

INNOVATION SCHOOL APPLICATION



Denver Center for International Studies (ECE-5)

December 1, 2013

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INTRODUCTION

- I. Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.

School Name: Denver Center for International Studies at Ford Elementary (DCIS at Ford)

School Leader: Principal Ginger Conroy

Date of Application: December 14, 2015

Overview: The administration team worked with OSRI to review the prior Innovation Plan. The plan was developed by Principal, Ginger Conroy and Assistant Principals, Amanda Stewart and James McKenney, with input from the School Accountability Committee.

INNOVATION: VISION & MISSION

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

VISION

DCIS at Ford students are college and career ready. DCIS at Ford consists of high performing leaders, teachers and students that contribute to our school, community and world.

MISSION

DCIS at Ford exists to provide an equitable and excellent education so that students meet or exceed district, state and International Studies standards.

ALIGNMENT OF DCIS AT FORD AND DPS

The Denver Public Schools mission is "...to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society..."

DCIS at Ford supports this mission statement by focusing on the four domains of the international studies school design. These domains seek to develop students who are globally competent and aware of their ability to affect change on a local and global scale. Student achievement in basic core instructional areas is essential to each student's ability to achieve this goal.

TARGET POPULATION

DCIS at Ford seeks to be a high performing school in the FNE region of Denver. The demographics of students currently served by DCIS at Ford Elementary School are as follows: As of 2015 October count, DCIS at Ford's current enrollment is 500 students, 93.8% qualify for Free and Reduced Lunch, 95.8% are minority students, 50.6% are English Language Learners, and 8.6% are identified as Special Education students.

DCIS at Ford is open to all students whose home boundaries are served by DCIS at Ford Elementary School. Students who live outside the boundary may apply to attend, and will be accepted if space is available. As part of a full educational continuum, DCIS at Ford prepares students for the continuation of their global education in partnership with its 6 – 12 sister school, DCIS at Montbello.

THE SCHOOL'S AIM

DCIS at Ford is currently performing below district and state expectations. Our focus must be on improving the academic growth and achievement of all students. We will have an intense focus on the instructional practices of all of our teachers and will strive to provide professional development that is research-based and has a direct impact on instruction.

DCIS at Ford will seek to improve all areas of the School Performance Framework. We will focus our attention on student and parent engagement, academic achievement and growth, and behavioral and social intelligence.

DCIS at Ford will incorporate 21st century skills through the international studies school design.

DCIS AT FORD & DPS SHARED CORE VALUES

DCIS at Ford Elementary and Denver Public Schools have shared values. These core values are practiced by the entire school community: students, parents, teachers, support staff and administrators. They are reflected in our every day work, heard in our language, seen on our walls and, most importantly, practiced in our actions.

- o **Students First.** We put our kids' needs at the forefront of everything we do.
- o **Collaboration:** Together as a team, we think, we work, and we create in order to reach our goals.

- o **Equity:** We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.
- o **Accountability:** We take responsibility for our individual and collective commitments; we grow from success; we learn from failure.
- o **Integrity:** We tell the truth, and we keep our promises.
- o **Fun:** We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.

SPECIFIC BARRIERS

Parent Engagement and Satisfaction

DCIS at Ford must engage parents and families meaningfully in the school improvement process. The school only earned 1 out of 8 points possible on the School Performance Framework for Parent Satisfaction. Through the closure and reopening of the school, there was a lack of understanding, communication, and buy-in from the community. This has had a continuing negative affect on school culture and success.

We have implemented an active community particularly among parents to benefit student achievement and enrich their educational experience by increasing the partnership through grass roots events and multicultural outreach. We have an active PAC, ELA DAC, parent planning committee. We continually seek parent input to strengthen the parent’s voice to the benefit of our school community and students’ success.

Current Achievement

The current achievement or lack thereof is the largest barrier at DCIS at Ford. Although we are still have students performing below grade level, according to the most recent PARCC data in ELA we moved from the 5th percentile to the 34th percentile and in math from the 22nd percentile to the 46th percentile.. Research shows that it will take three to five years to turn this trajectory in a positive direction. Due to principal attrition in the first two years of turnaround, DCIS at Ford did not have consistent leadership to implement systems and structures necessary to address student achievement. Innovation Status allows us to develop structures that maximize learning for our students’ academic needs, including grade-level learning and remediation.

Behavior and Mental Health

One of the highest areas of need for DCIS at Ford is the behavioral and mental health of the students and families of the school community. Behavior is the second largest barrier keeping us moving forward. Innovation Status allows us to create a student support team including a Dean of Students, Restorative Approach Coordinators, Psychologist, and the Assistant Principal to proactively meet the mental health needs of students at DCIS at Ford.

Human Resources

Recruiting, hiring, and retaining teachers with Turnaround Competencies as well as retaining qualified staff members that possess qualities such as tenacity, drive, and perseverance to continue in their position continues to be a huge challenge. The teacher retention rate in the 2013-2014 school year was 78% and the retention rate in the 2014-2015 school year was 58%. This drop was largely due to major life changes and reduction in building. Innovation Status allows us to incentivize and recruit highly-qualified teachers and to retain and develop teachers who are committed to the mission and vision of DCIS at Ford.

INNOVATION STATUS

Innovation status will allow DCIS at Ford to address existing barriers to student achievement by allowing us the opportunity to make school decisions based on data, student need, and teacher performance and needs. With autonomy over people, time, money and curriculum, DCIS at Ford will be able to create a school that develops globally competent students which are college and career ready.

Innovation Status allows DCIS at Ford to create a schedule that maximizes the opportunities for student learning and professional development.

The presence of International Studies exposes children to global competencies. It empowers them to recognize perspectives, communicate ideas, take action, and investigate the world. DCIS at Ford has focused on acquiring technology and increasing technology proficiencies in order to provide students with 21st Century skills.

Teacher quality affects student outcomes more than any other factor we control directly. In order to ensure the highest quality of instruction as well as a common commitment to the DCIS at Ford mission and vision, teachers will be employed at-will.

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

RESEARCH BASED EDUCATIONAL PROGRAM

The current achievement at DCIS at Ford is below district and state expectations. It is imperative that the schools leadership focus on developing literacy and math competencies that will allow students future success. Their ability to contribute to their communities in a way that will make a difference is dependent on this turnaround.

DCIS at Ford is implementing and refining a customized educational program aligned with the Common Core State Standards, ISSN Performance Outcomes/GPS, research-based best practices, and the academic needs of students in the FNE region of Denver.

DCIS at Ford will implement sound, research-based instructional strategies, which have been proven to have a high impact on student learning and achievement.

DCIS at Ford will utilize the Asia Society’s research-based guide for the development of an international studies elementary school program.

CURRICULUM OVERVIEW

DCIS at Ford will continue to follow the Schedule of Assessed Standards through the Achievement Network (aligned to Common Core State Standards) in grades 2-5 for math and literacy. Additionally, grades 4 and 5 use Expeditionary Learning for English Language Arts. Teachers will utilize Backward Design Process to create exemplary unit plans for each interim assessment. DCIS at Ford has selected curriculum in both math and reading that is research based and is proven to impact student populations similar to the demographics of DCIS at Ford. We have implemented the Great Habits, Great Readers literacy framework and will use existing materials to support the teaching and learning of the Common Core State Standards.

EL-Achieve is our primary resource for ELD instruction. All ELA-S teachers will be fully trained in implementing the curriculum to meet the needs of our ELA-S students. ELA-E teachers will be provided professional development around best practices for implementing ELD in their classrooms.

DCIS at Ford will continually monitor the effectiveness of our core/supplemental materials through school, network, district, and state assessment data.

English Language Learners

All teachers at DCIS Ford will be ELA-S, ELA-E or ELA-T qualified per the District standards. Teachers will have access to materials and resources that will be necessary to provide differentiated and sheltered instruction to support the learning and achievement of English Language learners. Teachers will have the opportunity to be instructionally coached at both individual and team level to build professional capacity around ELLs proven to be most effective with the support of an ELA TEC. Based on our population, as long as funding permits, we recommend maintaining an ELA TEC position.

In support of student development of academic language proficiency, teachers will use both the World-Class Instructional Design and Assessment (WIDA) English language development standards and the rigorous Common Core State Standards (CAS/CCSS), which are integrated in all content area curriculums and serve as the foundation for articulating a viable content curriculum accessible for all English learners.

DCIS at Ford will serve ELA students through a Transitional Native Language Instruction (TNLI) program, which includes:

- Native language instruction (Spanish) in one or more core subject areas in students' native language
- Supported English content instruction, including bridging lessons and paired literacy and
- English language development instruction

English acquisition is supported through the English Language Development (ELD) block provided for all students receiving ELA program services. ELA services reflect an asset perspective and seek to build on students' native languages and cultures as a foundation for learning English. ELL students will be progress monitored using the WIDA / Can Do descriptors.

Building capacity in teachers to serve effectively on the Instructional Services Advisory (ISA) team is another way DCIS at Ford will appropriately place, monitor, and re-designate all ELLs.

Special Education Services

DCIS at Ford will provide students with disabilities with interventions and accommodations to meet their individualized educational needs. Special education teachers will provide small group instruction for reading and/or math aligned with each student's individual goals. The school will follow district regulations and policies with data tracking and Individual Education Plans (IEP's).

DCIS at Ford will also provide self-contained classrooms for students with Multi-Intensive disabilities for students placed in this program by the district's centralized special education system. The school will hire its own special education teachers and will request a waiver to retain the right to hire its own itinerant related services providers if the need should arise.

Math Fellows Program

Currently, the Math Fellows program is servicing all fourth grader students, in general education classrooms. The program works to close the achievement gap and increase MGP and the number of proficient and advanced students on MAPS, district, and state assessments. The program provides high-dosage tutoring to meet the needs of the students.

Students spend an intervention block each day in a small group setting (4:1), outside of the classroom, working on both foundational mathematics, using the Do the Math curriculum, and grade level standards. DCIS at Ford is continuing this program for 2015-2016 and, pending funding, will continue the program in future years as well. However, the design of the program and who is serviced would be based on student data.

Class Size

As the greater FNE enrollment allows, the Choice office will work with DCIS at Ford to enroll smaller class sizes. DCIS at Ford's target numbers are K-2 classes at 22-24 and grades 3-5 classes at 24-26 to maximize student learning opportunities and accommodate the structural configuration of the building. Whenever possible, the school will make every effort to maintain optimal class size enrollment targets. However, the District will initiate the overflow process. As a participant in the regional overflow support plan at the elementary level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. The process works such that if a student cannot be served at their boundary school students will first be assigned to other schools that are below their funding number. In the event that all schools are at their optimal class size enrollment targets, new students are then distributed equitably between all schools. The overflow process at the elementary level will not begin until all schools in the region have started their school years; in the weeks when DCIS at Ford is in operation but other schools in the region are not yet opened, overflow students will not be assigned to the school unless they are below their established optimal class size enrollment targets. An effort is made to keep families together and to serve students as close to their home as possible. Every effort is made to support the regional target enrollment numbers but this is NOT a guarantee as occasionally a family presents with multiple children that cannot be served in one single school.

SCHOOL CULTURE

DCIS at Ford, ECE through 5th grade, will focus on instruction and student applications of learning and service in international and intercultural affairs and world languages. We will follow the same tenants of the International Studies School Design similar to the other three DCIS schools in DPS. Student achievement will be at the forefront of all of our decisions, actions, and efforts. In a Far Northeast neighborhood that has historically been low performing, we will strive to provide an excellent and equitable education to all students.

At DCIS at Ford, we strive to make our school a pleasant environment not only for our students to learn, but also a great place for adults to work. Even though each person has different responsibilities to serve, it takes all of us to make this school a great place. We will:

- Honor the expertise of our co-workers
- Respect the challenges of each person's role and support each other in our work.
- Conversations throughout the building should promote a positive working environment. E-mail communication is a public record, therefore, should be professional.
- Should there be conflict amongst colleagues, it is highly recommended that you address the concerns directly or that the involved parties seek administration to mediate a conversation in hopes of resolving the conflict.

Innovation Status

Innovation status will allow DCIS at Ford the opportunity to make school-based decisions that align with our vision and mission. We will be able to act strategically and implement systems and structures that will address our current and future needs.

Innovation status will provide us the opportunity to design our professional development based on the needs and competencies of our staff. It will also allow us to purchase materials and technology based on the needs of our students/school. The Graduation Performance System of the International Studies system closely aligns to the Common Core State Standards, which will be a great support to our rigorous academic program.

INNOVATION: ASSESSMENTS

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

ASSESSMENT PLAN

Throughout the school year, DCIS at Ford has testing windows for STEP (5 times), ACCESS, ANet Interim Assessments (4 times), iStation, WIDA, CMAS PARCC. Teachers and proctors administer assessments. Then DCIS at Ford provides green days for teachers to analyze data and develop re-teach and action plans.

DCIS at Ford will implement all state mandated assessments and any assessments required by the District SPF including, but not limited to: PARCC, WIDA/ACCESS, iStation (and/or replacement selected by the District in coordination with the READ Act), and ACT. The assessments used will be aligned with Common Core standards and provide data that is suitable for use for informing instruction, progress monitoring student progress including English language learners and in informing teacher compensation decisions in addition to SLOs. In order to meet this goal the school will administer ANET and STEP to assess literacy. ANET will also be used as an interim to assess grades 2-5 in Math. In addition, all students, grades K-5 will be assessed in the fall and spring using a district and/or network approved assessment, which may be STEP and/or other assessments to assess reading skills and comprehension in compliance with the READ Act. Kindergarten students will be assessed three times a year in the fall, mid-year, and in the spring.

We will use data in multiple ways. We look at data weekly to move through the Backward Design process, determine behavioral and academic interventions, recommend students for the School Intervention process (SIT), set goals for student learning, share the current performance and growth with parents, and make decisions for the school. DCIS at Ford will assess all students K-5 in the beginning of the year and as required for READ ACT using Istation. We will use the STEP assessment five times a year and progress-monitor all students in grades K-3 in order to differentiate and determine proper groupings based on reading levels.

- A. [Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.](#)

Ongoing Monitoring of Student Progress

DCIS at Ford will administer ANET and STEP throughout the year and go through an intensive analysis of the results. Beginning of the year assessments may include STEP and Istation and/or other assessments decided by the administrative team. This data will be analyzed and teachers will create instructional goals for each student and share the data with parents. Each student's data will be continually analyzed as a step in the Backward Design process and will occur during on-going and consistent data team meetings. Mid-Year assessments may include STEP and/or other assessments decided by the administrative team. The WIDA W-APT and ACCESS will be administered per state and district requirements. Required state and district end of year assessments, including PARCC, will be administered as well.

Individual student progress will be measured and evaluated as follows:

Data Teams

Teachers will discuss assessment results in their weekly data team meetings. During these meetings they will analyze reading, writing, and math data. These data teams will focus teachers' attention on student learning by identifying a specific standard or skill with which students are struggling, and collaboratively developing a set of strategies to bring all students to mastery.

Teachers will continually follow the 6-STEP process according to Leverage Leadership. The meetings begin with prep work where identification of a standard, teacher exemplar is written, teacher monitors student work and leader template completed. Then, the meeting begins with affirmation, analyze teacher and student exemplars, identify the gaps in student work, plan ahead and design/revise upcoming lesson plans to implement re-teach, and practice or role play how the teacher will re-teach this standard in upcoming lesson, and set a timeline for follow-up.

DCIS at Ford will implement the Multi-Tiered Support System (MTSS) process. The School Intervention Team (SIT) will meet weekly to continually monitor students' academic and behavior needs. The team will focus on high-quality instruction for all students, monitor student progress, support teachers in identifying interventions for students, help determine the progress monitoring tool, and evaluate the students response to the intervention.

DCIS at Ford will engage parents as partners in this process. The school will hold Parent Data Meetings to inform parents of their child's current performance, goals, and progress.

In 2016-2017, DCIS at Ford will move to a more distributive leadership model based on DPS's Teacher Leadership and Collaboration Design. Beginning with Team Leads (2016-2017) and moving to Senior Team Leads (2017-2018), teacher leaders will coach and evaluate teams as part of the Instructional Leadership Team. In addition, Team Specialists will support collaborative team times (including Data Teams) once Teacher Leadership and Collaboration teams are formed. Our goal, pending personnel and budget, is to use the Senior Team Leads to lead instruction on multiple teams to allow an administrative role to focus on operations (DOO). The Principal will remain as Instructional Leader. New Teacher Ambassadors, Regional Team Specialists, and Team Specialists may be requested as needed.

INNOVATION: GRADUATION AND PROMOTION

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

DCIS at Ford is requesting a waiver from district graduation and promotion standards. However, the school will adhere to rigorous promotion policies to ensure all students are meeting grade level and state standards. Frequent data check points throughout the year will ensure that all students are on track to meet the expectations of promotion at DCIS at Ford. We will ensure that teachers adhere to the following district policies as well as ensure the highest degree of success and support for all students:

- Students are expected to meet grade-level standards or move at least one proficiency level from the beginning of the year to the end of the year.
- Early and consistent communication with parents of students struggling to develop a collaborative effort with all stakeholders working together to support students.

- Targeted interventions will be used early and often for students who are not meeting grade level standards.
- Providing clear promotion guidelines with parents and the community on regular basis on this topic will reinforce to all stakeholders the high standards of achievement at DCIS at Ford.
- Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The teacher will inform administration when considering retention and will confer with the parents about the students progress by March 1st of the current school year, additional conversations will occur April 15th, and June 1st. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended by the teacher to the principal and/or administrative team and guardian.
- If the administrative team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the administrative team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

DCIS at Ford has set rigorous but what we believe to be attainable goals for the next three years

<i>Category</i>	<i>% Met or Above</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-2018</i>
PARCC ELA	16.5%	21%	26%	31%
PARCC Math	15.7%	21%	26%	31%

ACCESS On-track Rate	2014-15	2015-16	2016-17	2017-2018
All Identified ELLs	89%	89% (+/- 5%)	89% (+/-5%)	89% (+/-5%)

DCIS at Ford has one of the highest “on-track” ACCESS rates in DPS. Our goal/challenge is to maintain our rate +/- 5%.

STEP Assessment	2015-16	2016-17	2017-2018

% of students who grew 4 or more step levels OR ended the year on grade-level	In progress		
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DCIS at Ford will use innovation status to achieve these additional school performance goals:

- Meet Annual Measurable Achievement Objectives (AMAO) for the school identified by the district ELA Department
- Reduce the achievement gaps for all subgroups in all content areas
- Meet the DPS attendance goal of 95% or higher
- Meet or exceed district expectations as reported on the School Performance Framework

STRATEGIES FOR ATTAINMENT OF GOALS

As addressed in our Specific Barriers section, we strongly believe that a commitment to improving the following areas will have a significant impact on the turnaround effort of DCIS at Ford.

- Professional Development
- Behavioral and Mental Health
- Parent Engagement and Satisfaction
- Student Engagement
- Human Resources

ALIGNMENT OF THE INNOVATION AND UNIFIED IMPROVEMENT PLAN (UIP)

DCIS at Ford has identified the following Major Improvement Strategies that align with the focus areas identified in the Innovation Plan.

Major Improvement Strategy #1 Professional Development in Literacy and Instructional Practices

Root Cause(s) Addressed: Due to staff turnover, there is an inconsistent understanding of how to teach reading and how to meet the needs of at-risk students struggling to acquire early literacy skills. The lack of proficiency in reading development has had significant impact on the performance of other assessments.

Major Improvement Strategy #2: Whole Child (Behavior Management Systems)

Root Cause(s) Addressed: Students are inconsistently engaged and challenged in their classroom environments and learning time is not consistently maximized. Systems are not fully developed to address Tier 3 interventions including district supports. Lack of consistent supports and messaging from the district around providing Tier 3 supports and protocols for getting students the supports they need outside of DCIS at Ford. Staff turnover continues to impact the consistency and cohesiveness of managing and supporting student behavior and social- emotional needs.

Major Improvement Strategy #3: Data Driven Instruction

Root Cause(s) Addressed: The foundation of data driven instruction was established for teachers in the 2013-2014 school year, however, we continue to refine our practices and move toward a proficient adoption of data driven instruction.

INNOVATION: TIME

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

STRATEGIC USE OF TIME

DCIS at Ford is proposing an additional thirty minutes of instructional time per day. One focus will be on adding an additional thirty minutes to the current Literacy Block. Rationale behind this proposal in Literacy is that this will enable teachers the opportunity to meet with more small guided reading groups within a given day and provide time for teachers to differentiate student learning and reteach previous concepts and skills that were not mastered. Additional time enables teachers the opportunity to focus on the daily lesson for sixty minutes and use the additional thirty minutes to work with small groups, using targeted intervention materials to support students with fundamentals that could be impacting student's ability in meeting their grade level standards. We will ensure that:

- Tiered Interventions and Enrichments: 30 minutes of each math block and 60 minutes of the literacy block will be dedicated to differentiated instruction based on student needs and budget.
- Literacy Associates: LAs will push in during literacy blocks to provide small group instruction in grades K-3 based on student needs and budget.
- Math Tutoring: Students will meet with a tutor 30-45 minutes daily. The ratio will not exceed 1:6. The focus of the tutoring sessions will be to support students with mathematical concepts related to state standards based on student needs and budget.

School Schedule and Calendar

Included is our ideal schedule, pending transportation and associated budget availability. If transportation or budget concerns make this impossible then the schedule will be altered.

(subject to change, staff workday will be determined by July 1 of the next school year, student contact time determined by April 1.)

Sample Teacher Workday: Monday 7:15 AM – 3:45 PM
Tuesday 7:30 AM - 4:00 PM
Wednesday 7:30 AM - 4:30 PM
Thursday 7:30 AM - 4:30 PM
Friday 7:30 AM - 3:30 PM

Sample Student Contact Time:

7:30 AM-3:15pm (Wednesday Early Release Day: 2:00 PM)

DCIS at Ford requests an extended school day and year and an alternate calendar as opposed to the standard DPS calendar. This additional instructional time will support students in meeting their standards. Additionally, early release days at the beginning of the year may be used for additional assessments. This will allow teachers to place students in appropriate small groups at the start of the school year and begin instruction immediately.

In addition, the first few weeks of school will have a school-wide focus on expected rituals and routines as well as assessment. Teachers will focus the first month building community, building relationships, and practicing eight school-wide routines such as: walking in the halls, communicating protocols for use of the lunchroom, morning motivation meeting, threshold, entry, dismissal, breakfast and restrooms. It is essential that students understand rituals/routines before instruction can begin.

Teachers/Staff: Extended School Year

In order to provide additional professional development and student assessment time for teachers/staff without taking away from instruction, additional days may be added to the school calendar prior to the start of the year for non-student contact days. A portion of these days are used to provide foundational professional development around DCIS at Ford's vision/mission and to begin our work on establishing common understandings around our key instructional constructs and addressing the whole child.

DCIS at Ford strongly believes that to achieve proficiency for all kids and to close achievement gaps, students must have more instructional time.

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

ENROLLMENT-

DCIS at Ford participates in the Far Northeast enrollment zone. All students within the attendance boundary who are interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure will have equal access to enrollment.

If student demand exceeds school capacity, DCIS at Ford will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round of Choice. The designed selection process may provide priority to the following family groups:

- Far NE Residents who have a sibling currently attending and projected to return to DCIS at Ford.
- Far NE Residents
- Non-Far NE Residents who have a sibling currently attending and are projected to return to DCIS at Ford.
- Non-Far NE Residents

After the First Round, applicants will be considered but not guaranteed placement. Provided there is space, DCIS at Ford will accept students mid-year and students who wish to enter at any grade level. DCIS at Ford and the enrollment team will make every effort to ensure that K-2 classrooms are between the target of 22-24 and 3-5 classrooms are at 24-26 dependent on the building structure for rooms. The configuration of rooms at DCIS at Ford is such that many rooms do not accommodate more than 22 students. DCIS at Ford may consider attendance, behavior, and student needs before accepting enrollment.

Priorities for 2015/16 Applicants
(Grades to be served in 2015/16: ECE-5th Grade)

When the 2015/16 First Round SchoolChoice student assignment process is run, there will be several factors considered. The following information is used to prioritize applicants who are interested in attending DCIS at Ford.

Applicants for the ECE Program(s) are all prioritized in the following way:

Note: There are no guarantees for ECE applicants in Denver Public Schools.

1. Students who reside in the boundary and have a currently-attending sibling who will also be at the school next year.
2. Students who reside in the boundary and are currently attending the school’s ECE program.

3. Students who reside in the boundary.
4. Children of full-time employees at the school.
5. Denver residents who have a currently-attending sibling who will also be at the school next year.
6. Denver residents who are currently attending the school's ECE program.
7. All other Denver resident students.
8. Non-Denver residents who are currently attending the school's ECE program **or** have a currently-attending sibling who will also be at the school next year.
9. All other students who are NOT Denver residents.

Applicants for the Kindergarten Program are all prioritized in the following way:

1. Students who reside in the boundary and have a currently-attending sibling who will also be at the school next year. (Full day spot guaranteed).
2. Students who reside in the boundary and are currently attending the school's 4-year old ECE program. (Full day spot guaranteed).
3. Students who reside in the boundary. (Full day spot guaranteed).
4. Children of full-time employees at the school.
5. Denver residents who have a currently-attending sibling who will also be at the school next year.
6. Denver residents who are currently attending the school's 4-year old ECE program.
7. All other Denver resident students.
8. Non-Denver residents who are currently attending the school's 4-year old ECE program or have a currently-attending sibling who will also be at the school next year.
9. All other students who are NOT Denver residents.

All other Applicants are prioritized in the following way:

1. Students who reside in the boundary and do not attend another DPS school. (guaranteed)
2. Denver residents who are currently attending the school.
3. Children of full-time employees at the school.
4. Denver residents who have a currently-attending sibling who will also be at the school next year.
5. Students seeking to return to their boundary school.
6. Students applying through the NCLB process (only applies to students selecting certain designated NCLB "receiving" schools).
7. Non-Denver residents who are currently attending the school **or** have a currently-attending sibling who will also be at the school next year.
8. All other Denver resident students.
9. All other students who are NOT Denver residents.

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

Innovation status will allow DCIS at Ford to recruit teacher with Turnaround Competencies, provide targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement.

Overview

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in Appendix D, DCIS at Ford requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

DCIS at Ford is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students. The innovation plan includes waivers from state statutes and the DPS/DCTA collective bargaining agreement, including but not limited to, a waiver of the Teacher Employment, Compensation and Dismissal Act of 1990.

Employment Status

Teaching employment with DCIS at Ford and the Denver Public Schools will be “at-will” and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. DCIS at Ford and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Innovation Plan and Employee Handbook.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at DCIS at Ford will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at DCIS at Ford if they do not secure a position through mutual consent.

As described in this document, and included in Appendix E, DCIS at Ford is requesting innovation status to achieve maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- Not be subject to direct placement of teachers/staff members by the District.

- Create non-traditional job descriptions and set salary, which may include adding roles to any job description. This may include 2-4 Senior Team Leads, Team Specialists and/or Teacher Ambassadors.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. DCIS at Ford will have the option to participate in District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of DCIS at Ford students, staff, and programs. This includes opting in/out of district LEAP trainings at the school level.
- Create a process to address under-performing employees (20 work-day PIP).
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives to include, but not limited to, stipends, one-time bonuses, and/or hourly rate of pay.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations that will support the school's culture as described in the Innovation Plan. It is our goal to provide a safe learning environment. We will support students in a manner that enables them to act in a safe and responsible way. Students not meeting school expectations may be subject to disciplinary actions such as multi-day out of school suspensions, in school suspensions, after school and/or Saturday School detention, parent-student-administrative meetings, restorative justice conversations, in-class consequences and any other act necessary to ensure the safety of staff and students. Students will not be allowed to disrupt the learning of others nor create an environment that is unsafe.

Such flexibility will be limited only by federal law, state statutes and District Board policies not waived in this application.

Staffing-

It's important that administration spends a majority of each day in classrooms observing best practices and assuring that the school's vision and mission is a reality. Therefore, using innovation status, the following non-teaching staff positions will exist at DCIS at Ford:

Principal is the lead learner and lead teacher, with primary responsibility and accountability for the implementation of the Innovation Plan and resulting growth in student achievement. S/he works closely with the assistant principals, administrative intern, teacher leaders, district instructional support personnel, and School Accountability Committee (SAC) to develop, coordinate, monitor and maintain a focus and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practice. S/he works in collaboration with

the assistant principal in the successful implementation of DCIS at Ford's Core Values and works closely with the office manager to ensure that all operational responsibilities are handled in a timely, effective manner. The principal spends much of his/her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents, teachers, and the administrative team. Professional development facilitation is shared by all Instructional Leaders in the building, including the principal. Response to daily student discipline is shared by all administrators and other trained staff as appropriate.

The philosophy of the school is one of shared ownership and shared leadership. Ultimately, however, if there is disagreement and consensus cannot be reached regarding final decisions, after consultation and appropriate and relevant input from other administrators (the DCIS at Ford School Accountability Committee, and/or parents), the principal has final authority for making all decisions, including personnel, budgeting, instructional expectations, curriculum, and school calendar/day.

ECE, K – 5th Assistant Principal(s) focuses on developing and maintaining a culture of excellence in the school. A guiding purpose at DCIS at Ford is that both academics and character are equally important and that individual differences are understood and respected. The assistant principal has primary responsibility for maintaining an appropriate focus on implementation of DCIS at Ford's Core Values. The assistant principal also works closely with the principal, administrative intern, teacher leaders, and Instructional Leadership Team on developing, coordinating, monitoring and maintaining a focused and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practices. The assistant principal spends much of his/her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teachers and staff. Professional development facilitation is shared by all Instructional Leaders in the building, including the assistant principal. Response to daily student discipline is shared by all administrators. In the absence of the principal, the assistant principal is the administrator in charge for the ECE, K – 5th building.

- **Business Manager:** This employee will monitor all operational responsibilities, including payroll, budget, and management of office staff and ordering/receiving of supplies. The Principal and Business Manager will meet bi-weekly to review budget and discuss what supplies and materials are needed.
- **Secretaries:** When visitors enter DCIS at Ford, the culture of the building is immediately felt when entering the office. It is imperative that visitors are felt welcomed and that their questions or concerns will be heard and addressed in a positive manner. Visitors need to be reassured that if their questions cannot be answered by office staff, someone who can resolve the situation will be notified. Anytime visitors leave DCIS at Ford, it's imperative that they are satisfied and pleased with the results. In addition, the office staff needs to assure that registration and attendance requirements are in line with District/state expectations and regular time lines are met.
- **Facility Manager:** Cleanliness of DCIS at Ford is again another important component for

upholding a positive and welcoming environment. Classrooms need to be respectable and ready for students every day. Management of custodial support and ingraining the same pride the facility manager has for his school is vital. Management and organizational skills are a key element in this position, enabling administration to focus on student achievement and not facility inconsistencies.

- **Paraprofessionals:** Paraprofessionals are a vital component in the success of the school's vision and mission. To enable Paras to support the goal of student achievement, it's imperative that when in classrooms, they are working with small groups of students who need additional academic support. Paraprofessionals will receive the needed professional development in the variety of interventions the school will implement, enabling confidence when working with students and effective outcomes. Paraprofessionals and teachers need to effectively communicate and plan, providing meaningful and effective opportunities for providing support in the classroom and to drive student achievement.

DCIS at Ford's leadership structure is non-hierarchical and is based on reciprocal relationships between all stakeholder groups. The inclusive design results in a collection of stakeholders who share accountability for key operational and instructional decisions. This transparency of decision making offers yet another opportunity for stakeholders to support the school's mission and vision and to take ownership in improving student outcomes. There is also a strong belief that frequent and candid communication between all staff is valued and that all voices are heard. Staff input is evaluated through the lens of what is best for the social, emotional and academic development of students.

Staff Recruiting and Hiring

DCIS at Ford will begin the hiring process by evaluating District postings of all candidates that indicated an interest in becoming part of the DCIS at Ford's educational team. Candidate applications and resumes will be reviewed by the selected Personnel Committee. When possible, this will consist of the Principal, Assistant Principals and classroom teachers. DCIS at Ford will ensure it recruits the most competent and passionate teachers who are focused on the primary task at hand: Increasing student achievement. DCIS at Ford will recruit and hire teachers that will do whatever it takes to get the job done. This may mean that teachers may need to work extra hours outside of the duty day and/or assume other job responsibilities to ensure we provide the best learning environment for all of our students. In addition to participating in the District's application process, DCIS at Ford also posts open positions on the Teach For America (TFA), Denver Teacher Residency (DTR) websites, and other appropriate educational and/or non-educational avenues.

Top candidates that appear to fit DCIS at Ford's mission and vision will be invited to participate in the formal interview process.

Formal Interview Process

Candidates may be asked to be observed in their current position, submit a video, and/or lesson plans.

DCIS at Ford is committed to recruiting and retaining a diverse faculty, staff, and administration. In order to realize

the DCIS at Ford mission and vision, all educators will be identified based on their proven track record of:

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

Article 13 – Transfers/Reductions in Building

- DCIS at Ford waives Article 13 to permit “real time hiring of teachers” – i.e. post positions and hire as vacancies become known. Hiring processes will be conducted directly by DCIS at Ford with assistance from the Human Resources Department. DCIS at Ford will not receive direct placement of teachers or other personnel.
- If DCIS at Ford needs to conduct a reduction in building (RIBS) at any point during the year, the principal has the authority to determine which positions and which individuals will be reduced from the building. Reduction will not be dependent upon the grade level where reduction needs to occur. The principal can make this determination for any reason, including performance, professionalism and/or fit with the schools mission and vision. DCIS at Ford will hire/retain the most qualified person for the position. If 4 or more RIBS are necessary all teaching staff may be required to re-interview for a position for the next school year to ensure the school maintains the most qualified staff members.

Dismissal

When given a Plan of Improvement, DCIS at Ford will extend a 20 day work day period for performance to meet the identified areas for improvement. DCIS at Ford staff members may be dismissed if the identified areas of improvement are not met within that time frame. When professionalism or student safety is an immediate concern, then corrective action will be utilized. Corrective action to include a letter of warning, letter of reprimand and/or dismissal will occur. The school will use the LEAP framework when given a Plan of Improvement for Performance, DCIS at Ford will extend a 20 day work day period for performance to meet the identified areas for improvement. The plan will include specified areas for improvement, criteria, observations, supports, and dates to meet and assess progress. Employees may be dismissed if the identified areas of improvement are not met within that time frame.

Resignation

All certified **and** classified employees will be required to give 20 work days and/or 30 days notice of

resignation in writing in keeping with DPS policy. If proper notice of resignation is not provided, then DCIS at Ford may recommend to Human Resources that the employee be classified as “not to rehire.” All employees are afforded this process including non-teaching staff.

Evaluation and Development

A vital component of DCIS at Ford’s success is establishing and strengthening the vision and mission, specifically, the direction the school needs to move and how it will get there. The Principal, Assistant Principal(s), and Teacher Leaders will support teachers with professional growth and will design and evaluate the effectiveness of the professional development plan.

To ensure the continuous growth of all teachers, professional development at DCIS at Ford will encompass more than just curriculum or instructional materials. Teachers will receive both initial and ongoing professional development that will orient them to the materials, resources, structures, and instructional design of the various curricula that will be used at DCIS at Ford. However, the primary focus of professional development will be on how to become a highly effective teacher. The various curricular materials used at DCIS at Ford will be viewed as the “tools” teachers will use, within the Framework for Effective Teaching, to ensure student academic success.

Therefore, teachers will study the various instructional moves, techniques, and strategies employed by highly effective teachers and learn to apply them within the context of the curricula they have in their classroom. DCIS at Ford has created a professional development plan that is attached to this application. The plan will be fine-tuned and adjusted throughout the year based on staff input, observations, student data, and UIP root cause analysis. The attached plan outlines three major areas: Identified focus areas, resources, and structures.

DCIS at Ford will utilize the LEAP as part of its evaluation process and an observation/feedback cycle whereby teachers may be videotaped to support their growth.

Identified Focus Areas

Professional development at DCIS at Ford will leverage the District’s LEAP evaluation framework. In addition, professional development will be focused on designing effective instruction for all students, using data to guide instructional decisions, appropriately respond to student behaviors, and prepare all students for 21st Century Learning.

Resources:

Professional resources will be utilized to support teacher learning of the key focus areas identified above. The resources will include, but not be limited to: professional reading materials, book studies, professional development courses, and observations of high performing schools/teaching practices.

Structures:

Professional development structures will be utilized to support the continuous growth of all teachers.

Structures include:

- Summer staff retreat focused on visioning for the staff and an opportunity to develop a collaborative culture as well as initial professional development/orientation to new curricular materials.
- Beginning of the year professional development (prior to students arriving) that is focused on continued team building and planning for collaborative structures that will be used throughout school year.
- Differentiated professional development sessions based on teacher and/or grade-level need as identified through the LEAP Framework process and team backward design planning of units of study across content areas.
- Weekly grade-level planning time focused on team backward design planning of units of study across content areas, book study/PLCs using professional reading materials identified in plan and refining and clarifying curriculum components, structures, tools.
- Weekly data team meetings focused on grade-level/content area team data cycles and individual teacher data cycles.

DCIS at Ford will administer the LEAP framework to evaluate teachers. To support the successful use of LEAP, staff will create SLO's at the beginning of the school year in accordance with district guidelines.

Administrators will also be in classrooms on a weekly basis to monitor progress on individual and school wide goals. Teachers will receive feedback via handwritten notes, emails, feedback conversations, and/or in the moment coaching following each classroom visit.

The culture at DCIS at Ford will value providing frequent, constructive feedback. DCIS at Ford is committed to providing support to any staff member who is struggling to perform. However, DCIS at Ford retains the right to dismiss employees for unsatisfactory performance or for any reason at any time throughout the school year.

The school leader will collaborate with the other schools involved in innovative practices within the network. In addition, the school's leadership and Teacher Leaders will share lessons learned with schools interested in innovation status. Schools will be encouraged to visit DCIS at Ford, converse with teachers, students and parents regarding innovation status.

It is important to recognize teachers and staff on a regular basis, whether that's through thank you notes; recognition at faculty meetings; and communicating celebrations to the community through the monthly newsletter.

Teachers will be encouraged to attend conferences that support DCIS at Ford's vision and mission. Upon returning from a conference, teachers will present key insights to the staff.

Compensation

The compensation package will have, as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. Contingent upon available funding, a stipend structure will be developed to exceed these minimum salary expectations to compensate teachers for extended work time. The new stipend policy and faculty roles and responsibilities will be outlined in the Employee Handbook.

Teachers will be entitled to receive stipends (i.e. hard to serve, hard to staff, high performing and growth, exceeds expectation) through ProComp in accordance with SPF results for “high growth” and “high performance” and meeting Student Learning Objectives (SLO’s).

All full time employees at DCIS at Ford will participate in the Denver Public Schools Retirement System (DPSRS), now PERA. Should any staff or faculty member transfer from DCIS at Ford to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit. This structure will be outlined in the Employee Handbook.

C. Provide a detailed leadership succession plan which engages the school’s parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.

DCIS at Ford will assure that the continuity of the new instructional system is maintained when school leadership changes. The leadership succession plan begins by thoroughly orienting all staff and families to the mission, vision, values, and instructional and intentional school culture systems in place at DCIS. As a result, all subsequent hiring and promotions at DCIS at Ford will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems. DCIS at Ford’s will consider both internal and external candidates should there be a leadership change.

When a leadership position is vacated at DCIS at Ford, a position description will be drafted and posted. Recruitment using both DPS and external media will commence. Once qualified candidates are identified and in conjunction with the IS, a screening committee will be put together by the SAC to select candidates to be interviewed.

Interviews will be conducted by a team determined by the SAC. The interview team will include stakeholders in the DCIS at Ford community, including parents, teachers, community members, and SAC members. It is the intent of the SAC to ensure this process is transparent and collaborative. Feedback from these interviews will be used to make an appropriate hiring recommendation of one candidate to the District. A similar process may be followed if an Assistant Principal vacancy occurs.

Strong and consistent leadership is critical to the success of DCIS at Ford at raising student achievement for students in the FNE region. Therefore, it is essential that the Leadership Succession Plan ensure that the vision, mission, and core values of the school will be sustained through changes in personnel.

IX. Describe proposed changes to the school’s governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?

Leadership and Governance Structure

DCIS at Ford will have a School Accountability Committee (SAC) in place of the School Leadership Team. The function of this team will be dedicated to supporting the mission of DCIS at Ford in all aspects of school operations, including instruction. The SAC may include parents, administrators, and teachers. It may, as needed, divide into sub committees that work on specific tasks, such as attendance, literacy, uniforms, hiring for specific positions, etc. The School Accountability Committee is composed of the administrators, teacher leaders (one per grade level), a classified staff member, and between one and three representative parents. The accountability committee will meet once a month. Its purpose is to monitor the school’s fulfillment of its vision, mission, goals and objectives. The committee is responsible for monitoring the school’s progress toward meeting its academic performance goals, non-academic performance goals, and its organizational and operational goals.

Hiring Team

A hiring team will be convened for each vacancy. The composition of the team will vary depending on the position that is being filled. Participants, to the extent possible, will include:

- School administrator(s)
- Teachers from the team where the vacancy is
- Support personnel (mental health, special education, intervention, etc.)

School Intervention Team (Response to Intervention)

The School Intervention Team will facilitate the Response to Intervention process at DCIS at Ford. The team will focus on high-quality instruction for all students, monitor student progress, support teachers in identifying interventions for students, help determine the progress monitoring tool, and evaluate the students response to the intervention.

Potential team members include:

- Parent/guardian
- Classroom teacher(s)
- Other general education teachers
- Special education staff
- Counselor, psychologist, social worker, nurse, student advisor
- School administrator

- A. Describe the parent and community engagement plan that will be implemented to support the school's mission.

Parent Engagement

The function of parent engagement is to promote the participation of parents in the education of their students, which is key to the achievement of academic success.

DCIS at Ford will create a sense of a “second home” for parents through a number of community-building activities to gain their support and prioritize the working with their students at home for academic achievement.

Parent Planning Committee

DCIS at Ford will create a Planning Committee whose parents volunteers will be representing and working with the school mission and vision in different ways.

Up to twelve Ambassador parents will be selected from the committee, four ELS-DAC parents, twenty ELA-PAC parents, and ten ISSN parents.

The Planning Committee will meet once monthly at DCIS at Ford to organize, plan, share and communicate ideas and strategies for the upcoming month.

Events and Fundraising

DCIS at Ford's Planning Committee will organize events each month throughout the school year. Examples may include:

- Community Informative Meeting
- Family Night (students and their families come together for games, computers, and a raffle)
- Fundraising event (produced by the Planning Committee)
- Donuts with Dad / Muffins with Mom event (a morning drop-off social)

Parent Volunteers

DCIS at Ford will create a system for parent volunteers that includes a database, regular reporting, and prioritization of specific areas in the schools where volunteers services are most valuable.

DCIS at Ford will seek and promote educational opportunities for volunteers to gain knowledge and leadership skills.

Outreach and Communication

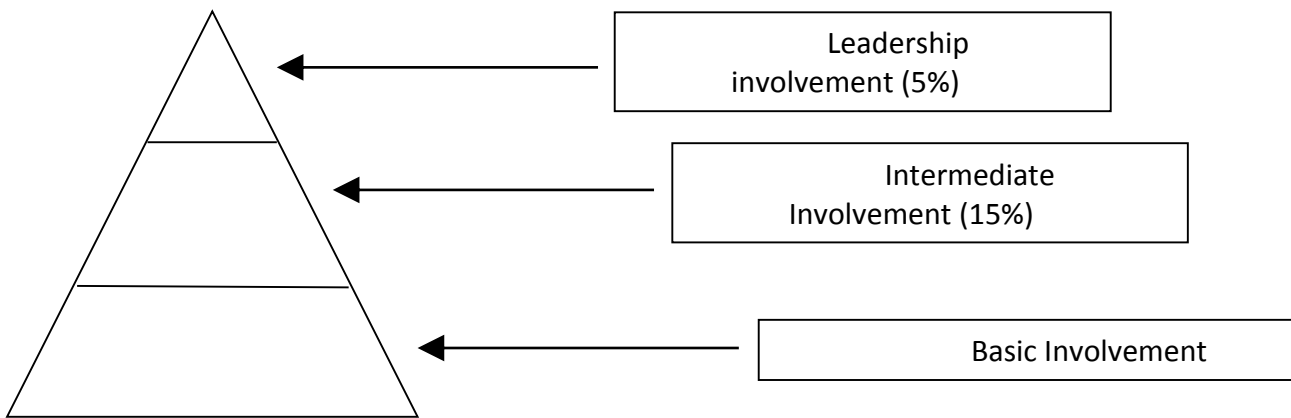
DCIS at Ford will create a solid outreach strategy through publication of a monthly newsletter, print, media, and the use of remote call and direct mail, to ensure that every household is informed and feels

acknowledged. In addition, a DCIS at Ford will be maintained regularly to communicate with parents and the broader community.

Community Relations and International Studies Coordinator

DCIS at Ford intends to have a position that serves to be a Community Relations/International Studies Coordinator. A part of this person’s job is to advocate for the parents and to bridge the communication between school personnel, parents, and the community so that parents may be better involved in and informed about school events, student progress and the educational system. This staff member will have a Parent Planning Committee. This team’s function is to serve as the **Intermediate** involvement group in the school.

Parent involvement at DCIS has three levels or tiers.



Basic: Responsibilities include getting students to school on time, making sure their child is well nourished, has slept well, has been nurtured and comes to school ready to learn every day. In addition, parents at a basic level are expected to attend Parent Teacher Conferences and attend family events at the school. Parents will be expected to communicate regularly with the school in regards to absences and health related issues. All parents are encouraged to be a positive voice in their child's education.

Intermediate: Responsibilities include volunteering at the school. Some ways that parents may volunteer at the school include fundraising, family night planning and support, Parent Planning Committee participation, and attending the ELA PAC meetings. In addition, parents at this level have a voice in the educational programs at DCIS at Ford.

Leadership: Responsibilities may include School Advisory Committee membership. In addition 8-10 parents may serve as Ambassadors who advocate for the school locally, in the Far Northeast, and across the district. They may also be part of the decision making regarding the Parent Planning Committee funds.

The purpose of the parent leadership team is to engage the parents who are involved at the Basic level and move them to a point when they are participating in activities that lead to academic achievement. Additionally, the parent leadership team is a place or way to identify parents who are ready to participate at the leadership level: to identify them, invite them and instill trust in them so that they willingly participate in the school community.

Autonomy in scheduling and use of resources allows DCIS at Ford to dedicate space and staffing for parent education. We have accomplished this by allocating space in the building on Saturdays and during the week for parent meetings in our library. Our Community Relations Coordinator dedicates time and space to ensure that parents are provided community resources for support.

Additionally, use of Academic Parent-Teacher Teams instead of or in addition to traditional Parent-Teacher Conferences allows DCIS at Ford to leverage parental involvement to increase student achievement. APTTs have been successful at increasing student achievement and at involving a greater number of parents in other school districts.

INNOVATION: BUDGET

Budget Narrative

In addition to what DPS traditionally funds, the attached budget includes funds for the following':

- One FTE for an International Studies/Community Relations Coordinator, a key individual that

will serve as a part of the collaborative leadership team to assist the principal in developing the international studies design framework for the school, developing scaffolding and a strategic implementation plan for integrating the international studies tools for teachers into the fabric of instruction, and serve under the principal as the school's key liaison to ISSN and the community. This position will be contingent on continued participation in the Asia Society and International Studies Network.

- May include ISSN association costs
- The funding of four field trips so that DCIS at Ford students gain a deeper understanding of the four domains central to the international studies program.
- Additional faculty members may participate at ISSN Summer Institutes above the allowance provided through the ISSN association funding above based on available funding.
- Professional Development for teachers to improve and enhance instructional practices to effect student achievement.
- Travel funds may be designated to enhance the instructional practices and key levers that may impact student achievement.
- Parent engagement activities that will support the communication and involvement of parents in the planning year.

Possible Additional Costs

- ISSN travel and workshops
- Pedagogical learning
- Additional Mental Health Support
- Additional Social Emotional and Behavior supports, including staffing
- Field Trips
- Additional Paraprofessionals
- Additional Curriculum
- Technology and programs

Allocation of Resources

The school budget is dedicated to supporting students in the context of the school mission, which is to provide an equitable and excellent education so that all students meet or exceed district, state, and international studies standards. Through backwards planning from the graduation goal for every student in DCIS at Ford, the vision of the school is to prepare students to be college and career ready. The educational plan is to serve a diverse student body comprised of both neighborhood students and students who choose to enroll in the school with the highest level of instruction and support contextualized in developing global competence. The basic resources allocated to the school through Student-Based Budgeting provide the customary instructional, equipment, and material support for student learning. But all of the special items noted above are specifically dedicated to intensifying students learning experiences related to the school's

mission, vision, and education program, either in providing direct additional experiences for the students that support and deepen their learning, or indirectly through developing the highest quality instruction through a teaching corps that is constantly improving in relation to the school's purposes.

The additional experiences provided for students will be generated by the person filling the role of International Studies Coordinator. He/she will develop and nurture partnerships with community businesses, non-profit organizations, and individuals who can work with students both in the classroom and beyond through anytime/anywhere learning in international or intercultural experiences. These will include additional experiences and learning through infused art, world languages, and service learning. The Coordinator will assist teachers in grounding these student opportunities in curriculum and standards as well as the four domains of global leadership described earlier in this proposal so that students' experiential learning is synergistic with classroom learning. The greatest revenue source for DCIS at Ford is the Student Based Budget (SBB) allocation. Staff salaries will be based on actuals.

Cost Savings

DCIS at Ford will experience cost savings associated with budgeting using actuals instead of averages and will apply those savings to additional staff, supplies, curriculum, professional development, stipends, and/or technology.

The school principal is ultimately responsible for the budget. However, the school has employed an Business Manager with expertise in budget management. The Business Manager coordinates financial processes including accounts payable/receivables, purchasing/receiving, journal entries and ledgers and account reconciliations.

The Business Manager works in conjunction with school administration to ensure all payrolls, financial transactions, or other related activities associated with school budget are conducted in an accurate and timely manner. She will prepare reports using spreadsheets and databases; research and analyze data/information and share relevant findings with school administration. The principal will meet regularly with the Business Manager to review expenditures in light of budget revenues to make sure spending is in line. Support from district budget office will be requested as needed when any issues arise that present difficulties beyond the abilities of the office staff and principal to solve them. Several meetings with the school budget partner will be scheduled each year to make sure spending is on track and planning for the future is adequate.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

- A. Describe any other programs, policies, and/or operational documents at the school that would be affected by the proposed innovations, how these programs, policies and/or operational documents would be affected, and how the changes will lead to increased student achievement.

DCIS at Ford may maintain a Restorative Justice room that may function as a sensory room, a restorative justice meeting area, and/or in school suspension room. This room may be staffed by Restorative Justice personnel and supported by the school counselor, psychologist, administration, and/or dean of students. This room should support the social, emotional, or behavioral needs of students identified by the administrative and/or SIT team. DCIS at Ford will exercise the option to suspend/expel students who continually act in a manner that is unsafe to staff, other students, and themselves and continually disrupt the learning of other students.

WAIVERS

XI. Describe the waivers you are requesting from DPS policies, collective bargaining provisions and state statutes. Clearly describe the replacement policies and practices that the school is proposing.

- A. Please complete **Appendix E**.

See Appendix E

ADMINISTRATIVE AND FACULTY SUPPORT

XII. Provide evidence of administrative and faculty support

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

COMMUNITY SUPPORT

XIII. Provide evidence of community support

A. Provide a letter of support showing majority of members support innovation status from the school's CSC.

Not Applicable

B. Provide letters of support from community based organizations.

C. If applicable, provide other evidence of community support.

REQUIRED ATTACHMENTS

- Teacher Schedule
- Student Schedule
- Written Enrollment Documents and Forms Provided to Families
- Organizational Chart
-
- Five-Year Budget
- Evidence of Administrative Support Evidence of Faculty Support
- Letter of Support from SAC



APPENDIX A

DCIS at Ford

Request Waivers in Curricular Materials & Instructional Design

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

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

Instructional Design

1. Building on overview of the school's research-based educational program described in section III, describe the innovative educational program that is being proposed as part of the school's innovation plan. Clearly articulate how it will lead to excellence in student achievement.

As students in our community come to school significantly under prepared in language and literacy, sound literacy instruction is the key to their future achievement. Therefore, our innovation plan will allow DCIS at Ford the flexibility to implement an extended highly effective literacy block. We believe that a strong base in literacy impacts all content areas and is the key to student achievement across subjects and grades. The CCSS will serve as the road map for instruction and the Great Habits, Great Readers framework will be the design we will follow.

The Asia Society's research-based guide for the development of international studies elementary schools provides the outline by which we introduce the four international studies domains and S.A.G.E. DCIS at Ford students will develop global competencies through our affiliation with the Asia Society.

RESEARCH BASED EDUCATIONAL PROGRAM

The current achievement at DCIS at Ford is improving but not yet meeting the expected outcomes of DPS and CDE. It is imperative that an intense focus must be on developing literacy and math competencies that will allow them future success. Their ability to contribute to their communities in a way that will make a difference is dependent on this turnaround.

DCIS at Ford will develop and implement a customized educational program aligned with the Common Core State Standards, ISSN Performance Outcomes/GPS, research-based best practices, and the academic needs of students in the FNE region of Denver.

DCIS at Ford will implement sound, research-based instructional strategies, which have been proven to have a high impact on student learning and achievement.

Innovations in the educational program will include replacement of DPS literacy and math curriculum and modifications to curriculum across the content areas to accommodate multi-lingual and multi-cultural learning experiences.

Curriculum materials (listed below) have been selected based on their proven effectiveness with students who have struggled in existing programs including minority students, students living in poverty, second language learners, and students with disabilities.

CURRICULUM AND INSTRUCTIONAL OVERVIEW

DCIS at Ford will move through the Backward Design Process to create exemplary unit plans to ensure students meet or exceed national standards.

LITERACY

There is no research-based curriculum that has proven to fully meet the expected outcomes of the CCSS for each grade level. So, DCIS at Ford will use a variety of resources to match the rigor of the CCSS. Currently, 4th and 5th grades have EngageNY as an instructional resource. In 2016-17, 3rd grade will also have access to EngageNY as an instructional resource. Beginning in 2016-17, K-2 will have Benchmark Advance/Adelante as an additional resource for literacy instruction. DCIS at Ford will use the literacy framework as described in the text Great Habits, Great Readers by Paul Bambrick-Santoyo. This framework teaches the standards through Read Aloud, Close Reading, Comprehension Skills, Guided Reading, Phonics, Independent Reading Practice, and Habits of Discussion. (DCIS at Ford will follow the CCSS in designing curriculum that aligns with this framework)

- **Read Aloud:** Students will be introduced to whole class grade-level, rigorous instruction in grades K-2/3. Teachers will provide deep modeling and extended group practice with the text used to introduce and demonstrate a skill that students will apply independently later on
- **Close Reading:** Students will be introduced to whole class grade-level, rigorous texts in grades 3-5. Teachers will provide access to rigorous texts which will be used to introduce and demonstrate a skill that students will apply independently later on

- **Comprehension Skills:** Students will receive differentiated, grade-level small group instruction in all grades. Lessons will teach skills through I Do, We Do, You Do instructional design. Students are given opportunity to practice a new or previously introduced reading skill.
- **Guided Reading:** Students will receive differentiated, small group instruction in all grades at their STEP instructional reading level. Guided reading lessons are flexible small group sessions that allow the teacher to target the aspect(s) of reading that students need support with most- even while they employ all the skills needed to make sense of the text. These lessons are used to address specific student needs, while providing greater reading independence but still supported by the teacher.
- **Independent Reading Practice:** Students will read high interest, multi-genre texts at their STEP level to half a grade level below students' capacity to develop fluency, stamina, and application of skills taught during literacy block. This is a carefully designed, accountable moment for students to read and respond to texts without teacher support.
- **Habits of Discussion:** Habits of discussion set the stage for deeper discussion, peer-to-peer probing, and authentic conversations about reading. The idea is to reduce the amount of intervention by the teacher and increase the amount of support students get from their peers as well as maximizing the amount of thinking students do when answering questions. There are various habits of discussion associated with each STEP level.
- **Phonics:** Student will receive developmentally appropriate small group phonics instruction primarily in grades K-3. Currently this is delivered with our literacy associates during the literacy block using the Jolly Phonics program.

MATH

Previously, DCIS at Ford has used Math in Focus and variety of resources to supplement instruction in math to meet the rigor of the common core standards and to provide quality instruction. We are careful to incorporate the 8 mathematical practices outlined in the CCSS. Currently, 4th and 5th grades have EngageNY as an additional resource. In 2017-17 Bridges Math will be a resource for grades K-5. In addition, we currently use REFLEX Math which is a computer program that supports foundational math skills.

SCIENCE and SOCIAL STUDIES

DCIS at Ford's instruction for social studies will address the Common Core State Standards and use DPS curricular materials as a resource.

2. Describe the research to support the proposed educational program and its effectiveness with the school's target population.

Literacy Research:

Oral Language

Research has shown that students must possess a strong oral language foundation to achieve literacy success. Low-language native English speakers and ELL speakers arrive at many grade levels with insufficient language knowledge to support learning. When structures within a text are beyond students' receptive

capacity, students struggle. Effective programs for oral language development help students to understand that their thoughts can be spoken, written down, and read. The programs support students in developing the language and learning strategies necessary for both reading comprehension and writing composition. DCIS at Ford will use EL Achieve Systematic to support English Language Development. EL Achieve is a systematic ELD curriculum that focuses on Oral Language. Currently it is in place for all ELA-S classes K-5 and will be available as a resource beginning 2016-17 for ELA-E teachers.

Guided Reading

The guided reading instructional strategy provides opportunities to teach small groups of students with similar needs how to talk, read, and think purposefully about text. Guided reading involves grouping students at similar stages of reading development or those who need to acquire similar skills. Effective programs use assessment data to identify each student's starting point for instruction. Teachers play a critical role both in selecting appropriate texts and in teaching, observing, and supporting students as they use strategies modeled in shared reading to read a text independently.

Phonics

The ability to decode is a critical element in reading success. Students who struggle with decoding and reading fluency are often left behind in whole class phonics instruction. In addition, they may be unable to practice and apply new phonics skills and strategies to increasingly difficult text. To meet the needs of diverse students, phonics programs must offer explicit, sequential, comprehensive instruction with ample opportunities to apply and practice phonics knowledge. The Literacy Associates in grades K-3 specifically target daily phonics instruction using research based curricula.

Assessment

Most reading programs claim to use assessment to drive instruction. However, many programs assess students to determine levels of risk and then allow the curriculum, rather than the data, to drive the instruction. Linking assessment to day-to-day instruction is key. Currently DCIS at Ford uses Istation, ANET (Math and Literacy), STEP, and CMAS/PARCC.

Bridges Math

DCIS at Ford has opted in to Bridges math curriculum as a resource beginning 2016-17 school year.

In addition to utilizing the Bridges curriculum, we access resources to ensure we teach to the rigor of the common core standards.

Curricular Materials

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

We believe sound, instructional practices will ultimately drive student achievement. We use curricular materials to teach the standards but may not rely exclusively on any one curriculum because no one curriculum has proven to adequately address the cognitive demands and culture and linguistic needs of our community. Through high quality professional development, the data cycle, backwards unit design, and in depth lesson planning, we will ensure all students have equitable access to high quality curriculum- including minority students, students living in poverty, English language learners, and students with disabilities.

By aligning the curriculum to state standards, DCIS at Ford will minimize the impact of student and teacher mobility on student achievement gains.

All curricular materials will be available in both English and Spanish for dual language instruction. In addition, accommodations and differentiation will be provided as necessary to ensure that all students access the curriculum.

Through our association with The Asia Society, DCIS at Ford will be committed to creating globally competent students through the four domains (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action) and through S.A.G.E. (Student Choice, Authentic Work, Global Significance, and Exhibition)

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

Future curricular materials will be purchased directly with money that is allocated for centrally provided curriculum materials, grant revenue, and/or the school-based budget.

As important as it is to provide quality curricular resources in literacy, it is equally important that DCIS at Ford is able to continually provide professional development around the Great Habits, Great Readers framework and data-driven instruction. Therefore, the school should target funds for these purposes each year.

APPENDIX B

Request Alternative Benchmark Assessment Program

Schools requesting waivers from DPS's benchmark assessment program are required to complete the questions in Appendix B.

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

1. Identify *valid and reliable* assessments your school proposes to use to assess student learning needs and progress throughout the year. Explain how these assessments align with the school's curriculum, performance goals and state standards.

DCIS at Ford will use ANET which is now a DPS-approved assessment for Literacy and Math in grades 2 through 5. However, DCIS at Ford will utilize the national Schedule of Assessed Standards for ANET in Math and Literacy, whereas the district currently follows the DPS Schedule of Assessed Standards. These assessments are created using the Common Core Standards and DPS Scope and Sequence.

DCIS at Ford will administer the CDE required annual summative assessments: PARCC, ACCESS, and CMAS. We will implement ANET and participate in the ANET process for ELA and Math. In addition, all students, grades K-5 will be assessed in the fall and spring using an approved assessment, which may be STEP, IStation, and/or other assessments to assess reading skills and comprehension. Kindergarten students will be assessed using TS Gold three times a year in the fall, mid-year, and in the spring. DCIS at Ford will waive the implementation of any other DPS District Interims.

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

DCIS at Ford will follow the Data-Driven Cycle. The school will participate in ANET. Teachers will analyze data and adjust instruction throughout the unit, and then assess students mastery of the standards. Teachers will create reteach plans to address any misunderstandings or lack of mastery. Students goals will be created based on the data and they will be monitored continually for learning.

DCIS at Ford will analyze all assessments through the data cycle- Analyze, Plan, Implement, Evaluate, Adjust.

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

As stated above, benchmark, interim, and progress monitoring assessments will be given on a continual basis. During weekly data team meetings, teachers will analyze their student data to guide their instructional decisions. Teachers will create 6-week instructional goals for their students and determine next steps. Parent Teacher Conferences and/or Parent Teacher Academic Teams will be held twice a year. The purpose of both of these engagements is to share student data and create partnerships with parents in their child's education.

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

All staffs members will be responsible and involved in the collection and analysis of data as a means of supporting student achievement.

APPENDIX C
Request Alternative Graduation & Promotion Standards

Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The teacher will inform administration when considering retention and will confer with the parents about the students progress by March 1st of the current school year, additional conversations will occur April 15th, and June 1st. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended by the teacher to the principal and/or administrative team and guardian.

If the administrative team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the administrative team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.

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

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

APPENDIX D

School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> ● PARCC and other assessments chosen, including assessments in compliance with the Colorado READ Act 	<p>All students will be assessed at the beginning of the year using Istation and STEP. Those who are performing on grade level will be expected to make one year’s growth in reading. Those who are performing below grade level will be expected to make 1.5 years of growth in reading.</p>
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> ● PARCC and other assessments chosen, including assessments in compliance with the Colorado READ Act ● ACCESS ● Achievement gaps (ELL, Special Education, and ethnic subgroups) 	<p>The MGP for the ACCESS assessment will remain at 75%</p> <p>PARCC and OTHER TARGETS: See Section 6-Academic Achievement Goals and Gains</p>
<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> ● Colorado ACT scores ● Graduation rate ● College acceptance rate 	<p align="center">Not applicable.</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> ● Attendance rate ● Student satisfaction 	<p>The attendance rate will be at 95% or above.</p> <p>Student satisfaction will achieve or maintain 90% or higher in each category as measured by the district’s Student Perception Survey.</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>DCIS at Ford will reduce the amount of referrals and suspensions by 5% after year one of this 3-year plan.</p>
<i>Organizational & Financial Viability</i>	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> ● Enrollment rate ● Re-enrollment rate ● Continuous enrollment rate 	<p>DCIS will meet its enrollment projections (as new schools open in the far northeast we will not fall below 5% of our enrollment projections).</p> <p>DCIS will meet or exceed district averages for re-enrollment and continuous enrollment rates.</p>

<p>Financial Fundraising goals Reserves Other</p>	<p>These decisions will be made by the Community Relations Coordinator along with staff members, administration, and Parent Advisory Committee.</p>
<p>Leadership & Governance Quality</p>	<p>DCIS will demonstrate sound leadership demonstrated through satisfactory leadership evaluations that will be conducted by DPS (LEAD) and with feedback from the School Accountability Committee.</p>
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> ● Parent satisfaction ● Parent response rate on DPS Parent Satisfaction Survey 	<p>Parent satisfaction will be at or above 70% positive each year as measured by the district’s Parent Satisfaction Survey.</p> <p>Parent response rate will be at or above 60% or more.</p>

APPENDIX E
Waiver Request Template

See Attached Waivers

APPENDIX F
Successful International Studies Schools

John Stanford International School in Seattle, Washington

An award-winning Seattle public elementary school (K-5), John Stanford Int'l School offers a dual-language **immersion** program to all students and **multi-media technology instruction and state-of-the art technology** throughout the building. Students in this school videoconference with students in Japan and Mexico. 80 to 90% of their third, fourth and fifth grade students score proficient or advanced in their state assessment for reading and math. <http://www.jsisweb.com/>

Richmond Elementary School in Portland, Oregon

Students are immersed in Japanese beginning on their first day of kindergarten. The school follows the Oregon State Curriculum in a 50/50 Japanese/English **immersion** model. In the fifth grade, students participate in a **cultural exchange**, hosting Japanese students and then traveling themselves to Japan. 93 to 98% of their third, fourth and fifth grade students meet or exceed, the majority exceeding, their state assessment standards for reading and math. <http://www.pps.k12.or.us/schools/richmond/>

Sunset Elementary School in Miami, Florida

This national Blue Ribbon school has won the Goldman Sachs Foundation prize for excellence in **international education**. Students receive two and a half hours of foreign language instruction in French, German or Spanish in addition to the state curriculum. It functions as a **collaborative effort** with the Ministries of Education of Spain, France, and Germany. 95 to 97% of their students are meeting high standards in reading and math according to their state assessment. <http://sunset.dadeschools.net/>

Independence Charter School in Philadelphia, Pennsylvania

This school won the Goldman Sachs Foundation Prize for excellence in **international** education. They are known for their programming for **diverse student needs**. They have a great **language** learning model, work with a challenging set of inner city students, and are very student-focused in their school design. <http://www.independencecharter.org/>

APPENDIX G
DCIS at Ford ProComp Incentives
Proposal for Future Consideration