	62,176
10	188222222000040110	Library Tech	7300	32,397	-		-	-
10	188222200000020110	TOSA	3305	70,469	-	-	1.00	70,469
10	188110018001920110	Extra Allocations Teacher	3302	62,176	-	-	-	-
10	188222200001920110	Extra Allocations TOSA	3305	70,469	-	-	-	-
10	188110018002020110	Targeted Inverventions Teacher	3302	62,176	-	-	8.00	497,408
10	188222215002020110	Targeted Inverventions Math/Sci Facilitator	3333	72,282	-	-	-	-
10	188222217002020110	Targeted Inverventions Humanities Facilitator	3332	72,282	-	-	-	-
10	188212134002020110	Targeted Inverventions Nurse	1401	13,957	-	-	-	-
10	188212140002020110	Targeted Inverventions Psychologist	1511	13,957	-	-	-	-
10	188212113002020110	Targeted Inverventions Social Worker	1530	13,957	-	-	-	-
10	188110018002020110	Targeted Inverventions Intervention Teacher	3328	62,176	-	-	-	-
		SCHOOL ADMINISTRATION FTE REQUEST						
10	188242410000010110	Principal	0244	110,262	-	-	1.00	110,262
10	188242410000010110	Asst. Principal	0210	86,861	-	-	1.00	86,861
10	188242410000010110	Business Manager	0617	75,677	-	-	-	-
10	188242410000010110	Office Manager	0727	66,114	-	-	1.00	66,114

BR: 0188				SCHOOL NAME: Cole				Fiscal Year 2009-2010
FUND	CAYENTA ACCOUNT NUMBER	JOB DESCRIPTION	JOB CODE	STANDARD COST	REQUIRED FTE	ALLOCATED DOLLARS	REQUESTED FTE	REQUESTED TOTAL COST
		OFFICE STAFF FTE REQUEST				-		-
10	188242410000050110	Secretary II - 200 Day	1706	39,306	-	-	-	-
10	188242410000050110	Secretary I - 200 Day	1749	34,238	-	-	1.00	34,238
10	188212410000050110	Office Support I	1711	30,198	-	-	1.00	30,198
10	188212410000050110	Bookkeeper II	1613	43,602	-	-	-	-
		PROTECH FTE REQUEST / OTHER PURCHASES						-
10	188212134000030110	LPN	6339	38,227	-	-		-
10	188110018001930110	Extra Allocations Pro-Tech			-	-		-
10	188110018000030110	Parental Involvement	6123	47,310	-	-	1.00	47,310
		Other Purchases				-		-
		Other Purchases				-		-
						-		-
SUBTOTAL FOR FULL-TIME ACCOUNTS					11.25	357,512	46.04	2,583,490

FUND	CAYENTA ACCOUNT NUMBER	JOB DESCRIPTION	JOB CODE	HOURLY COST	ALLOCATED ANNUAL HOURS	ALLOCATED HOURS PER DAY	ALLOCATED ANNUAL DOLLARS	REQUESTED ANNUAL HOURS	REQUESTED HOURS PER DAY	REQUESTED TOTAL COST
10	188110018000040111	Gen. Assign. Para	7047	13.18	-	-	-	1,260	7.00	16,607
10	188242410000050111	Hourly Clerk	1624	13.88	-	-	-		-	-
10	188110018000040111	Computer Lab Para	7002	13.99	-	-	-	1,260	7.00	17,627
10	188110018000040111	Tutor Para	7048	14.20	-	-	-		-	-
10	188110018000040111	Regular Reading Asst. Para	7037	14.79	-	-	-	1,440	8.00	21,298
10	188121701313340111	Mild/Moderate Para	7029	14.11	-	-	-		-	-
10	188212134000040111	Health Aide Para	7005	13.45	-	-	-		-	-
10	188222222000040111	Library Media Para	7007	14.10	-	-	-		-	-
10	188110018314040111	ELA Para	7009	10.45	4,320	24.00	45,144	36	0.20	377
10	188110018314040111	ELA Para (Additional Hours)	7009	15.08	-	-	-		-	-
10	188110018314040111	ELA Reading Para - Conv.	7110	10.85	-	-	-		-	-
10	188110018314040111	ELA Reading Para (Additional Hours)	7110	15.65	-	-	-		-	-
10	188110099000030111	Avid Tutor	6540	10.78	-	-	-		-	-
10	188110018002040111	Targeted Interventions -Reg General Assignment Paraprofessional	7047	13.18	-	-	-		-	-
10	188110018002040111	Targeted Interventions -Reg General Assignment Paraprofessional	7047	13.18	-	-	-		-	-
10	188110018002040111	Targeted Interventions -Reg General Assignment Paraprofessional	7047	13.18	-	-	-		-	-
							-			-
NEW ACCOUNTS										
									-	-
									-	-
									-	-
									-	-
									-	-
									-	-
SUBTOTAL FOR PART-TIME ACCOUNTS					4,320		45,144	3,996		55,909

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	JOB CODE	STD COST	ALLOCATED FTE	ALLOCATED ANNUAL HOURS	ALLOCATED HOURS PER DAY	ALLOCATED SUPPLIES	TOTAL ALLOCATED DOLLARS	REQUESTED FTE	REQUESTED ANNUAL HOURS	REQUESTED HOURS PER DAY	REQUESTED SUPPLIES	REQUESTED TOTAL COST
29	188110040191320110	Tuition Based ECE Regular Teacher	3302	73,476	1.00				73,476	1.00				73,476
29	188110040191340111	Tuition Based ECE Para	7045	15.69		1,080	6.00		16,945		1,080	6.00		16,945
29	188110040191300610	General Supplies						1,860	1,860				1,860	1,860
29	188110040191300851	Field Trips							-					-
	TUITION BASED - ECE ACCOUNTS TOTAL				1.00	1,080	6.00	1,860	92,281	1.00	1,080	6.00	1,860	92,281
19	188110040314120110	CPP ECE Regular Teacher	3302	73,476	1.50				110,214	1.50				110,214
19	188110040314140111	CPP ECE Para	7045	15.69		1,620	9.00		25,418		1,620	9.00		25,418
19	188110040314100610	General Supplies						4,464	4,464				4,464	4,464
19	188110040314100851	Field Trips							-					-
	CPP - ECE ACCOUNTS TOTAL				1.50	1,620	9.00	4,464	140,096	1.50	1,620	9.00	4,464	140,096
27	188110040860020110	Head Start ECE Regular Teacher	3302	73,476	0.50				36,738	0.50				36,738
27	188110040860040111	Head Start ECE Para	7045	15.69		540	3.00		8,473		540	3.00		8,473
27	188110040860000610	General Supplies						1,581	1,581				1,581	1,581
27	188110040860000851	Field Trips							-					-
	Head Start - ECE ACCOUNTS TOTAL				0.50	540	3.00	1,581	46,792	0.50	540	3.00	1,581	46,792
27	188110040535920110	Early Reading First ECE Regular Teacher	3302	73,476	-				-	-				-
27	188110040535940111	Early Reading First ECE Para	7045	15.69		-	-		-		-	-		-
27	188110040535900610	General Supplies						-	-				-	-
27	188110040535900851	Field Trips							-					-
	Early Reading First - ECE ACCOUNTS TOTAL				-	-	-	-	-	-	-	-	-	-

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	JOB CODE	STD COST	ALLOCATED FTE	ALLOCATED ANNUAL HOURS	ALLOCATED HOURS PER DAY	ALLOCATED SUPPLIES	TOTAL ALLOCATED DOLLARS	REQUESTED FTE	REQUESTED ANNUAL HOURS	REQUESTED HOURS PER DAY	REQUESTED SUPPLIES	REQUESTED TOTAL COST
29	1881100181911120110	Tuition Based Kinder Regular Teacher	3302	73,476	-				-	-				-
29	1881100181911140111	Tuition Based Kinder Para	7060	14.99		-	-		-		-	-		-
29	1881100181911100610	General Supplies						-	-				-	-
29	1881100181911100851	Field Trips						-	-					-
		TUITION BASED - Kinder ACCOUNTS TOTAL			-	-	-	-	-	-	-	-	-	-
10	1881100181911120110	GF Program Kinder Regular Teacher	3302	62,176	-				-	-				-
10	1881100181911140111	GF Program Kinder Para	7060	13.91		-	-		-		-	-		-
10	1881100181911100610	General Supplies						-	-				-	-
10	1881100181911100851	Field Trips						-	-					-
		GF Program - Kinder ACCOUNTS TOTAL			-	-	-	-	-	-	-	-	-	GF -
29	1881100181912220110	Advanced Kinder Regular Teacher	3302	73,476	-				-	-				-
29	1881100181912240111	Advanced Kinder Para	7060	14.99		-	-		-		-	-		-
29	1881100181912200610	General Supplies						-	-				-	-
29	1881100181912200851	Field Trips						-	-					-
		Advanced - Kinder ACCOUNTS TOTAL			-	-	-	-	-	-	-	-	-	-
10	1881100181912220110	Advanced Kinder GF Match Regular Teacher	3302	62,176					-	-				-
		Advanced - Kinder GF Match ACCOUNTS TOTAL			-	-	-	-	-	-	-	-	-	-
16	1881100181923320110	Mill Levy Kinder Regular Teacher	3302	62,176	1.00				62,176	1.00				62,176
16	1881100181923340111	Mill Levy Kinder Para	7060	13.91		1,080	6.00		15,023		1,080	6.00		15,023
16	1881100181923300610	General Supplies						4,650	4,650				4,650	4,650
16	1881100181923300851	Field Trips							-					
		Mill Levy - Kinder ACCOUNTS TOTAL			1.00	1,080	6.00	4,650	81,849	1.00	1,080	6.00	4,650	81,849
19	1881100183142220110	CPP Kinder Regular Teacher	3302	73,476	0.50				36,738	0.50				36,738
19	1881100183142240111	CPP Kinder Para	7060	14.99		540	3.00		8,095		540	3.00		8,095
19	1881100183142200610	General Supplies						2,325	2,325				2,325	2,325
19	1881100183142200851	Field Trips							-					
		CPP - Kinder ACCOUNTS TOTAL			0.50	540	3.00	2,325	47,158	0.50	540	3.00	2,325	47,158
10	1881100180000020110	Kinder Match - Regular Teacher	3302	62,176					-	-				-
10	1881100180000020110	Kinder Match - ELA-E Teacher	3302	62,176					-		1.00			62,176
10	1881100180000020110	Kinder Match - ELA-S Teacher	3302	62,176					-		0.50			31,088
		Base Purchased - Kinder ACCOUNTS TOTAL			-	-	-	-	-		1.50	-	-	-	93,264

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	JOB CODE	STD COST	ALLOCATED FTE	ALLOCATED ANNUAL HOURS	ALLOCATED HOURS PER DAY	ALLOCATED DOLLARS	REQUESTED FTE OR DAYS	REQUESTED ANNUAL HOURS	REQUESTED HOURS PER DAY	REQUESTED NON-SALARY DOLLARS	REQUESTED TOTAL COST
FACILITATORS - Fund 12													
12	188222217008620110	ML Facilitator,Elem Humanities181	3332	72,282	0.75			55,148	0.50				36,141
12	188222215008620110	ML Facilitator, Elem Math/Sci 181	3333	72,282	-			-	0.25				18,071
12	188110018008620110	ML Regular Teacher (Facilitator Conv)	3302	62,176					-				-
12	188110018008640111	ML Reading Para	7037	14.79							-		-
12	188222213008620111	Staff Development Subs (incl Benefits)											-
12	188110018008600610	General Supplies										936	936
	FACILITATORS Total				0.75			55,148	0.75	-	-	936	55,148
TECHNOLOGY - Fund 12													
12	188110018008700650	Electronic Media											-
12	188110018008700735	Non-Capital Equipment						13,508				451	451
12	188110018008700430	Maintenance and Repairs											-
12	188110018008720150	Additional/Extra Duty Pay/Stip											-
12	188222213008720111	Daily / Hourly Subs (Incl Benefits)	3314	97.32									-
12	188110018008720110	ML Technology Regular Teacher	3302	62,176					0.21				13,057
12	188110018008730110	Protech Full-Time Staff											-
12	188110018008740111	ML Computer Lab Para	7002	13.99							-		-
12	188110018008740111	ML SR Computer Lab Para	7003	15.97							-		-
	TECHNOLOGY Total						-	13,508	0.21	-	-	451	13,508
ART AND MUSIC - Fund 16													
16	188110018007920110	ML Arts Regular Teacher	3302	62,176	1.00			62,176	1.00				62,176
16	188110018007900610	General Supplies						5,650				5,650	5,650
16	188110018007900851	Trans/Field Trip Reimbursement						-					
	ART AND MUSIC Total				1.00	-		67,826	1.00	-		5,650	67,826
TEXTBOOKS - Fund 16													
16	188110018008300640	Textbooks And Periodicals						5,650				5,650	5,650
	TEXTBOOKS Total				-	-		5,650	-	-		5,650	5,650
LIBRARY (Centrally Managed by the ERS Department) - Fund 12													
12	188110018008200640	Textbooks And Periodicals						3,684				3,684	3,684
	LIBRARY Total				-	-		3,684	-	-		3,684	3,684

Fd	BR	Account	Description	Job Code	RATE	REQUEST	FTE, DAYS, HRS or $	Extended Total
			INSTRUCTIONAL					
			Regular Instruction					
27	188	110018010401020110	Title I Teacher	3328	67,157	2.00	FTE	$ 134,314
27	188	110018010401020110	Title I Teacher	3328	67,157	0.75	FTE	$ 50,368
27	188	110018010401020111	Daily Substitutes	3314	113.54		Days	$ -
27	188	110018010401020120	Long-Term Substitutes	3313	25.89		Hrs per Yr	$ -
27	188	110018010401040111	Para: Reading / Writing	7037	18.94		Hrs per Yr	$ -
27	188	110018010401040111	Para: General Assignment	7047	18.94		Hrs per Yr	$ -
27	188	110018010401040111	Para: ELA Reading / Writing	7110	18.94		Hrs per Yr	$ -
27	188	110018010401040111	Para: ELA General Assignment	7009	18.94		Hrs per Yr	$ -
27	188	110018010401020150	Instructional Extra Hours - Teachers		23.51		Hrs per Yr	$ -
27	188						Dollars	$ -
27	188						Dollars	$ -
			Materials, Purchased Services and Other Expenses					
27	188	110018010401000339	Instructional Non-Staff Personnel (Storytellers, etc.)				Dollars	$ -
27	188	110018010401000515	Instructional Transportation (Out-of-District Vendor)				Dollars	$ -
27	188	110018010401000550	Instructional Out-of-District Printing				Dollars	$ -
27	188	110018010401000580	Instructional Fees and Dues				Dollars	$ -
27	188	110018010401000610	Instructional Supplies				Dollars	$ -
27	188	110018010401000614	Instructional In-District Printing (IKON)				Dollars	$ -
27	188	110018010401000851	Instructional Transportation (DPS)				Dollars	$ -
			TOTAL INSTRUCTION					$ 184,682
			INSTRUCTIONAL SUPPORT					
			Training and Extra Hours to Attend Inservices/Training					
27	188	222217401020110	Title I Facilitator, Elementary, Humanities/Soc.Studies 181	3332	79,005	-	FTE	$ -
27	188	222215401020110	Title I Facilitator, Elementary, Math/Science 181	3333	79,005	-	FTE	$ -
27	188	222213401020150	Staff Development Extra Hours - Teacher In Service		23.51		Hrs per Yr	$ -
27	188	222213401040111	Staff Development Extra Hours - Para In Service		18.94		Hrs per Yr	$ -
27	188	222200401030110	Pro-Tech Employees: (Call 720-423-8203 for JC & Rate)				FTE	$ -
27	188	222200401030110	Pro-Tech Employees: (Call 720-423-8203 for JC & Rate)				FTE	$ -
27	188	222222401040110	Library Tech:(Call 720-423-8203 for Rate)	7300			FTE	$ -
27	188						Dollars	$ -
27	188						Dollars	$ -
			Materials, Purchased Services and Other Expenses					
27	188	222213401000339	Staff Development - Non-Staff Personnel (Consultants, etc.)				Dollars	$ -
27	188	222213401000550	Staff Development - Out-of-District Printing				Dollars	$ -
27	188	222213401000580	Staff Development - Registration Fees				Dollars	$ -
27	188	222213401000610	Staff Development - Supplies				Dollars	$ -
27	188	222213401000614	Staff Development - In-District Printing and Copying (IKON)				Dollars	$ -
27	188						Dollars	$ -
27	188						Dollars	$ -
			TOTAL INSTRUCTIONAL SUPPORT					$ -

188			Cole					Fiscal Year 2009-2010
Fd	BR	Account	Description	Job Code	RATE	REQUEST	FTE, DAYS, HRS or $	Extended Total
			PARENT INVOLVEMENT					
27	188	333300401020150	Parental Involvement Extra Hours - Teachers		23.51		Hrs per Yr	$ -
27	188	333300401040111	Parental Involvement Extra Hours - Para		18.94		Hrs per Yr	$ -
27	188	333300401060111	Custodial Extra Hours		16.21		Hrs per Yr	$ -
27	188						Dollars	$ -
27	188						Dollars	$ -
			Materials, Purchased Services and Other Expenses					
27	188	333300401000339	Parental Involvement - Non-Staff Personnel (Community Resources)			3,318	Dollars	$ 3,318
27	188	333300401000441	Parental Involvement - Site Rental				Dollars	$ -
27	188	333300401000515	Parental Involvement - Transportation (Out-of-District Vendor)				Dollars	$ -
27	188	333300401000533	Parental Involvement - Postage and Mailings				Dollars	$ -
27	188	333300401000550	Parental Involvement - Out-of-District Printing and Copying				Dollars	$ -
27	188	333300401000580	Parental Involvement - Admission, Registration, Fees and Dues				Dollars	$ -
27	188	333300401000610	Parental Involvement - Supplies				Dollars	$ -
27	188	333300401000614	Parental Involvement - In-District Printing and Copying (IKON)				Dollars	$ -
27	188	333300401000851	Parental Involvement - Transportation (DPS)				Dollars	$ -
			TOTAL PARENT INVOLVEMENT					$ 3,318

TOTAL EXPENDITURES: $ 188,000

TOTAL TITLE I ALLOCATION: 188,000

1% OF THE ABOVE TOTAL ALLOCATION MUST BE BUDGETED FOR PARENTAL INVOLVEMENT 1,880

Principal:_____

Date:_____

BALANCE REMAINING: $ -

FUND	CAYENTA ACCOUNT NUMBER	DESCRIPTION	JOB CODE	STD COST	ALLOCATED FTE	ALLOCATED PARA HOURS	ALLOCATED DOLLARS	REQUESTED FTE	REQUESTED ANNUAL HOURS	REQUESTED TOTAL COST
FACILITATORS										
27	188222217436720110	Title II Facilitator,Elem Humanities181	3332	79,005	0.25	-	19,751	-		-
27	188222215436720110	Title II Facilitator, Elem Math/Sci 181	3333	79,005				0.25		19,751
27	188222213436720111	Staff Development Subs								-
27	188222213436700580	Staff Development Travel & Registration								-
27	188222213436700610	Staff Development Supplies								-
27	188222213436700339	Staff Development Consultants								-
	FACILITATORS Total				0.25	-	19,751	0.25	-	19,751.00
ELA Para Hours (Centrally Funded)										
25	200110018314040111	ELA Para - ELPA Share	7009	4.98			21,514		-	21,514
										-
	ELA Para Hours Total				-	-	21,514	-	-	21,514
NATIVE LANGUAGE TUTORS (Centrally Funded)										
27	188110018436540111	Native Language Tutors	7110	16.86		-	-		-	-
										-
	NATIVE LANGUAGE TUTORS Total				-	-	-	-	-	-

BR:	0188		School Name:	Cole	
			ALLOCATION	**SCHOOL REQUEST**	

SCHOOL BASED FUNDS (SBB)			
GENERAL FUND			
SBB Base Allocation	1,836,782		
Small School Factor	-		
Free Lunch Supp Funds (At-Risk)	96,083		
Instructional Supplies	101,325		
Extra Allocations	-		
Targeted Inverventions	525,000		
GT Allocation	15,544		
Mild Moderate Allocation	217,616		
English Language Learners	169,496		
GENERAL FUND	**2,961,846**	**2,961,846**	**-**

MILL LEVY ALLOCATIONS			
Facilitator	55,148		
Technology	13,508		
Art & Music	67,826		
Textbooks - Fund 16	5,650		
Library Books Centrally Managed Fund 12	3,684		
1998 & 2003 MILL LEVY FUNDS	**145,816**	**145,816**	**-**

ECE & KINDER ALLOCATIONS			
Tuition Based - ECE	92,281		
CPP - ECE	140,096		
Head Start - ECE	46,792		
Early Reading First - ECE	-		
Tuition Based - Kinder	-		
GF Program - Kinder	-		
Advanced - Kinder	-		
Mill Levy - Kinder	81,849		
CPP - Kinder	47,158		
ECE & KINDER FUNDS	**408,176**	**408,176**	**-**

OTHER FUNDING SOURCES			
Title I	188,000		
Title II - Facilitator	19,751		
ELPA Para Dollars	21,514		
Title III - Native Language Tutor	-		
OTHER FUNDING SOURCES	**229,265**	**229,265**	**-**

SCHOOL BASED BENEFITS (PCOPs, Workers Comp, etc)	**324,450**	**324,450**	**-**

TOTAL SCHOOL BUDGET FUNDS	**4,069,553**	**4,069,553**	**-**

Special Education	283,500	
Paid Leaves	28,350	
Teacher Substitutes	36,225	
Other School support programs (ELA, GT, Instructional Support, etc)	234,150	
Facilities/Capital Maintenance	544,950	
Transportation	180,600	
Technology	79,275	
Security	60,900	
Share of Comp increase and benefit costs	107,625	
Other	70,875	
SCHOOL OPERATING FUNDS CENTRALLY BUDGETED	**1,626,450**	

Technology Department	31,500	
Facilities Operations	26,250	
Personnel Services	47,250	
Curriculum & Instructional Support Teams	45,675	
Share of Comp increase and benefit costs	29,925	
Other (Planning, Legal, Financial Services, etc)	158,025	
CENTRAL OPERATING FUNDS	**338,625**	

GRAND TOTAL ALL FUNDS	**6,034,628**	

0188 - Cole
ANALYST CHECKLIST

RULES TO CHECK	DATA		COMPLIANCE
School Projected Enrollment count		614	
The Budget Office recommendation for Enrollment Holding		$ -	
Amount school put to Enrollment Holding		$ -	
Has the Classroom Staffing Tool been completed?		YES	All projected students have been allocated to a teacher.
Does the percent of Instructional dollars requested for Staff Development equal 10% or less?			Yes
Total Instructional Dollars Allocated to the School	$ 101,325		
Instructional Dollars requested for Staff Development	$ 5,383	5.31%	
Were all Targeted Inverventions dollars Requested to a Targeted Inverventions account?			Yes
Total Tartgeted Interventions Dollars Allocated to the School	$ 525,000		
Targeted Inverventions Dollars Requested for Non-Salary	$ 27,592		
Targeted Inverventions Dollars Requested for Full Time Salary	$ 497,408		
Targeted Inverventions Dollars Requested for Part Time Salary	$ -		
Mild Moderate Dollars Minimum FTE has been met			Yes
Minimum FTE Requirement	3.50		
FTE Purchased	3.50		
Were all Mild Moderate dollars Requested to a Mild Moderate account?			Yes
Total Mild Moderate Dollars Allocated to the School	$ 217,616		
Mild Moderate Dollars Requested for Non-Salary	$ -		
Mild Moderate Dollars Requested for Full Time Salary	$ 217,616		
Mild Moderate Dollars Requested for Part Time Salary	$ -		
Student Services Minimum Days have been met			Yes
Minimum Nurse FTE Requirement	2.00		
Nurse Days Purchased Purchased	2.50		
Minimum Mental Health Day Requirement	2.50		Yes
Mental Health Days Purchased Purchased	3.50		
GT Option			
School Elected Option 1			.25 Funding from GT with .25 Match from base.
School Elected Option 2			No
School Elected Option 3			No
Were all GT dollars Requested to a GT account?			Yes
Did the school meet the General Fund Arts Match?			Yes
School General Fund art requirement	1.00		
School requested General Fund art match equals	1.00		
Did the school meet the Morgridge / DLL Match?			Yes
School General Fund Requirement	-		
School requested General Morgridge / DLL match	-		
Were the ELA PARA dollars fully allocated?			Yes
ELA PARA dollars allocated to the School	$ 45,144		
ELA PARA dollars used to purchase ELA PARA hours	$ 377		Allowed to Convert to an ELA-S Teacher Only.
ELA PARA dollars converted to purchase an ELA-S Teacher?	$ 44,767		
Required Conversion Forms			
Mill Levy Conversion Form			MILL LEVY CONVERSION FORM REQUIRED
Mill Levy Memo			
ELA Para Conversion Form			ELA PARA CONVERSION FORM REQUIRED
Did the school allocate to the Athletic Trainer account?			
Is the Budget Completed and Balanced			
General Fund	-		GOOD
Mill Levies	-		GOOD
ECE and Kinder	-		GOOD
Other Funding Sources	-		GOOD

DENVER PUBLIC SCHOOLS
Michael Bennet   Superintendent

SCHOOL IMPROVEMENT PLANNING FORMS

DENVER PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN

School: Cole Arts & Science Academy E-8   Principal: Julie Murgel   SIP Years: (3 years) **2008-2010**

Instructional Superintendent: Laurie Grosselfinger

Title I School: ☒Yes   ☐No   If Title I School: ☒Targeted Assistance or ☐ School wide Program

Area	2007-08	2008-09	2009-10
NCLB Identified (Yes/No)		None-New School	
NCLB Status		No Status-New School	
SAR Rating		No Rating-New School	

NCLB Area(s) for Improvement	2007-08	2008-09	2009-10
Whole School (Reading, Math, None)		New School	
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)		New School	
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)		New School	

School Improvement Planning Team

Administrators: Julie Murgel, Principal and Jenny Price, Assistant Principal
Teachers: CSC Members-Julie Carey, Daena George, Celesta Cairns, and Zephyr Wilkiins. Leadership Members-Lisa Wood, Zachary Rahn, Tamara Viehl, and Mandy Moran.

Support Services: Leslie Zetterstrom , SW and Elena Saenz, Parent Liasion

Parents: J.R. Lapierre, Stacy Germany, BetyTepole , and Jason Janz

Students: Marche Miles & Leondre Smith

Peer Review Feedback Team

_____   _____   _____   _____
Principal Signature   Date   `Instructional Superintendent Signature   Date

ACADEMIC VALUE PROPOSITION

MISSION
At C.A.S.A. each and every child, as a learner of worth and dignity, will achieve stellar academic success in math, science, and humanities through developed communications skills, artistic creativity, scientific inquiry, and advanced technology.

VISION
By 2012, we envision that C.A.S.A. will radiate with excellence from the significant academic and language growth of all students.

COMPELLING STORY

INTRODUCING COLE ARTS AND SCIENCE ACADEMY (C.A.S.A.)

C.A.S.A., located in the historic Cole building in Denver's Cole Neighborhood is a new school opened in August 2008. The 2008-2009 school year is C.A.S.A.'s first year serving students in preschool through seventh grade. In the 2009-2010 school year, C.A.S.A. will be fully expanded, serving preschoolers up to grade eight.

C.A.S.A. provides students in the Cole and Whittier neighborhoods with a QUALITY standards based education that focuses on student achievement, growth, and high expectations.

- C.A.S.A.'s quality full-day pre-school and kindergarten programs allow children to develop a strong foundation for academic excellence.
- C.A.S.A. offers a unique academic program enriched with SCIENCE and ARTS with an emphasis on creativity and discovery.
- C.A.S.A. is a designated American Indian Focus School. This program provides one location where all DPS students with American Indian heritage are invited to learn together.

- Learning at C.A.S.A. occurs in, about, and through the arts and sciences.
- We see high levels of student engagement as students connect science and the arts to themselves and the world.
- Two-up-to-date science laboratories are maintained and used by our student scientists.

- There are many opportunities at C.A.S.A. for students to extend and enrich their learning with technology!
- Specials are Special at C.A.S.A! Every student has P.E. every day and rotates through a rich integrated arts program.
- Before and After school Activities are abounding!

- Community partners are an integral part of the C.A.S.A. extended learning community!
- Grades 1 and above have 2 specialized teachers: a math/science teacher and a literacy/social studies teacher.
- Hands-on science is taught everyday!

- Students participate in arts and science infusions of their choice on Friday.
- The highly qualified, caring staff was selected through a rigorous selection process and has been highly engaged in creating an intentional positive school culture.
- C.A.S.A., which is a mansion for learning boosts: a grade level wing for each grade, 2 state of the art technology labs, 2 full size gymnasiums, 1 dance studio, 2 science labs, 2 art rooms, a grand auditorium, a parent/community resource room, expansive outdoor learning areas, and an incredible library to name a few.

When asked about C.A.S.A., students responded:
6th Grader: "Teachers are smarter."
4th Grader: "C.A.S.A., is cool 'cuz it's bigger' and we have lockers."
4th Grader: "Teachers treat us better and well"
3rd Grader: "Knitting-its fun. I learn about things I haven't learned before and I can teach my grandma."
3rd Grader: "Uniform is easier."
3rd Grader: "Infusion-It's cool and I've never had it before."

To bring to life our mission and vision, all stakeholders are accountable to uphold the following beliefs.

- HIGHLY-QUALIFIED, SKILLED, CARING, and COMPASSIONATE STAFF`
- EXCEPTIONAL CURRICULUM, INSTRUCTION, and ASSESSMENT
- INTENTIONAL POSITIVE CULTURE
- CHALLENGING, EXPLICIT, MEASUREABLE, PUBLIC STUDENT GOALS
- VITAL EXTENDED LEARNING OPPORTUNITIES
- RICH FAMILY AND COMMUNITY PARTNERSHIPS
- SAFE, STRUCTURED, HEALTHY LEARNING ENVIRONMENT

SCHOOL COMMUNITY

Student Population:
Cole Arts and Science Academy is an ECE-7th grade school serving a diverse student population. Of C.A.S.A's 557 students, 28% are Black, 61% Hispanic, 6% White, and 5% Asian or American Indian. Over 30% of C.A.S.A's students are second language learners. Furthermore, at C.A.S.A, 21% of the students receive special education services (65% mild moderate support and 35% center-placement program support) and 8% receive gifted and talented enrichment.

Staff Demographics:
C.A.S.A. is home to an energetic, passionate staff. We have a total of 90 staff members-45 teachers, 20 Para-professionals, 8 support specialists, and 3 Office Staff, and 13 Facility/Food Service Personnel and 3 administrators (1 intern). Of the 90 staff members, 54% are white, 21% Hispanic, and 25% Black. All the teachers are NCLB qualified in the grade they teach and hold a minimum of a bachelor's degree. Of the 45 teachers, 5 are first year teachers. In fact 4 of the 5 new teachers are part of the Teach for America Program. In addition, C.A.S.A. is a UCD partnership school. We currently have 5 teacher candidates, 1 teacher intern, 1 coordinator, and 1 site-professor.

Parents/Families Demographics:
The majority of our families are high poverty as indicated by our 85% free or reduced lunch number. Over 90% of our students live in the school neighborhood. The rate of parental involvement is being closely monitored by the # of volunteers and parents who attend the weekly morning parent meetings.

Community Description: The description of Cole neighborhood by Piton Foundation reads, "The Cole neighborhood became part of the City under the Territorial Session Laws of 1874. The neighborhood is bounded by 32nd and 40th Avenues and York and Downing Streets. More than half of the residential blocks were developed prior to 1900. By 1930, it was fully developed. The pattern of development generally occurred from southwest to northeast. Much of the area remains typical of middle-class sections of the city developed at the turn of the century. Cole Arts and Science Academy, the neighborhood's focal point, and the neighborhood were named for Carlos M. Cole, who as Superintendent of Denver's Public Schools was instrumental in establishing junior high schools in Denver." C.A.S.A. is a recipient of a partnership between the city of Denver and Denver Public Schools.
Through the partnership, a resource advocate is seeking and managing multiple support programs for the school community. The program is including C.A.S.A's business partner - the Clayton Foundation. Other multiple community organizations that are supporting the school include: Making Connections Denver, Metro Organization for People, Metro Volunteers, Catholic Charities (Beacon's Program), Mental Health Corporation of Denver, and Denver Kids.

PERFORMANCE ANALYSIS

Current Data from C.A.S.A.

1. **CSAP Overview:**
 A school-wide analysis of Spring 2008 CSAP scores for 4th to 7th grade students currently enrolled at Cole are outlined below in the tables. The
 percentages listed in the tables represent the number of students scoring proficient or advanced.

Content Area	N Prof+	Total	% Prof+
Math	50	200	25.00%
Reading	40	193	20.73%
Science	3	42	7.14%
Writing	14	193	7.25%

Grade	Content Area	N Prof+	Total	% Prof+
04	Math	12	57	21.05%
04	Reading	11	53	20.75%
04	Writing	3	53	5.66%
05	Math	17	46	36.96%
05	Reading	7	43	16.28%
05	Writing	2	43	4.65%
06	Math	15	43	34.88%
06	Reading	12	43	27.91%
06	Science	3	42	7.14%
06	Writing	3	43	6.98%
07	Math	6	54	11.11%
07	Reading	10	54	18.52%
07	Writing	6	54	11.11%

Summary of 2008 CSAP Scores:
- Writing is an area of concern: based on 7% proficient rate across the grade levels.
- Current 6th graders scored the highest in mathematics at 35% and reading at 28% proficient or advanced.
- Current 7th graders scored the highest in writing at 11%.

2. CSAP Assessment Framework Analysis

Reading/Writing Standards that have a high point value on the CSAP and the percentage of 76-100% of points earned on the identified standards.

Standard Description	Points Possible 4th G.	76-100% Pts. Earned 4th G.	Points Possible 5th G.	76-100% Pts. Earned 5th G.	Points Possible 6th G.	76-100% Pts. Earned 6th G.	Points Possible 7th G.	76-100% Pts. Earned 7th G.
1. b-Summarize text passages.	8	2%	4	4%	1	40%		
1. c-Identify main idea, and find information to support particular ideas.	20	6%	11	22%	12	9%	4	13%
1. d- Draw inferences using contextual clues.	10	9%	6	9%	4	13%	4	13%
1. g/h- Use word recognition skills and resources for comprehension.	10	15%	10	24%	10	18%	13	30%
2- Students write and speak for a variety of purposes and audiences	15	22%	8	11%	8	0%	8	2%
3b-Use correct grammar (noun and simple verb).	10	15%	11	11%	8	7%	9	13%
3. d.1. Use capitalization the beginning of sentences, for proper nouns, and for the pronoun "I".	8	25%	9	11%	6	4%	11	13%
4. a Determine author's purpose.			6	2%	7	0%	3	41%
4. d-Make predictions and draw conclusions about stories.			6	13%	5	4%	5	5%
5. a-Use organizational features of printed text to locate information.			8	4%	9	31%	9	13%
6. a-Identify setting, plot, character, problem, and solution.			11	11%	10	7%	15	0%

Summary of CSAP Reading Framework Assessment:
- Focus in Reading on :Summarizing, Main Idea, Inferring, Predicting, and Identifying plot, problem/solution
- Focus on Writing for a variety of purposes, correct grammar, and capitalization.

Math Standards that have a high point value on the CSAP or were a Constructed Response Item on the 2008 assessments.

Standard	4th Grade	5th Grade	6th Grade	7th Grade
1. Number Sense	1.3b Locate and label 1/2s between whole numbers on the number line.	1.3 Locate and label halves, multiples of fourths, and thirds, between whole numbers on a number line.	1.1a Locate commonly used positive rational numbers including terminating decimals through hundredths, fractions (halves, thirds, fourths, eighths, and tenths), mixed numbers and percents on a number line.	1.1b Using physical materials or pictures to demonstrate the meaning and equivalence of commonly-used fractions and/or percents (for example, write the fractions, decimal, and percent value for the shaded portion of a partially shaded circle).
		1.5a Use estimation strategies to determine the reasonableness of solutions involving the four basic Operations	1.1c Demonstrate the meaning of square numbers using pictorial or concrete materials	1.3a Identify and use the concepts of factor, multiple, prime, composite, and square numbers.
		1.5 b Use estimation to round to the nearest dollar in context and determine reasonableness.	1.4a Demonstrate the equivalent relationships among commonly used fractions, decimals, and percents using pictorial or concrete materials.	
2. Algebra	2.1a Locate and label 1/2s between whole numbers on the number line.	2. a Reproduce, extend, and create patterns, using pictures, geometric shapes or numbers.	2.1 a Represent, describe, and analyze geometric and numeric patterns (whole numbers).	2.1a Represent, describe, and analyze geometric and numeric patterns using tables, words, symbols, concrete objects, or pictures.
		2.3a Identify a rule using addition, subtraction, or multiplication and solve a problem using the rule	2.2a Solve problems by representing and analyzing patterns using words, tables, and graphs	2.2a Solve problems by representing and analyzing patterns using tables, words, concrete objects, or pictures
			2.3a Describe how a change	2.3a Predict and describe

			in one quantity results in a change in another quantity.	how a change in one quantity results in a change in another quantity in a linear relationship (for example, A creature gains 3 oz. a day, how much will it have gained over 10 days?)
3. Data/Prob	3.4a Given pictures, determine all the possible combinations of matching a set containing two elements with a set containing three elements.	3.1 a Organize, construct, read and interpret a table, line plot, bar graph and/or pictograph from given data.	3.1 a Differentiate between categorical* and numerical* 4 data.	3.1 a Organize and construct a line graph, bar graph, and frequency table from a given set of data.
			3.1 b Organize, construct, and interpret displays of data including tables, charts, pictographs, line plots, bar graphs and line graphs.	3.7 a Determine the number of possible outcomes for simple events using a variety of methods such as: organized lists or tree diagrams.
4. Geometry	4.1c Create a figure with at least one line of symmetry.	4.1a Identify and give examples of congruency.	4.2b Make and test conjectures about geometric relationships and develop logical arguments to justify conclusions	4.2b Make and test conjectures about geometric relationships and develop logical arguments to justify conclusions.
		4.2a Identify, classify, and compare 2-dimensional shapes and use vocabulary to describe the attributes	4.5b Solve problems involving the area of rectangles and squares.	4.5 b Solve problems involving area of polygons (square, rectangle, parallelogram, rhombus, triangle)
		4.3a Solve for perimeter and area of rectangles and squares using a drawing on a grid.		
5. Measurement	5.3a Measure the length of objects including the sides of 5 rectangles and squares to the nearest inch and	5.1a Determine the areas of squares and rectangles on a 4 grid.		5.4a Use formulas and/or procedures to solve problems involving the perimeter of a polygon.

6. **Computation**	6.1a Using pictures, diagrams, numbers or words, demonstrate addition and subtraction of whole numbers with 2-digit numbers.	6.1a Demonstrate the conceptual meaning (using pictures, words, diagrams, or numbers) of addition, subtraction, multiplication, and division of whole numbers.	6.1a Use concrete materials or pictures, determine commonly used percentages (for example, 25%, 50%) in problem-solving situations	6.1a Use concrete materials or pictures to determine commonly used percentages (for example, 25%, 50%) in problem-solving situations.
	6.5a Given a real world problem-solving situation, sue addition, subtraction, or multiplication to solve the problem	6.5a Given a real-world problem solving situation, use an appropriate operation (any four basic math operation) and an appropriate method (paper-pencil, mental math, estimation, calculator, computer) to solve the problem.	6.3a Determine from real-world problems whether an estimated or exact answer is acceptable.	6.4a Apply appropriate computation methods to solve problems involving whole numbers, common fractions, and decimals (use only addition and subtraction of fractions and decimals).

Summary of Math Framework Analysis:

- Highlight estimation, locate numbers on the number line, using pictures/concrete objects to compute, solve real-world problems, area and perimeter, patterns, and organizing, displaying, and analyzing data.

3. Current Fall 2008 DRA2/EDL Reading Results at C.A.S.A.

Grade	Number of Students at or above in Grade Level Reading	Number of Students below Grade Level in Reading	Percent of Students at or above in Grade Level Reading
Kinder			
1st Grade	37	26	37/63=59%
2nd Grade	32	28	32/60=53%
3rd Grade	28	16	28/46=61%
4th Grade	18	45	18/63=29%
5th Grade	32	20	32/52=62%
6th Grade	27	21	27/48=56%
7th Grade	25	29	25/54=46%

Summary of 2008 DRA2 Scores:
- 4th Graders needs the most intervention
- Over 6% of 3rd and 5th graders are currently reading at grade-level.
- Less than 50% of the 7th graders are reading at grade level.

2. **Current Fall 2008 Benchmark Results at C.A.S.A.**

Benchmark Assessments Overview:
The following tables highlight the percentage of students scoring proficient or advanced on the 2008 Fall Benchmark assessments.

	Math	Reading	Writing
3rd	2%	0%	2%
4th	5%	2%	2%
5th	4%	6%	10%
6th	2%	15%	4%
7th	0%	1%	4%

Summary of Benchmark Data:
- 5th grade had the highest percentage of students proficient or advanced in writing at 10%
- 6th graders had the highest percentage of student proficient or advanced in reading at 15%.
- More analysis on Benchmark assessments is necessary to determine instructional steps.

Significant Historical Academic Data:
Since Cole Arts and Science Academy is a new school that combined the students from 2 closed elementary schools-Mitchell and Wyman, the data from the two schools is summarized below to provide a historical background on the academic history of the current student population at C.A.S.A.

School accountability ratings for both schools are as follows:

School	2006 Accountability Rating	2006 Improvement Rating	2007 Accountability Rating	2007 Improvement Rating	2008 Accountability Rating	2008 Improvement Rating
Mitchell	Unsat	Sign. Decline	Unsat	Stable		
Wyman	Unsat	Decline	Low	Decline		

READING:
School achievement in CSAP Reading from 3rd to 6th grade from both schools:
3rd Grade Reading

School	2006 3rd Grade CSAP Reading-Proficient or Above	2007 3rd Grade CSAP Reading-Proficient or Above	2008 3rd Grade CSAP Reading-Proficient or Above	Change in 3rd Grade from 2006 to 2008 CSAP
Mitchell	30%	5%	20%	-10%
Wyman	21%	40%	43%	+22%

4th Grade Reading

School	2005 4th Grade CSAP Reading-Proficient or Above	2006 4th Grade CSAP Reading-Proficient or Above	2007 4th Grade CSAP Reading-Proficient or Above	2008 4th Grade CSAP Reading-Proficient or Above	Change in 4th Grade from 2005 to 2008 CSAP
Mitchell	20%	18%	9%	6%	-14%
Wyman		22%	32%	17%	-4%

5th Grade Reading

School	2005 5th Grade CSAP Reading-Proficient or Above	2006 5th Grade CSAP Reading-Proficient or Above	2007 5th Grade CSAP Reading-Proficient or Above	2008 5th Grade CSAP Reading-Proficient or Above	Change in 5th Grade from 2005 to 2008 CSAP
Mitchell	16%	17%	17%	31%	+15%
Wyman	45%	23%	14%	33%	-12%

6th Grade Reading

School	2005 6th Grade CSAP Reading-Proficient or Above	2006 6th Grade CSAP Reading-Proficient or Above	2007 6th Grade CSAP Reading-Proficient or Above	2008 6th Grade CSAP Reading-Proficient or Above	Change in 6th Grade from 2005 to 2008 CSAP
Mitchell		15%	21%	21%	+6%

MATHEMATICS:

School achievement in CSAP Mathematics from 3rd to 6th grade from both schools:

3RD Grade Math

School	2005 3rd Grade CSAP Math-Proficient or Above	2006 3rd Grade CSAP Math-Proficient or Above	2007 3rd Grade CSAP Math-Proficient or Above	2008 3rd Grade CSAP Math-Proficient or Above	Change in 3rd Grade from 2005 to 2008 CSAP
Mitchell	30%	27%	8%	20%	-10%
Wyman	26%	11%	6%	39%	+13%

4th Grade Math

School	2005 4th Grade CSAP Math-Proficient or Above	2006 4th Grade CSAP Math-Proficient or Above	2007 4th Grade CSAP Math-Proficient or Above	2008 4th Grade CSAP Math-Proficient or Above	Change in 4th Grade from 2005 to 2008 CSAP
Mitchell	24%	24%	33%	24%	0%
Wyman		11%	42%	43%	+32%

5th Grade Math

School	2005 5th Grade CSAP Math-Proficient or Above	2006 5th Grade CSAP Math-Proficient or Above	2007 5th Grade CSAP Math-Proficient or Above	2008 5th Grade CSAP Math-Proficient or Above	Change in 5th Grade from 2005 to 2008 CSAP
Mitchell	16%	14%	22%	29%	+13%
Wyman	20%	12%	37%	52%	+32%

6th Grade Math

School	2005 6th Grade CSAP Math-Proficient or Above	2006 6th Grade CSAP Math-Proficient or Above	2007 6th Grade CSAP Math-Proficient or Above	2008 6th Grade CSAP Math-Proficient or Above	Change in 6th Grade from 2005 to 2008 CSAP
Mitchell		6%	13%	13%	+7%

WRITING

2008 Writing Scores:

School	2008 3rd Grade CSAP Writing-Proficient or Above	2008 4thGrade CSAP Writing-Proficient or Above	2008 5th Grade CSAP Writing-Proficient or Above	2008 6th Grade CSAP Writing-Proficient or Above
Mitchell	4%	0%	11%	11%
Wyman	18%	9%	14%	

HISTORICAL SUMMARY

Both schools received an "Unsatisfactory" rating in the Colorado School Accountability Reports within the past two years. Only Mitchell received a rate of improvement of "stable" since 2006. The most recent scores available, on the 2008 3rd Grade Reading CSAP, Mitchell showed a 15% gain from the previous year and Wyman showed a 3% increase. Mitchell showed a negative change in 3rd grade reading from 2006 to 2008, whereas Wyman showed a positive increase of 22%. Fourth grade reading change from 2005 to 2008 was similar to 3rd grade results, where Mitchell saw a decline of 14% and Wyman an increase of 4%. The fifth grade reading results were the opposite, where Mitchell remained steady with a 15% growth and Wyman decreased by 12%. The mathematics achievement results show a trend of growth at Wyman with 13% increase in 3rd grade, 32% increase in 4th grade and 5th grade. Whereas, the math results at Mitchell were varied with a 10% decline in 3rd grade, no growth in 4th grade, 13% increase in 5th grade and a 7% increase in 6th grade.

IMPLICATIONS:

After reviewing the data from multiple perspectives, C.A.S.A. needs to focus their school improvement plan on the following areas:

- **Since writing is significantly low, writing needs to be a school-wide focus**.
- Instructionally focus on summarizing, inferring, and supporting main idea, comprehension strategies, identifying author's purpose and problem and solutions for reading.
- Highlight speaking and writing for a variety of purposes and correct grammar in the area of writing.
- Concentrate on math areas including: Conceptual understanding of whole numbers, fractions, decimals, and percents, estimation, patterns, rules, proportional thinking, relationship of area to perimeter, organizing and displaying data, concrete representations of computation, and applying computation to real-world problem situations.

By focusing on the above areas, C.A.S.A will also successfully accomplish the following:

- **Receive a minimum SAR rating of Low.**
- **Meet AYP or safe-harbor in mathematics and reading.**
- **Achieve a minimum rating of Meets Expectations on the 2008 School Performance Framework.**

ACTION PLAN

Teaching and Learning Goal 1

Goal:

From 2008-2010 the percentage of 3rd to 7th grade students proficient or advanced on CSAP reading/writing will increase by 20% from 21% to 41% and 7% to 27 % respectively.

Objective 1: ☐ **Objective Met** ☒ **New Objective** ☐ **Revised Objective**

During the 2009 school year, the number of students proficient or advanced in reading in ECE to 7th grade will increase from 2008 by an additional 10% from 21% to 31%.

During the 2010 school year, the number of students proficient or advanced in reading in ECE to 8th grade will increase from 2009 by an additional 10% from 31% to 41%.

Strategy 1 to Support Objective 1: Fidelity to high quality rigorous, curriculum, instruction, and assessment

==Implement ECE-7 quality reading curricula big ideas/intentional-learning's and best practices as outlined in the district literacy guides, "Look-For" and Best Practice Documents.==

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
1. Institute weekly vertical team meetings to plan readers-workshop lessons that include effective differentiation and best practices. • *Identify the resources and effective strategies that will be used to teach literacy instruction for English Language Learners and students with special needs.* • *Implement guided reading instruction with fidelity through the platooning model.* • *Implement a morning meeting component, where ritual and routines are established, daily intended learning's are highlighted, connections to previous learning are made, and intentional classroom community of learners is nurtured.* • *Use Backwards lesson design across the grades and content areas.*	Instructional Leaders, Humanities Facilitators, Teachers, and Specialists.	August 2008, on-going through-out year.	Literacy Planning Guides, Planning Documents, *Avenues, Shining Star,* SBPR Indicator Guides, "Look For" and Best Practice documents, Benchmark Bookroom professional development supplies, and substitute days-*TITLE 1 and TITLE 2 Budget And Admin Budget* Additional Resources: ➢ Book-*Classroom Instruction That Works for ELL's* by Jane Hill, ET at. ➢ Book-*Making the Most of Small Groups: Differentiation for All* by Debbie Diller. ➢ Book-*Supporting Struggling Readers and Writers* by Strickland, Ganske, and Monroe. ➢ Morning Meeting Book ➢ UbD Book-Wiggins/McTighe ➢ *Benchmark* Bookroom ➢ *Science & Literacy*	District in-services and school-wide professional development sessions on effective literacy Instruction: 1) Teaching/Learning PLC's weekly 2) Implementation of DOL program –Nov. 3) Embedded PD Studies-Oct. to May, Fridays-6wks. 4) Backward Lesson Design PD-Late Start Days. 5) PD-Bookrooms-Guided Reading 6) UCD site professor support 7) Curriculum District PD
2. Use learning labs, learning walks, and action research to model and observe best practices (Ex. ELL strategies and differentiation strategies for students with special needs).	Instructional Leader, Humanities Facilitators, Leadership Team, Teachers, and Specialists	Spring 2009	Substitute coverage-*Admin Budget/UCD teacher candidates* Model learning walk and lab	

3. Structure and implement a daily 30-45 minute supplemental reading intervention for small groups of students (6 students) on ILP"S.	Teachers, Reading Intervention Specialists, and Instructional Leader	Fall 2008	protocols. Action Research Formats *Read-to-Achieve Grant*-Title Targeted Assistance Funding. *Fundations* and Wilsons materials, DIBELS materials, and support from Sopris West Consulting.	DIBELS, Wilsons, and *Fundations* training sessions. Title Targeted Assistance Budget and R2A Grant
4. After-school and summer supplemental reading tutoring program.	After-School providers and Instructional Leader	Fall 2008-November	*Read-to-Achieve Grant, Title 1 Targeted assistance funding, and DPS Success Grant*	
5. Use of AR (Accelerated Reader) in all classrooms and the library to support/encourage reading.	All teachers; librarian; Carmel Hill staff; Humanities Facilitators, and Instructional Leader	Year 1-2008-2009 Year 2-2009-2010	*Carmel Hill Grant*-books, ML technology resources, professional development, and support services.	Professional development from Carmel Hill resources and technology committee including whole school, grade-level, and 1X1 pd. Use of in-house individuals with prior knowledge and practice to support PD with newer staff.

Strategy 2 to Support Objective 1: **Data Driven Instruction/Student Public Goals**

==Use data to drive instruction and monitor public, student goals.==

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members Responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
1. Examine reading data (formative and summative assessment results, DRA II, EDL, DIBELS, Benchmarks, CSAP, student work, observation, etc) during grade-level and vertical meetings to determine instructional steps, instructionally grouping, and consistent performance ratings.	Instructional Leader, Leadership Team, Humanities Facilitators, Teachers, and Specialists.	Fall 2008, on-going through-out year.	Literacy Planning Guides, Avenues, Shining Star, Assessment Results, SBPR Indicators Guide, DRA II and EDL kits, and professional development supplies-*Admin Budget and Instructional Supplies*	District training on Data Teams
2. Develop, display, and continually monitor short-term and long-term student goals.	Leadership Team, Students, parents, Instructional Leader, Facilitators, and Teachers.	Fall 2008, on-going through-out year.	DIBELS-*Read-to-Achieve Grant* Goal setting sheets and display materials-*Admin Budget and Instructional Supplies*	
3. Monitoring, collecting, and displaying AR student goals. 4. Display and celebrate student work.	Leadership Team, Students, Parents, Instructional Leader, Facilitators, and Teachers	Fall 2008	Carmel Hill Grant and Instructional Budget	

Objective 2: ☐ **Objective Met** ☒ **New Objective** ☐ **Revised Objective:**

During the 2009 school year, the number of students proficient or advanced in writing in ECE to 7th grade will increase from 2008 by an additional 10% from 7% to 17%.

During the 2010 school year, the number of students proficient or advanced in writing in ECE to 7th grade will increase from 2009 by an additional 10% from 17% to 27%.

Strategy 1 to Support Objective 2: Fidelity to high quality rigorous, curriculum, instruction, and assessment

Implement ECE-7th quality writing curricula big ideas/intentional learning's and best practices as outlined in the district literacy guides.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy

1. Institute weekly vertical team meetings to plan writing lessons that include effective differentiation and best practices.
  a. *Identify the resources and effective strategies that will be used to teach literacy instruction for English Language Learners and students with special needs.*
  b. *Use Backwards lesson design across the grades and content areas.*
  c. *Ensure school-wide writing focus.*
	Instructional Leader, Humanities Facilitators, Teachers, and Specialists	Fall 2008, on-going through-out year.	Literacy Planning Guides, Planning Documents, SBPR Indicator Guides, "Look For" and Best Practice documents, professional development supplies, and substitute Days-*TITLE 1 and Admin Budget* Additional Resources:
			  ➢ Book-*Classroom Instruction That Works for ELL's* by Jane Hill, ET at.
			  ➢ Book-*Making the Most of Small Groups: Differentiation for All* by Debbie Diller.
			  ➢ Book-*Supporting Struggling Readers and Writers* by Strickland, Ganske, and Monroe.
				District in-services and school-wide professional development sessions on effective literacy Instruction:
				  1) Teaching/Learning PLC's weekly
				  2) Embedded PD Studies-Oct. to May, Fridays-6wks.
				  3) Backward Lesson Design PD-Late Start Days.
				  4) UCD site professor support
				  5) Curriculum District PD

2. Use learning labs and learning walks to model and observe best practices. (Ex.	Leadership Team, Instructional Leader,	Spring 2009	Substitute coverage-*UCD teacher candidates*	

ELL strategies and differentiation strategies for students with sp. needs).	Humanities Facilitators, Teachers, and Staff Developers.			
3. Implement writing across the school • Implement Arts and Science Infusion Inquiry Journals. • Use and encourage writing across the curricula • Use school-wide rubric across the grades. • Science Journals • Writers & Reader's Notebooks	Leadership Team, Enrichment Coordinator, Teachers, and Students.	Fall 2008	Arts and Science Infusion Materials Budget.	

Strategy 2 to Support Objective 2: Data Driven Instruction/Student Public Goals

<mark>Use data to drive instruction and monitor public, student goals.</mark>

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members Responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
1. Design, publish, and use a school-wide writing rubric. Launch rubric with school-wide writing prompt.	Teachers and Facilitators.	Fall 2008	Instructional Budget	Vertical Team PLC Sessions
2. Examine writing samples (Benchmarks, CSAP, student journals during grade level meetings to determine instructional steps and establish consistent performance ratings.	Instructional Leader, Humanities Facilitators, Teachers, and Specialists	Fall 2008, on-going through-out year.	Literacy Planning Guides, Assessment Results, writing prompts, writing rubrics, professional development supplies, and Standards Based Progress Report Indicators Guide-*Admin Budget*	District training on Data Teams and school-wide professional development.
3. Develop data progress monitoring, display, and student goal-setting process. 4. Display and celebrate student work.	Leadership Team, Students, parents, Instructional Leader, Humanities Facilitators, Teachers, and Specialists	Fall 2008, on-going through-out year.	Goal setting sheets and display materials-*Admin Budget*	

Milestones:

To ensure that we are making interim progress toward meeting objective 1 and 2 for Literacy, we will use the following tools to measure the objective:

1. DPS Benchmarks for 3rd, 4th, 5th, 6th, and 7th grade students;
2. AR Star Early Literacy assessments for grades 2nd- 7th grade students;
3. DRA II and EDL testing for K-7th grade students;
4. School-wide writing prompts aligned with Literacy Guide big ideas/intentional learning's for K-7th grade students;
5. Informal Reading Inventories for K-2 grade students and DIBELS assessment for students K-3 grade students; and
6. Work Sampling System for ECE students.

	ECE	K	1	2	3	4	5	6	7
Work Sampling	X								
Reading Inventories		X	X	X					
DIBELS		X	X	X					
DRA II		X	X	X	X	X	X	X	X
Star Early Literacy		X	X	X	X	X	X	X	X
DPS Benchmarks					X	X	X	X	X

Milestones:

1. At the end of the 2nd and 3rd trimester (Dec. and May) during the 2008-2009 school year, of a 50% 3rd-7th grade students will increase on reading and writing Benchmarks by a 15% (30% from beginning to end of year) increase in performance levels. The first Benchmark test in September will be used to determine the baseline for each grade.

   At the end of 2nd and 3rd trimester during the 2007-2008 school year, the following specific sub-group data will be measured by reading and writing Benchmarks
   a. 10% increase on reading benchmarks performance levels in summarizing, inferring, and main idea.
   b. 10% increase on the benchmark-writing for a variety of purposes.
2. 85% of the students in grades 2-7 will have an average increase of 25 points per Star assessment each trimester and have an increase of 75 points over the year.
3. 75% of K-7 grade students will increase 1.5 grade-level equivalence from the pre to post DRA II or EDL.
4. 25% of K-5 grade students will move-up one performance level on a writing rubric by the end each trimester.
5. 50% of K-2 grade students will improve on the DIBELS examine by improving 1 status level in 4 out 5 fluency areas (Phoneme segmentation, letter naming, non-sense word, oral reading, and retell).
6. The number of ECE students making adequate progress on the Work Sampling System will increase 15% both during the Winter and Spring trimester. The fall trimester will be used to establish the base-line data.

Teaching and Learning Goal 2

Goal 2:
From 2008-2010 the percentage of 3rd to 7th grade students proficient or advanced on CSAP math will increase by 20% from 25% to 45%.

Objective 1: ☐ **Objective Met** ☒ **New Objective** ☐ **Revised Objective**

During the 2008 school year, the number of students proficient or advanced in math in ECE to 7th grade will increase by 10% from 25% to 35%

During the 2009 school year, the number of students proficient or advanced in math in ECE to 7th grade will increase from 2009 by an additional 10% from 35% to 45%

Strategy 1 to Support Objective 1: Fidelity to high quality rigorous, curriculum, instruction, and assessment

Implement ECE-7 quality mathematics curricula big ideas/grade-level objectives as outlined in the district guides and Everyday Math Teacher's Guide.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
1. Institute weekly vertical team meetings to plan mathematics lessons that include effective differentiation and best practices. Emphasize high impact areas as identified in the CSAP Framework Analysis.	Leadership Team, teachers, facilitator, Instructional Specialist, and Instructional Leader.	Fall 2008, and on-going through-out year.	2008 Everyday Mathematics materials, CMP Mathematics materials, student consumable journals, and Mathematics Planning Guides.	District in-services and school year. School-wide vertical team and 1X1 coaching professional development provided by facilitator, staff with prior knowledge, Instructional Leader, and Instructional Specialist.
2. Use learning labs, action research and learning walks to model specific best practices.	Same as above	Spring 2009	Substitute Coverage-UCD Teacher Candidates	

Strategy 2 to Support Objective 1: **Data Driven Instruction/Student Public Goals**

<mark>Institute an assessment structure to collect and analyze mathematics data that will support teachers and students in improving math instruction and monitoring student math progress.</mark>

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members Responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
1. Examine math data (Everyday Math RSAs, EM end-of-unit assessments, and CMP unit tests) during vertical team meetings to determine instructional steps and establish consistent performance ratings. .	Lead-Teacher, Instructional Leader, Humanities Facilitators, Teachers, and Instructional Specialist	Fall 2008, on-going through-out year.	Math Planning Guides, Assessment Results, Everyday Mathematics Progress Monitoring System, professional development supplies, and Standards Based Progress Report Teachers Guide. Goal setting sheets and display materials.	District training on Data Teams and school-wide, grade level, and 1X1 coaching professional development.
2. Develop data progress Monitoring process. Display class averages on end-of-unit assessments. 3. Display and celebrate student work.	Students, parents, Instructional Leader, Lead-Teacher, Humanities Facilitators, Teachers, and Instructional Specialist	Fall 2008, on-going through-out year.		District training on Data Teams and school-wide, grade-level, and 1X1 coaching professional development.

Milestones:
To ensure that we are making interim progress toward meeting objective 1 and 2 for Math, we will use the following tools to measure the objectives:
- DPS Benchmarks;
- Everyday Math RSA monitoring system.
- Everyday Math and CMP End of Unit Assessments.

Milestones:
- At the end of the 2nd and 3rd trimesters during the 2008-2009 school year, 50% of 3-7 grade students will Increase on math Benchmarks by a 10% upward movement in performance levels. The 1st Benchmark assessment results will be used to establish base-line data. From beginning to end of year on the math benchmarks, 50% of 3-7 grade students will demonstrate a 30% growth.
- 50% of all students will score a minimum of 80% proficiency on the end of unit assessments.
- 50% of the students in grades ECE-5 will increase 1 performance level as measured through RSA monitoring system.

School: Cole Arts and Science Academy | **Principal:** Julie Murgel | **SIP Years:** 2008-2010

Parent and Community Engagement Goal:	

From 2008-2010 parental involvement will reach a minimum of 75% commitment rate as measured by the number of completed Parent Compacts and participation in parent workshops.

Objective 1: Parent Dream Awareness Campaign

In 2008-2009 the parental and community involvement rate will reach a minimum of 75%.
In 2009-2010 15%of the parental and community involvement rate will increase by 10% from 75% to 85%.

Strategy 1 to Support Objective 1:

Make 100% of all parents/guardians aware of their students' grade-level proficiency level in Reading.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.)	Professional Development in Support of the Strategy
1. Launch the Dream Awareness Campaign. 2. Design and deliver all parent compacts in Spanish and English. 3. Implement use of IC auto-dialer for updates on campaign. 4. Send compact and progress monitoring in the weekly Thursday Folders. 6. Recruit and assign one parent to each home-room. 7. Create an incentive Program 8. PR the campaign. 9. Monitor and display the success rate of the campaign.	PLT Team, CSC, Leadership Team, Parent Liaisons, Parents, Students, and Teachers.	October 2008	Materials-PLT Grant Supplies-Title 1: Parental Involvement	None needed

Objective 2:

<mark>**Learning at Home**: Provide parents with varied and explicit opportunities to improve and increase skills related to supporting their children's academic achievement. (Parent meetings should be scheduled based on the need and availability of the parents.)</mark>

Strategy 1 to Support Objective 2:

Provide information related to the Denver Plan, district grade-level expectations, and standards-based progress reports as related to student achievement.

Activity (Action Steps)	Person(s) responsible (Lead persons and committee members responsible for implementing strategy.)	Timeline (Projected timeframe for the implementation and completion of strategy.)	Resources and Budget (Materials, grants, funds and other resources targeted to support the strategy.	Professional Development in Support of the Strategy
1. Back to School Night, Literacy Nights	Julie Murgel, all teachers, PLT members, CSC, and Parent Liaisons.	Fall 2008-Spring 2009	Refreshments, and materials	None needed
2. Workshops for Parents and Staff	CSC, Karla Loaiza, and Elena Saenz	Fall 2008-Spring 2009	Refreshments and materials-PLT Grant	None needed
3. Provide summer back-packs full of resources to help students and families with learning over the summer.	PLT team, Liaisons, and Parents.	Summer 2009	Back-packs, books, and additional education materials. PLT Grant	
4. Sessions on homework expectations and parental support-visit homes as needed.	PLT team, Liaisons, and principal	Fall 2008	Refreshment and materials PLT Grant	
5. Parent and Student joint homework projects	Classroom teachers, students, parents, liaisons, and PLT team	Winter 2008	Materials Materials	

		Winter 2008		
6. Family participation at the parent/teacher conferences to set goals and monitor progress jointly between parent and student.	Parent Liaisons, Classroom teachers, students, parents, and PLT team			

SCHOOL IMPROVEMENT PLAN EVALUATION/STATUS REPORT

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 1:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

School Name: **Year:**   **Midyear:** ☐ **Year-end:** ☐

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Teaching and Learning Goal 2:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

School Name: **Year:**   **Midyear:** ☐   **Year-end:** ☐

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Parent and Community Engagement Goal:

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

Status of Objective 2

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

School Name: **Year:**   **Midyear:** ☐ **Year-end:** ☐

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

Attendance and Enrollment Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

School Name: **Year:**   **Midyear:** ☐ **Year-end:** ☐

SCHOOL IMPROVEMENT PLANNING/EVALUATION FORM – STATUS REPORT

School Climate and Culture Goal: (if needed)

Status of Objective 1

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

Status of Objective 2 (optional)

Progress on Action Steps by Strategies	Evidence of Progress/Assessments/Data Collected (see Milestones)	Explanation for Strategies Not Meeting Timeline and Necessary Plan Adjustments
Strategy 1: • Activity/Action Step 1a • Activity/Action Step 1b • Professional Development in Support of Strategy 1		
Strategy 2: • Activity/Action Step 2a • Activity/Action Step 2b • Professional Development in Support of Strategy 2		

APPENDICES

APPENDIX A: School and Parent Compact

SAMPLE TEMPLATE OF SCHOOL AND PARENT COMPACT

Cole Arts and Science Academy
Denver Public Schools
SCHOOL-PARENT COMPACT

C.A.S.A. Staff, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2007-2008.

School Responsibilities

As the principal of C.A.S.A., and partner in education for C.A.S.A students, I commit to the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Conferences will be held October 28-29.
3. Provide parents with frequent reports on their children's progress. Trimester reports will be issued: October 2008, February 2009, and May 2009.
4. Provide parents reasonable access to staff. Phone calls or scheduled conferences can be made before or after-school from 8:00-9:00 am (M, T, R, & F) and 3:45-4:00 (M-F).
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Provide a safe, orderly, and healthy learning environment.
7. Encourage positive communication between the teachers, parents, and students.
8. Hold high expectations for teachers, staff, parents, and students.
9. Nurture an intentional, positive school culture.
10. Celebrate student and staff achievement.

Principal Signature: _____

Teacher Responsibilities

As a teacher at C.A.S.A., and partner in education for C.A.S.A students, I commit to the following:

1. Hold high expectations to promote academic achievement and behavioral success for all students.
2. Implement rigorous, standards based curriculum.

3. Make academic and behavioral expectations explicit to all students.
4. Determine each student's educational needs and adjust instruction to ensure student academic success.
5. Establish caring, positive-relationships with all students.
6. Continue professional development to enhance teaching practice.

Teacher Signature: _____

Parent Responsibilities:

As a parent of a child enrolled at C.A.S.A., and partner in education for my child's education, I commit to the following:

1. Ensure that my child attends school regularly and arrives on time with necessary supplies.
2. Ensure that all homework is complete and returned.
3. Volunteer, to extent possible, in my child's classroom.
4. Participate in decisions relating to my children's education.
5. Promoting positive use of my child's extracurricular time.
6. Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.
7. Join school organizations, attend meetings and conferences, and serve on committees.
8. Support student behavioral expectations and code of conduct.

Parent Signature: _____

Student Responsibilities

As a student of C.A.S.A., to the best of my ability I will:

1. Take responsibility for my learning and achievement of state standards.
2. Complete and return homework (ask for help when needed).
3. Read at least 30 minutes every day outside of school time.
4. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
5. Follow the school behavioral expectations and code of conduct.

Student Signature: _____

APPENDIX B: PROFESSIONAL DEVELOPMENT FORMS

Denver Public Schools

Launching Professional Study for the 2008-2009 Year

PROFESSIONAL DEVELOPMENT PLAN

Goal	Activity	Responsibility	Schedule	Resources	Expected Outcome	Reflection on Outcome for Planning Next Steps
Implement literacy and math big ideas/intentional learnings as outlined in the planning guides.	Vertical team planning sessions. Back-wards Lesson Design	Val, Annie, Leah, Julie, Jenny, Lisa, Leadership Team, Instructional specialists, and classroom teachers	During planning block Tuesday and Thursday Mornings. Spring 2009	Guides, books, supplies, and active participation. Set-up a community room for collaborative learning. C.A.S.A Style Book	Improvement in student academic progress. SIP goals are achieved.	
Establish rituals, routines, and norms for our professional learning community.	Kick-off the 2008-2009 school-years with dynamic, engaging, 2 day retreat. Embedded PLC 6wks (Fridays)	Val, Annie, Leah, Julie, Jenny, Lisa, Leadership Team, Instructional specialists, and classroom teachers	August 7th and 8th Oct 2008-ongoing	Guides, books, and supplies.	Established professional learning community.	
Improve school and classroom cultures.	PBS Implementation and Discipline Protocol and Support System Morning Meeting	PBS Team, Administrators, and Teachers	Once a month-Faculty meetings on Wednesdays.	Supplies Dream Tickets PBS Motto PBS Expectations Discipline Ladder and documents	Established positive school and classroom culture. Increase of positive student behavior. Decrease in office referrals and suspensions.	
Improve and	Institute learning labs,	Val, Annie, Leah, Julie,	Spring 2009	Books, guides, resources,	Documented best	

document teaching and learning practices (Specifically differentiation and ELL strategies).	learning walks, and book studies. Coaching sessions: Consult Cognitive Collegial (Holonomy)	Jenny, Lisa, Leadership Team, Instructional specialists, and classroom teachers		best practice documents, and supplies	practices. Improvement in student academic progress.	
Use data to guide instruction and improve academic progress.	Grade-level and vertical planning sessions. School-wide scoring sessions	Val, Annie, Leah, Julie, Jenny, Lisa, Leadership Team, Instructional specialists, and classroom teachers	During planning block monthly analyze data. Analyze school-wide data-each trimester.	Guides, books, supplies	Improvement in student academic progress. Use of data to make instructional decisions.	
Increase parental involvement.	Parent sessions and school-wide pd sessions	PLT members, CSC, Parent Liaisons, Parents, and administrators.	PLT Plan	Supplies, refreshments, books, and materials.	Increased parental involvement and increase student academic progress and attendance.	
Increase implementation and quality of Accelerated Reader	1-on-1 sessions	Kay(AR Rep.) Val, AR Team, Teachers.	Monthly-1:1 Sessions	Books and tech support	Quality of AR implementation. Increase in student reading.	
Implement and Align Standards Based Progress Report with Indicators and construct body of evidence.	Vertical Team planning sessions. Weekly-school wide PD IC-Grade book	Val, Annie, Leah, Julie, Jenny, Lisa, Leadership Team, Instructional specialists, and classroom teachers Tech Committee and Teachers.	Monthly-Indicators Each Trimester Fall 2009	Standards Based Teachers Guide, bodies of evidence, and Computers with IC.	Effective, consistent, and quality progress reports.	

| Implement Reading Intervention Program | DIBELS training

Wilson's and Fundations Program Training | Specified teachers (k-2, reading specialist, and special educator), Julie, Instructional specialists, and After School Providers, PD trainers. | Summer and Fall 2008 | DIBELS materials
Program materials
Access to computers | Implementation of reading intervention program.

Fewer students on ILPs and more students reading at grade-level expectations. | |

APPENDIX C: TITLE I SCHOOLWIDE BUDGET
(Please attach your Title I Budget)

Cole Arts and Science Title 1 Budget
Targeted Assistance

Budget Item	Total Budget
Instructional Salaries and Benefits (1 Reading Intervention Teacher and 0.5 Math Intervention Teachers)	$110,532.00
Parental Involvement	$1,180.00
Staff Development	$1,014.00
Supplies – Language instructional materials: 1 multi-level kits (A & B) @ $459.00; consumables @ $25 for total of $1875.00. Navigator-	$5,274.00
Total Budget	$118,000.00

APPENDIX D: ECE Transition and Highly Qualified Teacher Plan

Title I Schoolwide Programs

Transition for Early Childhood Programs Plan: Describe school plan for assisting preschool children in the transition from ECE programs (if applicable) such as Head Start, Early Reading First, or a state or local preschool program.				
Strategy 1 Kindergarten transition parent meetings.				
Person(s) responsible	**Timeline**	**Resources and Budget**	**Professional Development in Support of the Strategy**	**Assessment to Measure Strategy**
ECE Teachers School Principal	Purchase materials by February/March. Distribute at parent meeting in April/May.	Title I ECE materials & supplies dollars – estimated maximum cost $10 per child. Early Education transition parent documents – no cost, internal document in use.	Agenda item for ECE professional development sessions in October with reminders at February sessions.	Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder to both teachers and principals. Ask for date, number in attendance, feedback.
Strategy 2 Kindergarten classroom visitations.				
Person(s) responsible	**Timeline**	**Resources and Budget**	**Professional Development in Support of the Strategy**	**Assessment to Measure Strategy**
ECE teachers Kindergarten teachers School principals	Final month of school or March parent meetings.	Early Education transition parent documents – no cost, internal document in use. Title I ECE materials & supplies dollars if books or summer parent/child materials are needed	Agenda item for ECE professional development sessions in October with reminders at February sessions.	Electronic feedback request to all ECE teachers/principals March – will also serve as additional reminder – will be sent to ECE and Kindergarten teachers and principals.

Appendix D

Highly Qualified Teacher Plan: Describe your school's strategies to attract and retain highly qualified teachers, including new teachers. Include plan for providing high quality and ongoing professional development. Note: See attached Professional Development Plan				
Strategy 1 Hire teachers that are highly qualified for the positions for which they apply.				
Action Steps to support strategy	Timeline	Resources and Budget	Professional Development in Support of the Strategy	Assessment to Measure Strategy
The Human Resources department screens all applicants for positions and only allows interviews for those who are qualified.	This process follows the staffing timeline both for in-district and out of district applications.	General fund—HR department	HR generalists and the recruiters are trained to understand the NCLB HQT requirements. Principals receive training on position and schedule control,	% HQ teachers in a building.
Strategy 2 Use professional development to retain highly qualified teachers (both new and veteran)				
Action Steps to support strategy	Timeline	Resources and Budget	Professional Development in Support of the Strategy	Assessment to Measure Strategy
Assign mentors to newly hired teachers	A minimum of 20 hours contact throughout the school year	General fund $ for training, Federal $ for stipends	Mentors receive training in the support of the new teachers. New teachers attend a series of professional development activities as a part of their induction program. This is PD	% of new teachers who stay in a building.
Develop, with the professional development committee required by the DCTA Agreement, a professional development plan that meets the individual needs of the school staff.	Fall of each school year	Multiple sources		Teacher retention rates as measured by the Balanced Scorecard.

APPENDIX E: SCHOOL INFORMATION LITERACY AND TECHNOLOGY PLAN

School Information Literacy and Technology Planning Overview

Three Year ILT Plan Overview

- Schools' plans are aligned with their SIPs.
- ILT Evaluation Rubric to be completed yearly.
- Plan will outline how schools will be *Proficient* in all of the Evaluation Rubric's defined categories by Year 3.
- Plan will be written in a provided Word template.
- Schools will conduct a *DPS Family Technology Survey* in Year 1, and repeat every 3 years. Survey information will be centrally gathered, scanned and information disseminated back to schools.

Yearly ILT Evaluation Rubric

Combines technology and library rubrics into an overall ILT evaluation rubric.

Three Year ILT Plan Sections

1. **Define how your school's ILT Plan is aligned with your school's School Improvement Plan.**
   a. How is this ILT Plan linked to the elements of the Balanced Scorecard?
   b. How is it linked to enhancing student performance?
   c. How is it linked to the school's overall budget, staffing and resource allocation decisions?

   a. The ILT plan is linked to the elements of the Academic Plan and SIP, such that, we will set-up the automatic dialer for attendance and use the dialer to increase parent communication regarding events. At this time, we are looking to set up the parent-portals in the 2009-2010 school-year. All classroom teachers are taking daily attendance on IC. Teacher will begin to maintain a grade-book on IC in the 2008-2009 school-year.

   b. The continued support in our ILT plan for the Accelerated Reader Program, English-in-a-Flash, and the Everyday Math Games software is aligned with our school improvement plan to increase student performance in literacy and math. In addition, student access to networked computers in the class provides research and writing tool that supports the writing component of the literacy plan. The English-in-a Flash component of Accelerated Reader provides support for the literacy plan for our second language students.

   c. The ILT non-salary allocations on our budget from the Mill Levy allocations was converted to provide 17% of the salary for computer technology teacher, who will teach technology standards to all students K-7th on the specials rotation schedule. Also, the technology teacher will have a class period to provide technology support to the school. In addition, we have allocated a 1.0 FTE Librarian for the LMC to teach library skills, including use of the computer for research.

2. **What are two measurable, academic goals defined in your SIP and how does this ILT plan support these goals?**

   a. What are the expected improvements, as driven by your school's ILT program that will lead toward accomplishing your SIP's academic goals?

Goal 1 of our SIP is: To raise the level of proficiency in reading and writing so that 40% of C.A.S.A students progress one and a half levels of proficiency each year for two years as measured by CSAP and DRA II. Our ILT plan will support this goal by continuing our support of the Accelerated Reader program and the English-in-a Flash program. We will continue to purchase books on tape that can be used as "read-to's" with the AR program at all reading levels.   We will strive to maintain at least two networked computers in every classroom for student access to AR quizzes and for the research and writing component of the literacy program. We will also ensure that we have 2 complete updated computer labs, as well as 20 computer stations in the LMC.

Goal 2 of our SIP is: To increase the number of students scoring proficient or advanced in math by 10% each year for two years as measured by CSAP, Benchmarks, and Everyday Math/CMP and unit Assessments. Our ILT plan will support this goal by continuing our support access to on-line Everyday Math Games. We will continue to purchase software for the classrooms and labs that complement the skills in Everyday Math tech components. We will also increase the quantity of technology instructional tools in the classrooms. In year 1, we will install 6 Smart boards and 7 document cameras throughout the school.

3. Describe how your school will offer teacher professional development focused on student learning and the district's ILT standards.
A minimum of four technology in-services will be offered throughout the school year. A survey will be taken of faculty interests to determine topics for these in-services. Areas under consideration are: continued PD on Accelerated Reader and Everyday Math Games, hands-on walk-through on MS Office components, using the LCD projector and Laptop, document cameras, Smart boards, software exploration, research tools, and best practices using technology.

4. Describe how your school will address any of the areas on the ILT Evaluation Rubric where your school falls into the *Unsatisfactory or Partially Proficient* categories.

We will complete ILT Rubric for baseline in the 2009 school years. Our goals are to explore funding to continue to install additional high-tech instructional tools. We will step up professional development in-service on tech related focus areas and update our website. This year we received library funding from Carmel Hill. We are hopeful that ML and other funding will continue to help us with library and tech lab updates.

5. Describe how your school will ensure that all teachers and students meet the district's defined ILT standards.
Planned in-services and 1X1 sessions will be scheduled based on staff needs. Collaboration between librarian, tech staff, and classroom teachers for research based projects or activities (web treasure hunt) to test and review student skills.

6. For elementary, K-8 and middle schools: describe how your school is addressing the Technology standards for each content area included on the district's standards based report card.
 We will use the printed report card as it is stated.

7. **List the members of your school's ILT Planning Committee involved in the writing of this plan:**
   a. Teachers-*Wilkins, Evans, and Workman*
   b. Administrators-Price
   c. Librarian-*Fakolt, Jennifer*
   d. Technology Teacher-Workman, Mark
   e. School support staff-*Saenz, Lucy*
   f. Community Member(s)-Business Partner-Clayton Associates
   g. Students
   h. Others

8. **Outline your school's three year ILT budget and purchasing plan and how these purchases will connect with your school's instructional programs.** *Include computers, peripherals and other digital devices (printers, digital projectors, etc.), instructional software, instructional media (e.g., DVDs, CDs, video tapes), and repair contingencies. Also include the dollar amount projected for each of these expenditures and the associated funding source.*
   Funding for technology and library was budgeted through the new school accounts. We spent nearly $100,000.00 on new technology and $40,000 on the library. We also received technology from the two closed schools that fed into Cole-Wyman and Mitchell. The technology transferred included TVs, DVD players, printers, digital cameras, LCD projectors, lap tops, and computers. We also used the ML budget for $10,736, which was used to pay for 17% of the technology teacher's salary.

Evaluation of Plan

▪ DoTS and ERS will coordinate yearly ILT plan evaluations with assistance by staff from schools and central departments.

	Year 1 (208-9)	*Budgeted Amt. and Source*	*Year 2 (2009-2010)*	*Budgeted Amt. and Source*	*Year 3 (2010-11)*	*Budgeted Amt. and Source*
1. Hardware (students):	New School	100,000.00	Mill Levy? Unsure on what the allocation will be.		Mill Levy? Unsure on what the allocation will be.	
Instructional purposes	New School		Mill Levy? Unsure on what the allocation will be.		Mill Levy? Unsure on what the allocation will be.	
2. Hardware (teachers):	New School					
Instructional purposes						
3. Software	New School		Mill Levy? Unsure on what the allocation will be.		Mill Levy? Unsure on what the allocation will be.	
Instructional purposes						
4. Library Resources	New School	$40,000.00	Mill Levy? Unsure on what the allocation will be.		Mill Levy? Unsure on what the allocation will be.	
Instructional purposes						
	Year 1 (2008-9)	Budgeted Amt. and Source	Year 2 (2009-10)	Budgeted Amt. and Source	Year 3 (210-2011)	Budgeted Amt. and Source

5. Teacher PD					
Instructional purposes					
6. Staffing (FTE's) and Support	1.0 FTE-Tech Teacher	17%-ML Fund 10,736.00	0.17 FTE On the amount required.		FTE General Fund? on the amount required.
Instructional purposes					
	Budget Total, year 1		Budget Total, year 2		Budget Total, year 3

New School Tech Order

Cost Lists Item	Quantity	Amount	Totals	Comments	Source
Dell					
Desktop Computer	55	$935.00	$51,425.00	2GB RAM, 160GB HD DVD+/-	
Digital Arts Lab Computer		$1,533.00	$0.00	4GB RAM, 500GB HD DVD+/- Dual 19" flat screen displays	
Laptop	1	$1,332.00	$1,332.00	2GB RAM, 120GB HD DVD+/-	
Mac					
Desktop Computer		$1,088.00	$0.00	2GB RAM, 160GB HD DVD/CDRW	
Digital Arts Lab Computer		$1,812.00	$0.00	2GB RAM, 500GB HD DVD+/-	
Laptop		$1,194.00	$0.00	2GB RAM, 120GB HD DVD/CDRW	
LCD Projectors					
S5 General Use		$513.00	$0.00	**Not** for Interactive Whiteboards	
83c General Use	9	$614.00	$5,526.00	Use **with** Interactive Whiteboards	
822P Large Room	1	$767.00	$767.00	Auditorium large or extra bright spaces	
Promethean Interactive White Board	10	$1,100.00	$11,000.00	Interactive white board	
Mimio XI Portable Interactive Board		$800.00	$0.00	Works like an interactive board with any surface - board not included	
Interwrite Pad Portable Interactive Board	1	$504.00	$504.00	Tablet input device works like an interactive board - board not included	
Classroom Audio System		$1,500.00	$0.00		
Document Camera	7	$600.00	$4,200.00	Connects to projector to project up any object	
Student Clickers (IR) - 32		$1,700.00	$0.00	(IR - Infrared line of sight) 32 units	
Student Clickers (RF) - 32		$2,625.00	$0.00	(RF - Radio frequency, no line of sight required) 32 units	
Student Clickers (IR) - 40		$2,125.00	$0.00	(IR - Infrared line of sight) 40 units	
Student Clickers (RF) -40		$3,265.00	$0.00	(RF - Radio frequency, no line of sight required) 40 units	
Promethean Clicker System ActiVote	6	$1,452.00	$8,712.00	Bundle with Promethean ActivBoard	
Video Cameras					
Sony DCRHC38/bag/tripod		$290.00	$0.00	Entry level video camera includes bag and tripod	
Sony DCR-HC96		$499.00	$0.00	Mid priced video camera	

Digital Still Cameras

CoolPix L14/7.3MP/3x Optical/2.4" LCD		$118.00	$0.00	Good quality still camera	GovConnection
Powershot S5 IS/8.0 MP/12x Optical/2.5" LCD		$370.00	$0.00	Very good quality still camera	GovConnection
1GB SD Memory Card		$6.00	$0.00	Memory card for either camera	GovConnection

32" N3235w Widescreen LCD HDTV

ViewSonic	4	$599.00	$2,396.00	32" flat screen TV can also be hooked up to computer	
Television, 32" DIGITAL TOSHIBA		$326.00	$0.00	32" digital TV	
JVC DVD/VCR/CD combo player	3	$85.00	$255.00		

Printers

HP LaserJet P3005n		$554.00	$0.00	Good network printer	
HP LaserJet 4250n Higher Capacity	4	$1,088.00	$4,352.00	higher capacity network printer	
HP Color LaserJet 4700n	1	$1,065.00	$1,065.00	color network printer	
HP DesignJet 130nr 24" wide format		$1,771.00	$0.00	wide format printer for digital arts	

Misc.

Notebook Computer Cart for 15in Laptops		$861.00	$0.00	15 laptop cart	
30 Unit Simply Mobile Laptop Cart Assembled		$1,538.00	$0.00	30 laptop cart	
500GB E5 External USB/FireWire Hard Drive	1	$147.00	$147.00	external hard drive	GovConnection
HP ScanJet G3010 Photo Scanner	2	$93.00	$186.00	scanner	GovConnection
Software	1	$6,000.00	$6,000.00		

$97,867.00   Grand Total

	Wyman	Mitchell	Total
PCs Moving to Cole	15	75	90
Macs Moving to Cole	27	20	47
PCs E.A.R.ing out	34		34
Macs E.A.R.ing out		40	40

SCHOOL INFORMATION LITERACY AND TECHNOLOGY PROGRAM // EVALUATION RUBRIC
2008-2009 SCHOOL YEAR

School 188-Cole Arts and Science Academy

Evaluator Technology Committee

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION				
Teacher / Librarian / Technology Teacher Collaboration	The teacher librarian and the technology teacher conduct their classes independent of the other classroom teachers.	The teacher librarian **OR** the technology teacher cooperates with teachers and students providing a variety of resources and services.	The teacher librarian **OR** the technology teacher initiates interaction with classroom teachers in coordinating instructional activities that are taught separately.	The teacher librarian **AND** the technology teacher assume a leadership role in planning collaborative instructional activities that result in co-teaching. The Teacher Librarian provides a wide range of ideas that support teachers in providing effective instructional units.
	Example: The teacher librarian is doing a unit on location skills and the technology teacher is doing a unit on search engines.	Example: The teacher librarian provides a list of primary sources on the Reconstruction to the American History teacher as requested **OR** the technology teacher provides a bookmarked list of web sites.	Example: The teacher librarian, the technology teacher and the American History teacher are all working with Reconstruction primary source materials. They have planned their lessons independently.	Example: The teacher librarian, the technology teacher and the American History teacher co-planned the lesson using primary source materials from the Reconstruction. They each play an integral part in the delivery and evaluation of the lesson. They share responsibility for student growth against the lesson objectives.
	Independent Instruction	**Cooperation**	**Coordination**	**Collaboration**
	☐	☐	☐	☒
CATEGORY	**UNSATISFACTORY**	**PARTIALLY PROFICIENT**	**PROFICIENT**	**ADVANCED**

INFORMATION LITERACY AND TECHNOLOGY INSTRUCTION - CONTINUED

Instruction	21st Century information and technology skills instruction being taught sporadically in the library media center and in the technology lab.	The teacher librarian and the technology teacher both introduce students and staff to 21st Century information and technology skills, the LION catalog and district databases.	The teacher librarian and the technology teacher sometimes present 21st Century information and technology skills and uses active learning strategies. They each teach students and staff how to effectively use the LION catalog, district databases, the Internet and other technological resources.	The teacher librarian and the technology teacher presents 21st Century information and technology skills consistently and uses a variety of methods of presentation to make the lessons rich with learning enabling students to become independent learners. They teach students and staff how to use the most effective questions, search strategies, and resources for their learning needs using the most appropriate technologies. They are always searching for new ways to use current and emerging technologies to enhance the learning experience for students.
	☐	☐	☐	☒

STUDENT ACCESS TO INFORMATION LITERACY AND TECHNOLOGY RESOURCES

Resources	Students do not have regularly scheduled or "as needed" access to computers, the library media center, or other Information Literacy and Technology (ILT) tools and resources	Students have regularly scheduled access to computers, the library media center, or other Information Literacy and Technology (ILT) tools and resources via scheduled class times.	Students have regularly scheduled and "as needed" access to computers, the library media center, and other ILT tools via an open library media center and open labs.	Students have regular and "as needed" access to computers, the library media center and other ILT tools via ongoing open availability to ILT resources in classrooms, library and labs. Technology and information resources in the library are a regular part of every curricular assignment.
	☐	☐	☒	☐
Routines	There are no rituals or routines for handling library materials, technology and student behavior.	There are few rituals and routines for handling library materials, technology, and student behavior.	Rituals and routines for handling library materials, technology, and student behavior have been established and function relatively well.	Rituals and routines for handling library materials, technology, and student behavior are seamless with students assuming major responsibility for efficient operation.
	☐	☐	☒	☐

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
STAFFING FOR INFORMATION LITERACY AND TECHNOLOGY (ILT)				
ELEMENTARY SCHOOLS **<350 students** **Teacher Librarian** **Technology Teacher** **School Tech Rep (STR)**	The school employs no licensed teacher assigned to the library. The school employs no licensed teacher assigned to the computer lab. The school employs no staff person acting in a School Technology Representative (STR) capacity. _____	The school employs a .5 licensed Teacher Librarian OR The school employs a .5 technology teacher. The school has a staff person serving as an STR. _____	The school employs a .5 Teacher Librarian who is also skilled in technology The school has a staff person serving as an STR. _____	The school has a .5 Teacher Librarian AND The school employs a .5 Technology Teacher The school has a staff person serving as an STR. _____
>351 students **Teacher Librarian** **Technology Teacher** **School Tech Rep (STR)**	The school employs no licensed teacher assigned to the library. The school employs no certified teacher assigned to the computer lab The school employs no staff person acting in a School Technology Representative (STR) capacity.	The school employs a 1.0 Teacher Librarian OR The school employs a .5 or 1.0 Technology Teacher. The school has a staff person serving as an STR.	The school employs a 1.0 Teacher Librarian who is also skilled in technology The school has a staff person serving as an STR.	The school employs a 1.0 Teacher Librarian AND The school employs a 1.0 Technology Teacher The school has a staff person serving as an STR.
	☐	☐	☐	☐
K-8S AND MIDDLE SCHOOLS **Teacher Librarian** **Technology Teacher** **School Tech Rep**	The school employs no licensed teacher assigned to the library. The school employs no licensed teacher assigned to the library. The school has no one acting in a School Technology Representative (STR) capacity. Additionally, the school has no one overseeing the school's 6th grade keyboarding program.	The school employs at least a .5 licensed Teacher Librarian OR The school employs a .5 technology teacher in addition to CTE classroom teachers. The school has a staff person serving as an STR. The school has a .5 teacher overseeing the school's 6th grade keyboarding program.	The school employs a 1.0 licensed Teacher Librarian. AND The school employs a .5 technology teacher in addition to CTE classroom teachers The school has a staff person serving as an STR. . The school has a .5 technology support FTE	The school employs a 1.0 licensed Teacher Librarian AND The school employs a 1.0 technology teacher in addition to CTE classroom teachers. The school has a staff person serving as an STR. The school has a 1.0 technology support FTE
	☐	☐	☐	☒

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
STAFFING FOR INFORMATION LITERACY AND TECHNOLOGY (ILT) - CONTINUED				

High Schools
 	
<1500 students
   Teacher Librarian
 	
   Technology Teacher
 	
   School Tech Rep
_____
 	
>1501 students
   Teacher Librarian
 	
   Technology Teacher
 	
   School Tech Rep
	The school employs no licensed teacher assigned to the library.
	
	The school employs no technology teacher assigned to the computer lab
	
	The school has no School Technology Representative (STR) or tech support capacity.
	
	_____
	
	The school employs at least a .5 Teacher Librarian assigned to the library.
	AND
	The school employs at least a .5 technology teacher assigned to the computer lab in addition to CTE classroom teachers
	The school has no School Technology Representative (STR) or tech support capacity.
		The school employs at least a .5 Teacher Librarian assigned to the library.
		AND
		The school employs at least a .5 technology teacher assigned to the computer lab in addition to CTE classroom teachers
		The school has a .5 staff person serving as an STR and technology support
		
		_____
		
		The school employs a 1.0 licensed Teacher Librarian
		AND
		The school employs a .5 technology teacher in addition to CTE classroom teachers
		
		The school has a 1.0 staff person serving as an STR and tech support.
			The school employs a 1.0 licensed Teacher Librarian
			AND
			The school employs a .5 technology teacher in addition to CTE classroom teachers
			The school has a 1.0 staff person serving as an STR and tech support.
			
			_____
			
			The school employs 2.0 licensed Teacher Librarians
			AND
			The school employs a 1.0 technology teacher in addition to CTE classroom teachers
			The school has a 1.0 staff person serving as an STR and tech support.
				The school employs a 1.0 licensed Teacher Librarian
				AND
				The school employs a 1.0 technology teacher in addition to CTE classroom teachers
				The school has a 1.0 staff person serving as an STR and tech support.
				
				_____
				
				The school employs a 2.0 licensed Teacher Librarians
				AND
				The school employs a 2.0 technology teachers in addition to CTE classroom teachers
				The school has a 2.0 staff persons serving as an STR and tech support.

	☐	☐	☐	☐

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
TECHNOLOGY EQUIPMENT				
Equipment Guidelines — **Designated Student Use : Computer Ratio**	Greater than 1:10	1:8 to 1:10	1:6 to 1:7	1:5 or better
	☐	☐	☐	☒
Teacher Computers	Unable to access the DPS Student Information system. *Windows:* Unable to run Windows XP and has less than 128 MB RAM *Apple:* Unable to run OS 9.2 and has less than 128 MB RAM	Able to access DPS Student Information System but not simultaneously with other programs. *Windows:* Has Windows XP installed and has 128 MB RAM *Apple:* Has OS X installed and has 128 MB RAM.	Able to access DPS Student Information System while simultaneously using other software and web-based applications. *Windows:* Has Windows XP installed and has 256 MB RAM *Apple:* Has OS X installed and has 256 MB RAM	Able to access DPS Student Information System while simultaneously using other software and web-based applications. Is connected to a computer projector or TV set for class presentations. *Windows:* Shipped with Windows XP and has 512 MB RAM *Apple:* Shipped with OS X and has 512 MB RAM
	☐	☐	☐	☒
Average Age of Computers	Older than five years	Four to five years old	Three to four years old	Three years old or less
	☐	☐	☐	☒
Computer Replacement	Every five years or more	Every four to five years	Every three to four years	Every three years
	☐	☐	☐	☒
Current Average Computer Specifications	*Windows:* GX1 running Windows 98 or below. *Apple:* Pre Power PC running OS 8.6	*Windows:* GX110-150 running Windows 2000 *Apple*: Power PC-G3 running 8.6-9.2	*Windows:* GX150-240 running Windows 2000-XP *Apple:* G3 running 9.2-OSX	*Windows:* GX240 running Windows XP *Apple:* G4 running OSX
	☐	☐	☐	☒

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
TECHNOLOGY EQUIPMENT - CONTINUED				
Inventory	The school does not have a current inventory of Computers (including OS, RAM, ROM), Printers, Peripheral devices (digital cameras, computer projectors, etc.) and Software licenses	The school only has a partial inventory of its technology equipment and software.	The school has a complete inventory of its technology equipment and software. The inventory is updated yearly.	The school has a complete inventory of its technology equipment and software. The inventory is maintained in a database and is updated yearly.
	☐	☐	☒	☐
LIBRARY MEDIA CENTER RESOURCE COLLECTION				
Plan **Guidelines** **Size (Volumes--single titles, exclusive of textbooks, and multiple copies or big books purchased for classroom use.)**	There is no evidence of a collection development plan in place. The LMC contains a minimal collection of older, outdated items of varying quality and condition. The collection is not balanced. Curricular needs are not considered in purchasing. Inter-library loan, electronic databases, and Internet are never used. Less than 10 volumes per student, or 3,500 volumes – whichever is greater.	The LMC contains an adequate collection, built by following the DPS Collection Development Policy. The collection provides some required curricular resources. Inter-library loan, electronic databases, and Internet are seldom used. The library collection development plan includes a current collection map. The written collection development plan, including a plan for weeding, is based on the findings in the collection map. Some areas of the collection reflect recent curriculum changes. 10 volumes per student, or 3,500 volumes—whichever is greater.	The LMC contains an exemplary collection of materials that meet most curricular needs of the students and staff. Inter-library Loan, electronic databases, and Internet are available, and used occasionally. The plan includes a current collection map. A written collection development plan, including a plan for weeding, is based on the findings in the collection map. Collection supports current curricular practices and subject areas. Elem/K-8 under 500 = 23vps Elem/K-8 over 500 = 15vps MS under 500 = 25vps MS over 500 = 16vps HS under 500 = 34vps HS 500-1000 = 19vps HS over 1000 = 14vps	The LMC houses an excellent collection of diverse materials that is responsive to the curricular and recreational reading needs of the students and staff. The collection is regularly enhanced through Inter-library Loan, electronic databases, and the Internet. The plan includes a current collection map. A written collection development plan, including a plan for weeding, is based on the findings in the collection map. Collection meets or exceeds current curricular practices and subject area needs. Elem/K-8 under 500 = 31vps Elem/K-8 over 500 = 20vps MS under 500 = 30vps MS over 500 = 19vps HS under 500 = 51vps HS 500-1000 = 25vps HS over 1000 = 17vps
Average Age of Collection	Average age is 1998 or older.	Average age is between 1990 and 1992	Average age is between 1993 and 1994	Average age is within 10 years of current date.
	☐	☐	☐	☒

CATEGORY	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED
LIBRARY AND TECHNOLOGY RESOURCE BUDGET				
Technology Funding	The school allocates less than $18.00 per student from 1998 mill levy or general fund for technology resources.	The school allocates at least $18.00 per student from 1998 mill levy or general fund for technology resources.	The school allocates at least $22.00 per student from the 1998 mill levy and matches it with $5.00 per student from the general fund for technology resources.	The school allocates at least $22.00 per student from the 1998 mill levy and matches it with at least $10.00 per student from the general fund and other funding resources for technology purchases.
	☐	☐	☐	☒
Library Funding	The school allocates $0.00 funds from general fund for library resources. The only library budget is the $6.00 per student allocated centrally.	The school allocates $0.00 funds from general fund for library resources. The only library budget is the $6.00 per student allocated centrally. The school applies for Library Mill Levy Boost Funds.	The school allocates $6.00 per student in funds from general fund for library resources in addition to the $6.00 per student allocated centrally. The school applies for Library Mill Levy Boost Funds to bring the collection to the Achieving Level.	The school allocates $12.00 per student in funds from general fund for library resources in addition to the $6.00 per student allocated centrally. The school applies for and receives Library Mill Levy Boost Funds to bring the collection to the Target Level.
	☐	☐	☐	☒

APPENDIX F: DENVER PUBLIC SCHOOLS BOARD OF EDUCATION POLICY KB – PARENT INVOLVEMENT

POLICY KB – PARENT INVOLVEMENT

Denver Public Schools believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Denver Public Schools believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

Central Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Denver community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as equal partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Denver community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Denver community.

A District-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the superintendent, shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The Council shall draft regulations to address the requirements of Section 1118 of the No Child Left Behind Act, which shall annually be reviewed and revised, as needed, by the Board of Education and the Superintendent.

Current practice codified 1993
Adopted: April 1994
Revised: October 2, 2003

LEGAL REFS. 20 U.S.C. 6318

CROSS REF.: IHBD, Compensatory Education (Chapter 1)