Cover Page – for Colorado Department of Education (CDE)

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

Innovation School Name: McAuliffe Manual Middle School

Location (address): 2016-2017: 2540 Holly St. Denver, CO 80207
2017-2018 (permanent location): 1700 E. 28th Ave. Denver, CO 80205

Plan Contact (name and position): Jessica Long, Principal

Email: jessica_long@dpsk12.org

Phone: (720)423-6555

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

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

- Replacing legacy schools on turnaround status; or
- Part of a district plan to create a portfolio of schools necessary to serve the Act’s purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? Y/N
➢ If so, when was the request made and what was it for? Yes, new school code in fall of 2015. School number 385 was assigned.

Has the school been granted status as an Alternative Education Campus (AEC)? Y/N
➢ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (Please note that the deadline is July 1st.) Y/N

Is the school in Priority Improvement or Turnaround? Y/N
➢ Is the school a recipient of the federal School Improvement Grant (10039g))? Y/N

Will the school be seeking a waiver for graduation guidelines? Y/N
➢ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.
Table of Contents

EXECUTIVE SUMMARY

Section I. CULTURE

A. Vision & Mission
B. Targeted Student Population & Data
C. School Culture & Student Leadership
D. Student Discipline Policy
E. Student Recruitment & Enrollment
F. Student Attendance & Satisfaction
G. Ongoing Parent/Guardian Involvement & Satisfaction
H. Community Partnerships to Support Students and Families

Section II. LEADERSHIP

A. Leadership Team Personnel and Structure
B. Leadership Team Coaching & Evaluation
C. School Personnel Structure
D. Employment Policies
E. Operations – Transportation
F. Operations - Safety and Security
G. Operations – Food Services

Section III: EDUCATION PROGRAM

A. Pedagogy
B. Curriculum
C. Scope and Sequence
D. Class Size
E. School Schedule & Calendar
F. Progress Monitoring and Assessment
G. Academic Intervention & Acceleration
H. Promotion & Retention Policies
I. English Language Learner Instruction
J. Students with Disabilities
K. Gifted and Talented Students
L. Supplemental Programming

Section IV: TEACHING

A. Teacher Recruitment and Hiring
B. Teacher Retention
C. Teacher Coaching
D. Teacher Evaluation
E. Professional Development

Section V. GOVERNANCE & FINANCE

Governance Philosophy
B. Budget & Policy Narrative
C. Facility
D. Parent/Guardian & Community Support for the Application

Section VI. DPS Policy Waivers

Collective Bargaining Agreement Articles Waivers
State Statute Waivers
August 9, 2016

Dear Superintendent Boasberg, DPS Board Members, and Colorado State Board Members,

It is with great excitement that we present with you this innovation plan for McAuliffe Manual Middle School for your review and approval. Our team consisted of school administration, founding teachers, founding families, and community members. Their hard work and long hours have helped create a plan that focuses on key principles fostering innovation for our staff and students in order to lead to the academic and personal success of all our students. The plan allows us to 1) implement a rigorous and holistic educational program that offers students learning opportunities not only in mathematics, language arts, science and social studies, but also in the arts, physical education, world languages, technology and engineering to prepare students for matriculation and the high expectations of the innovative program at Manual High School, 2) increase instructional time via an 8 hour and 10 minute school day and 183 day school year where students receive 30% more instruction beyond a typical school year, 3) recruit, develop and retain talented and dedicated teachers who are able to increase student achievement, build community, and lead instruction in a culture of high expectations and accountability, and 4) create a network that allows us to capture certain efficiencies and other benefits that a stand-alone school can’t obtain.

We have received strong support for the innovation plan from our school staff, families, and community. Through the collaborative design process we have had many opportunities for feedback and input that has lead to a much stronger plan. 100% of our staff and CSC members voted for the approval of the innovation plan.

Please feel free to contact me directly if you have any questions regarding our application. We look forward to your thoughts and partnership in making McAuliffe Manual Middle School a diverse and successful middle school in the heart of our city.

Thank you,

Jessica Long
Principal
McAuliffe Manual Middle School
EXECUTIVE SUMMARY

Name of Proposed District-run School: McAuliffe Manual Middle School, (name TBD)

Grade Configuration (Year-1): 6th

Grade Configuration (Full Build): 6th-8th

Model or Focus: International Baccalaureate

Proposed Region and Neighborhood: Near Northeast Denver

Primary Contact:
- Jessica Long, McAuliffe at Manual Principal
  jessica_long@dpsk12.org
  720-227-5484
- Kurt Dennis, IMO Executive Principal
  kurt_dennis@dpsk12.org
  720-425-9321

Enrollment Projections:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>155</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>7</td>
<td>155</td>
<td>180</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>155</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Total # students</td>
<td>155</td>
<td>335</td>
<td>515</td>
<td>540</td>
<td>540</td>
</tr>
</tbody>
</table>

Student Demographics:

<table>
<thead>
<tr>
<th>FRL %</th>
<th>SPED %</th>
<th>ELL %</th>
<th>Hispanic/Latino %</th>
<th>African American %</th>
<th>Other %</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>71%</td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Executive Summary Narrative:

McAuliffe International School (MIS) at Smiley Campus (founding MIS campus) is an approved Innovation School that opened as a new school in 2011 and has a proven track record of success in the Near Northeast region of Denver earning the rating of Distinguished on the DPS School Performance
Framework since its opening. This proposal is to replicate the McAuliffe International School model in a second school site. The proposal for McAuliffe Manual Middle School (MMMS) was developed in response to the Call for New Quality Schools need for a high quality middle school in the neighborhood of Manual High School. We have worked with the Manual community on developing this proposal.

With the addition of a second site, we will launch the McAuliffe International Schools Innovation Management Organization (IMO). We are growing as part of a network, rather than as a stand-alone school to:

- Ensure each school is successful in implementing MIS vision, goals, and practices;
- Enable ongoing collaboration, sharing of best practices, and continuous improvement among a community of aligned educators at MIS schools;
- Obtain economies of scale that allow MIS schools to benefit from the support of shared services and leadership team;
- Create a platform for the successful launch of McAuliffe Manual Middle School and potential additional schools; and
- Cultivate autonomy for schools, protect their innovation status, and focus on the locus of change at the school level while still holding schools accountable to student achievement outcomes.

McAuliffe Manual Middle School will enrolled students through the DPS School Choice enrollment system in January 2016 and hired teachers in February 2016. In spring of 2016, MIS leadership reviewed and revised program elements with input from McAuliffe Manual Middle School founding faculty and families and determined the waivers needed in seeking Innovation Status to ensure the successful replication of the MIS model. In August 2016, McAuliffe Manual Middle School will open and serve 155 6th grade students, phasing in 7th and 8th grades in subsequent years.

The three levers of the McAuliffe International Schools Network model – more time, great teaching, and intentional school culture – will be used to build a diverse and successful middle school in the heart of Denver.

McAuliffe Manual Middle School will focus on the individual needs of the community with a more intentional focus on culturally responsive education, common formative assessments, Positive Behavior Intervention Supports (PBIS), and interventions to ensure that we eliminate achievement gaps and ensure that all students enter high school prepared.

CULTURE

Vision:

McAuliffe Manual Middle School develops inquiring, knowledgeable and caring young people. All members of the McAuliffe Manual Middle School community will excel in academic achievement, personal conduct and service to the community.

Mission:

McAuliffe Manual Middle School is a diverse, inclusive community of learners that nurtures students to lead fulfilling, balanced lives and transform our community and world. We are committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being.

Community Demand

Community members and stakeholders in Near Northeast Denver have voiced a critical need to provide additional seats at a high quality middle school to meet the demands of a growing middle school
population. Kurt Dennis, Executive Principal of the McAuliffe International Schools Network, has engaged numerous Near Northeast community groups in the development of this plan including the Friends of Manual, the Manual Thought Partner Group, and the Whittier Neighborhood Association. In addition Mr. Dennis solicited input into the plan from leadership of feeder elementary and high schools, families and students at McAuliffe International School, and parents of prospective students to gather input on community needs and desired school options. Jessica Long, Principal of McAuliffe Manual Middle School, was selected to lead this new school with input from community members and leaders at Manual High School and McAuliffe International School. Ms. Long has engaged with the Enrollment Zone Advisory group to gain additional feedback on the school plan and worked extensively with community members and educators as part of the Manual High School’s Commons Ground process and Manual staff and leadership to develop alignment between the McAuliffe Manual Middle School plan and Manual High School’s Innovation plan.

**LEADERSHIP:**

The principal of McAuliffe Manual Middle School needs to be a dynamic, dedicated, innovative and instructional leader with a strong organizational and academic track record in past roles. The school leader will be committed to the MIS vision, mission, and educational plan, will believe in a model of continuous and embedded professional development, and will recruit and hire a staff with similar values.

Kurt Dennis, the MIS Executive Principal, along with Nick Dawkins, Manual High School principal, and a principal selection committee selected Jessica Long to be the principal of McAuliffe Manual Middle School. Jessica has a track record of outstanding student achievement results in urban education both as a teacher and a school leader. Jessica was the founding principal of DSST: Green Valley Ranch Middle School, a school that has been rated among the top-performing middle schools in Denver Public Schools since its opening.

The school leader will be supported and supervised by Kurt Dennis, a leader with the demonstrated ability to design, launch and lead a high performing middle school in Near Northeast Denver. Existing MIS leaders who will provide support to both schools include: network executive principal, athletic director, IB MYP coordinator, community liaison, and lead teachers in language arts, math, science, social studies, arts, and world languages. The support from the founding MIS campus will ensure that McAuliffe Manual Middle School has efficient and effective management systems for internal operations, alignment with Manual High School, and academic excellence.

**EDUCATION PLAN:**

This replication plan outlines how McAuliffe Manual Middle School will implement a rigorous and holistic educational program that is tightly aligned with the Manual High School Core Priorities and the McAuliffe Experience. As a holistic program, MMMS will offer a broad array of learning opportunities not only in mathematics, language arts, science and social studies, but also in the arts, physical education, world languages, technology and engineering. All curriculum are aligned with the International Baccalaureate Middle Years Program and Common Core State Standards, which combines with an increase in instructional time, via an 8 hour school day and an 186 day school year, to provide students with 30% more instruction beyond a typical school year, in a rigorous and supported environment.

**TEACHING:**
The school plan for McAuliffe Manual Middle School focuses on hiring the best staff and high-quality instructional planning and coaching that ensures: 1) execution of the school’s mission, values, and strategic plan, 2) effective teachers in every classroom where students learn and grow every day, and 3) more learning time for students.

This replication plan allows MMMS to recruit, develop and retain talented and dedicated teachers who are able to increase student achievement and lead in a culture of high expectations and accountability. With an emphasis on global and inquiry-based learning through the IB program, we select educators from various backgrounds and experiences who understand the IB principles, demonstrate cultural competencies, and can lead students to success through a rigorous curriculum. MMMS looks for teacher applicants who show evidence of prior success in leading students to high levels of achievement in urban settings such as: culturally-responsive education, strategies for English language development, strong classroom management and systems, rigorous instruction, ability to engage all students, and positive rapport with students.

GOVERNANCE:

McAuliffe Manual Middle School will be governed by the MIS Network Executive Principal and the School Principal in accordance with the autonomy and accountability outlined in the school plan. The School Principal will report to the Executive Principal who will hold the Principal accountable and will provide needed support. The Executive Principal will report to the District Superintendent or his designee for innovation schools.

The Collaborative School Committee (CSC) is a school accountability committee that provides strategic direction in support of the school’s mission, vision, and school improvement plan. The School will implement the CSC consistent with district policies.

Membership: The CSC will consist of:

- three parents or legal guardians of students enrolled in the school
- one teacher who provides instruction at the school
- one principal or the principal’s designee
- one person from the community
- one adult member of an organization of parents, teachers & students

In order to build community and cross-school partnerships, the School will work with the leadership and staff at Manual High School to identify at least one member of the Manual school community to serve on the CSC.

In accordance with state statute, the CSC will act as the school accountability committee for the school.

BUDGET:

McAuliffe Manual Middle School resources will be allocated to provide for a well-rounded liberal arts education for all students. Our funding priorities will be for hiring and retaining great teachers, supporting an intentional culture of high expectations and extending learning time.
<table>
<thead>
<tr>
<th>Summary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Per Pupil Revenue</td>
</tr>
<tr>
<td>Average v. Actuals</td>
</tr>
<tr>
<td>District Start-up</td>
</tr>
<tr>
<td>Total Revenue</td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
</tr>
<tr>
<td>Non-Salary Budget Total</td>
</tr>
<tr>
<td>Total Expenses</td>
</tr>
<tr>
<td>NET BALANCE</td>
</tr>
</tbody>
</table>

Through Innovation Status the School is estimated to recoup approximately $290,300 in 2016-17 growing to $266,700 by budgeting on actual salaries.
Section I. CULTURE

A. Vision & Mission

Vision Statement of McAuliffe International Schools (MIS)

All members of the McAuliffe International School community will excel in academic achievement, personal conduct and service to the community. Our graduates will be inquiring, knowledgeable and caring young people.

The McAuliffe International Schools will: 1) implement a rigorous and holistic educational program that offers students learning opportunities not only in mathematics, language arts, science and social studies, but also in the arts, physical education, world languages, technology and engineering, 2) increase instructional time via an 8 hour school day and 186 day school year where students receive 30% more instruction beyond a typical school year, and 3) recruit, develop and retain talented, culturally responsive, and dedicated teachers who are able to increase student achievement and lead in a culture of high expectations and accountability.

The vision of McAuliffe International Schools is consistent and each campus will collaboratively develop its own unique mission statement to best meet the needs of its school community.

Mission Statement of McAuliffe Manual Middle School

McAuliffe Manual Middle School is a diverse, inclusive community of learners that nurtures students to lead fulfilling, balanced lives and transform our community and world. We are committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being.

McAuliffe Manual Middle School will build upon the program from the founding MIS campus. McAuliffe Manual Middle School will provide:

- An international education that provides rigorous liberal arts curriculum in language arts, math, science, and social studies; as well as second language development and acquisition, and a full range of electives including music, art, PE, and engineering
- A focus on the learner profile and framework of the IB MYP program
- Extended time for academic, service learning, and extra-curricular enrichments
- A culturally-responsive staff that collaboratively with students fosters a positive school culture and community where each student can learn and grow every day
- Technology-based, personalized teaching and learning
- Excellent and engaging teaching in every classroom that nurtures students in developing their personal understanding, their emerging sense of self, and responsibility in their community

McAuliffe Manual Middle School will be a strong middle school feeder to Manual High School because of its collaboration with Manual High School students and staff, academic excellence, and IB MYP.

The IB MYP program states,

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills helps students learn how to learn. (http://www.ibo.org)
McAuliffe Manual Middle School will focus on the IB MYP program components of the learner profile and approaches to learning. These components will ensure that students leave McAuliffe Manual Middle School prepared for any rigorous high school program because they are equipped with the skills of how to learn. The MYP and McAuliffe Manual’s rich student life co-curricular programs provides students with a variety of experiences to help them discover who they are and what they’re passionate about to better equip them to make decisions about their education in high school, college, and beyond.

B. Targeted Student Population & Data

McAuliffe Manual Middle School will serve families in Near Northeast Denver. According to the DPS 2015 Call for New Quality Schools there is a need for additional middle school seats in this area due to the phase out of the middle school at Pioneer Charter School and that the 6-12 program at Bruce Randolph is at capacity. Student demographics in the area middle schools are:

At the same time of adding additional seats at a quality middle school, DPS is also creating an enrollment boundary that will result in a more socioeconomically and culturally diverse student population.

The creation of the enrollment zone alongside our focus on increasing student achievement, providing a rigorous, international education, and second language learning opportunities will allow McAuliffe Manual Middle School to capture more students who have traditionally choiced out of their neighborhood option. 70% of students (792 students) living within the Bruce Randolph Middle School boundary choiced-out of the neighborhood school in 2014, and 20% of the 6th – 8th grade students (47 students) living within the Whittier boundary choiced-out of Whittier in 2014.

There is currently great demand for the McAuliffe International Schools middle school educational program in the NNE region, with a waiting list of 271 6th grade students for McAuliffe at Smiley (the founding McAuliffe campus) for the 2015-2016 school year. The enrollment targets were created by assuming 75% of seats will come from students within the boundary enrollment zone 25% will be filled from students outside of the boundary given that the boundary will have more seats than students. Our estimates below were made by splitting the differences between the enrollment zone and the founding MIS campus.

<table>
<thead>
<tr>
<th></th>
<th>FRL %</th>
<th>SPED %</th>
<th>ELL %</th>
<th>Hispanic/Latino %</th>
<th>African American %</th>
<th>Other %</th>
<th>White %</th>
</tr>
</thead>
</table>
11
McAuliffe Manual Middle School will provide a proven high-quality middle school option in the NNE region of Denver Public Schools and will serve as a feeder for Manual High School. At full enrollment, McAuliffe Manual Middle School will serve 510 – 540 students.

McAuliffe International School (MIS) at Manual values the diversity of cultures and languages and will actively recruit and serve students from diverse socio-economic, language, and ethnic backgrounds. The report, *Achieving Educational Excellence for All: A Guide to Diversity-Related Strategies for School Districts*, concludes that

> As our nation becomes increasingly diverse – racially, ethnically, and linguistically – school boards should recognize an important resource that they may possess, yet too often may underutilize: a diverse student population. School district policies, including the policy of student assignment, can produce diverse learning environments that result in profoundly positive results for all students. Diverse schools not only increase academic opportunities compared to schools in which students are isolated by socioeconomic status and/or race and ethnicity. They also enhance students’ civic and democratic values, preparing them for employment and civic demands in our multicultural society (43).

As a result we want to ensure that our enrollment and recruitment policies create a diverse, integrated school and we want to be proactive about the fact that the neighborhoods around Manual are gentrifying. We will utilize the enrollment system to ensure that no less than 50% of students qualify for free or reduce price lunch.

The McAuliffe Manual Middle School school plan is designed to provide all students with a culturally responsive education that includes an international focus, rigorous instruction, personalized learning, and native & second language development and acquisition. The IB MYP program will be used to create an inclusive classroom and school climate. “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” *Learning diversity in International Baccalaureate Programmes*, (2011).

**C. Parent/Guardian & Community Participation in Application Process**

Our Innovation plan has been developed in partnership with our school community including teachers, students, community members, parents, and administrators.

**Administration Approval:**

On August 8, 2016 the school administration consisting of 4 members approved the innovation plan with 100% approval.

**Teacher Approval:**

<table>
<thead>
<tr>
<th>McAuliffe Manual Middle School</th>
<th>71%</th>
<th>10%</th>
<th>40%</th>
<th>55%</th>
<th>21%</th>
<th>4%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 1</td>
<td>21%</td>
<td>6.7%</td>
<td>7%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
<td>63%</td>
</tr>
<tr>
<td>Boundary Area Middle Schools</td>
<td>88%</td>
<td>14%</td>
<td>47%</td>
<td>68%</td>
<td>25%</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>
On August 8, 2016 the MMMS teachers voted via secret ballot to approve the innovation plan with 100% approval.

CSC Approval:
On August 8, 2016 the school CSC/ PAC consisting of 10 members approved the innovation plan with 100% approval.

Teacher, Administration, and Parent/Guardian Input:
The submission of this innovation plan is the culmination of a full redesign process, which included the following key steps:

- The School’s Planning Team included teachers, parents, and administrators from both the founding McAuliffe Campus and Manual who created the School Design Plan. Upon being fully staffed and enrolled the existing teachers and parents provided additional input and revision into creating the final innovation plan. Parent/Guardian (CSC) and Teacher input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from November 2015-present. McAuliffe administrators and teachers from Smiley and administrators, parents, and community members from Manual were involved in the school design process. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available.

- Teachers provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during summer orientation: May 21st, and additional planning and finalization of the plan on July 26th – August 5th. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: June – August. On August 8th the staff held a secret ballot vote in which 100% of staff voted to approve the innovation plan.

- Parents/Guardians provided input on the school plan through the school planning team and as members of the CSC. The CSC included founding parents who dedicated time and energy to (writing, editing, revising the school plan) during a parent input meeting on June 14th and July 14th, open feedback through communications with the school administration (parent coffees, google survey, phone, and email) and at student orientation events on April 12th and April 27th. The CSC voted unanimously to approve this innovation plan on August 8, 2016.

- The School’s leadership team and CSC members met regularly with parents, teachers, and community members during the innovation planning process. These meetings created connections and were opportunities to exploring the community’s goals and values. Through this open community process, each of the key elements of the school design and innovation plan were vetted and developed.

- Additional support in developing this innovation plan was provided over the course of the application development process in which the principal and Community Design Team Members met numerous times to identify core priorities for school improvement including the following:
Community members and stakeholders in Near Northeast Denver have voiced a critical need to provide additional seats at a high quality middle school to meet the demands of a growing middle school population. McAuliffe Manual Middle School will provide another high quality, effective, middle school choice in the community.

There is strong evidence of support for a second McAuliffe International School in Near Northeast Denver.

MIS is currently the most popular middle school choice option in Denver Public Schools. A total of 431 families made MIS their first choice selection this year and 271 students are on the waitlist for 6th grade in the 2015-2016 school year.

In addition, 128 community members in the proposed Manual High School community signed a petition of support and expressed the desire to have a MIS in the neighborhood for their own kids and for their community. Comments from parents and community members can be found in the appendices.

Kurt Dennis, founding MIS principal and proposed executive principal of the McAuliffe International Schools Network, has met with the following Near Northeast community groups to gather input on community needs and desired school options:

- April 27 - McAuliffe Community Meeting with Karen Mortimer, Barbara Allen and Lainie Hodges
- May 15 – Friends of Manual Foundation fundraiser with over 100 Manual Alumni, staff, and students informal networking and sharing about the new school proposal
- June 4 – Manual Community Meeting presentation on the school approach with a question and answer session on our model and what we have to offer the Manual community
- June 17 – Whittier Community Meeting presentation to a group of Whittier families that wanted to learn more about McAuliffe
- June and July – Gathered input from families in the neighborhood with personal outreach and electronic petition of support

Jessica Long is the proposed principal of McAuliffe Manual Middle School and has had the following engagement:

New Principal Meet and Greet Event: 10/22/15
- Learn more about the school design process and invite to community for involvement.
- Give feedback on school’s core values and hopes for the new middle school program

Participation in the Near Northeast Middle School Advisory Group: 10/29/15
- Understand Working Group charge and deliverables
- Develop working agreements
- Understand enrollment and demographic projections for the area
- Build shared understanding of proposed shared access zone and create enrollment policies
- Give feedback to alignment of McAuliffe Manual Middle School as a Manual High School feeder

Manual High School Common Ground Event 10/23 – 10/25
The goals of this process are to:

- Conduct an inclusive and collaborative dialogue to hear the ideas and perspectives of a diverse cross-section of Manual students, parents, faculty, staff, administrators and community members
- Strengthen communication, understanding and relationships among stakeholders
- Launch action teams who are responsible and accountable for developing and implementing tangible initiatives that help build an exceptional future for Manual High School

Manual High School Common Ground 6-12 and Recruitment Action Team 10/28, 11/3, 11/2

Group formed from the Common Ground Event to focus on the enrollment goals for 2016 by delivering the message that we are a no gap school that boldly sets the standard for integration and equity in our recruitment policies. Focus of meetings have been on formulating enrollment policies and building vision for 6-12 alignment:

- **Enrollment Plan**
  - We will utilize the enrollment system to ensure that no less than 50% of students qualify for free or reduce price lunch.
- **6-12 Alignment**
  - **School and Student Culture:** Student life and Character Development
  - **Academic Programs:** IB prepares all students for high school
  - **College and Career Focus:** Shared partnerships to build student’s interest and readiness for college and career
  - **Shared school leadership:** collaborative decision making and shared commitment to continuous improvement

April 13th and 27th 2016: Student Orientation

- Build school community and relationships with founding families and students
- Discuss implementation of IB and how to best do that - gather input for innovation plan
- Discuss school culture plans and gather parent engagement input from families and students for innovation plan

June 14, 2016: CSC Meeting

- Establish roles of CSC
- Gather input on characteristics of high performing schools
- What is Innovation Status and why are we seeking it?
- Waivers Overview and input from the group

July 14, 2016: CSC Meeting

- Innovation Plan
  - Review of feedback to date: from founding staff, google survey, and parent coffees
  - Gather CSC Input on Personalized Learning and Contracts
- Plan for the vote

Monthly parent coffees: June and July

- Receive 1:1 input on innovation plan and answer questions or address concerns
Appendix D: Evidence of Support

D. School Culture & Student Leadership

School Culture Overview for McAuliffe Manual Middle School

McAuliffe Manual Middle School is a diverse, inclusive community of learners that nurtures students to lead fulfilling, balanced lives and transform our community and world. We are committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being.

McAuliffe International Schools provide rigorous, safe, and high-performing learning environments for all students. **McAuliffe Manual Middle School will have an intentional and consistent school culture focused on developing each student as a learner and developing each student’s character strengths.**

The entire staff and school population will embody the school culture. The focus on this culture will help us consistently achieve our mission. Each student will be supported in their transition from elementary school to middle school by collaboration among school leadership, teachers, and parents. Each 6th grader will receive a home visit from school staff focused on getting to know them more deeply, their hopes for middle school, and their successes from elementary school.

Not only does the IB Middle Years Program (MYP) provide engaging, age-appropriate, programming for middle school students; it provides two key structures to support positive school culture and students in developing as learners: the IB Learner Profile and Approaches to Learning (ATL). The learner profile includes a list of attributes of an IB learner that helps individuals become responsible members of their school, local, and global communities. They include:

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

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

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

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

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

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

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

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

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

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

[ibo.org](http://ibo.org)

The Approaches to Learning (ATL) are the skills students develop across the curriculum that support students in learning how to learn. These skills will be intentionally taught alongside content in classes in order for students to develop a solid foundation in how to learn independently and with others. 

"They
provide students a common language that students and teachers can use to reflect on, and articulate on, the process of learning.” (ibo.org) They include:

<table>
<thead>
<tr>
<th>ATL skill categories</th>
<th>MYP ATL skill clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>I. Communication</td>
</tr>
<tr>
<td>Social</td>
<td>II. Collaboration</td>
</tr>
<tr>
<td>Self-management</td>
<td>III. Organization</td>
</tr>
<tr>
<td></td>
<td>IV. Affective</td>
</tr>
<tr>
<td></td>
<td>V. Reflection</td>
</tr>
<tr>
<td>Research</td>
<td>VI. Information literacy</td>
</tr>
<tr>
<td></td>
<td>VII. Media literacy</td>
</tr>
<tr>
<td>Thinking</td>
<td>VIII. Critical thinking</td>
</tr>
<tr>
<td></td>
<td>IX. Creative thinking</td>
</tr>
<tr>
<td></td>
<td>X. Transfer</td>
</tr>
</tbody>
</table>

Classroom teachers will utilize both the IB Learner Profile and Approaches to Learning to nurture students’ understanding of how they learn best and to develop individual ownership of their learning. Teachers will include an ATL with each content-language objective they plan and use the IB Learner Profile to guide students in reflecting about their learning experiences and interaction with peers. Through collaboration and interdisciplinary learning students become self-regulated and independent learners – skills necessary for college and career readiness.

The following are core practices of McAuliffe Manual Middle School that will be used to achieve the school culture focused on implementing the IB learner profile and IB MYP Approaches to Learning.

**Staff Induction**

Staff Professional Learning in the summer and the intentional planning for the opening weeks of school are the two of the most important things we do to create student and staff culture and high expectations. It is a critical time where staff are prepared in school systems and values, students learn what it takes to be a McAuliffe Manual Middle School student, receive support, and start establishing a community. Staff induction will include 9 days of professional development (including an overnight retreat) focused on school culture, classroom culture, and instruction. After this foundation is created the school leadership team and staff will consistently measure school culture and reinforce it throughout the year. Professional learning objectives for staff induction includes:

**Build Team (retreat and ongoing)**
- Create shared vision, mission, and values for our school community
- Establish the foundation and trust for a high-performing and functioning team

**Build School Culture (2 days)**
- Understand and build alignment/common language for school and classroom culture: IB Learner Profile Attributes, student expectations and behavior, systems and routines while using culturally responsive teaching techniques
  - Master techniques for creating classroom culture using systems and routines, setting behavioral expectations, and building character and trust
- Practice and reflect on those techniques so teachers can bridge the “get-it/do-it” gap
  - Master tracking school culture systems and interventions
- Build relationships with our students
  - Master home visit structure and schedule home visits with advisory families
  - Understand the plan for Learner Profile Interviews and their application in advisory and instruction
  - Model how to design lessons and student activities that help build relationships and positive classroom cultures

Build a culture of learner centered classrooms and reading & writing to learn (2 days)
- Master Reading Reconsidered techniques champion teachers use to support student in effectively using reading and writing to learn
  - Practice and reflect on those techniques so teachers can bridge the “get-it/do-it” gap
- Master techniques for building ratio through questioning, writing, and discussion
  - Practice and reflect on those techniques so teachers can bridge the “get-it/do-it” gap
- Utilize IB concepts, context, inquiry questions, approaches to learning and teaching to create student-centered and inquiry-based classrooms aligned to grade-level standards
  - Design curriculum and lesson plans, practice techniques, and reflect on those techniques so teachers can bridge the “get-it/do-it” gap

Launch Instructional Systems (2 days)
- Master McAuliffe Manual School-wide academic expectations & routines
- Understand school assessment strategy and policy
- Identify effective and ineffective assessment analysis and standards-aligned questions
  - Backwards plan using IB unit planning process
  - Create assessment calendar for course
  - Determine appropriate base-line data sources for the beginning of the year and launching small group instruction
- Understand observation and coaching cycles to support teachers thrive and grow at McAuliffe Manual Middle School

Implementation of IB Learner Profile
We have all been to schools where there are beautiful mission statements and values on the walls, but you can tell by the interactions among staff or students that they are just words. McAuliffe Manual Middle School will be different in the fact that we will do what we say. Our research-based approaches to character will support students to learn and flourish. We will make our mission statement and IB Learner Profile completely embedded in our school community in all that we do by:
● **Creating a Staff IB Learner Profile Commitment:** Staff commit to modeling the IB Learner Attributes in their daily work. This is the first, critical step to creating a school culture because adult culture models student culture and expectations. Staff create and sign this commitment each year in front of the student body. Staff regularly evaluate themselves and the team against this commitment. The staff team will create action plans based on the feedback from each evaluation.

● **Daily Intentional Use:** IB Learner Attributes are intentionally woven into the daily fabric of school life. They are consistently referenced and explicitly cited as the rationale behind decisions, actions, and expectations. The IB Attributes are used as a framework to guide all school meetings and classroom instruction as well as interactions outside the building in students’ wider communities.

● **Discipline:** The discipline system is centered on the IB Learner Attributes. We believe that the development of these attributes are malleable and our discipline practices are based directly on developing these strengths in each student. Student and staff accountability for disciplinary infractions reinforces this positive and character-based approach.

● **Progress Monitoring:** Data from the daily use and reinforcement of IB Learner Attributes will be tracked using Kickboard. Kickboard will allow us to measure our effectiveness and bring consistency to our school culture practices. Utilizing this data maximizes our school Positive-Behavior-Supports system, Multi-tiered systems of support, and social emotional support for each student. Each of these areas is described in more detail throughout this section of the plan.

● **Awards:** Awards are not only given to recognize students for academic excellence and growth, demonstrating IB Learner Profile traits, but also to celebrate student effort and improvement.

● **Assessment:** You cannot expect something unless you measure it, and, therefore, students receive IB Learner Attribute grades at the end of each grading period. Staff teams assign each student a grade for each attribute, and these grades are part of a student’s report card. Students also self-assess at the end of each grading period and use their reflection and feedback from teachers to set goals. The purpose of the IB Attributes report card is to encourage meaningful conversations between staff, families, and students about character.

**Community Meetings**

We will hold regular grade level or classroom community meetings led by school leadership and teachers to build shared community, celebrate students, and reinforce school culture. Community meeting is an opportunity to focus on character education through implementation of the IB Learner Profile as described above. Sample items discussed at community meetings are: review of the school mission and goals, celebrate student growth and achievement, review upcoming events or announcements, address concerns and allow an opportunity for student voices to be heard. Students have the opportunity to participate through interactive discussion and games.

**Advisory**

The Advisory program is an essential component of creating a powerful learning community fulfilling our principle of supporting students.

Every day (excluding Morning Meeting days) students will participate in a 30-minute advisory class where they will have breakfast in the classroom. During advisory students learn organization methods,
study skills, test-taking strategies, Cornell note-taking, and methods of inquiry. Advisory time will also be used for character education and reflection. The purpose of these activities is to help students make a successful transition from elementary school to middle school academically, socially and emotionally. Twice a month teachers will conference with individual students to set and monitor personal and academic goals.

Faculty and staff will be responsible for an advisory group consisting of 10-13 students. Advisor responsibilities will fall into four areas: Student Support; Family Communication; Community Building and Character Education.

**Student Support**

- **Conferences**: Advisors will conference individually with each student at least once per month in order to set personal and academic goals and monitor progress.

- **Student Support**: Advisors are responsible for keeping up with their students and ensuring their success.
  - As the primary adult contact at school, the advisors are their coach, their advocate, their mentor, their tutor, their guide, and their primary support.
  - The advisors help the student work through problems in classes, with teachers, with peers and discipline issues when they arise.
  - The advisors check on students’ progress via IC & Kickboard and stay in communication with administration.

**Family Communication**

- **Parental Contact**: Advisors will be expected to be in contact with their advisees’ parents or guardians at least once per month to apprise them of their students’ behavioral and academic progress. Advisors will make their first contact in the first two weeks of school.

- **Report Card Conferences**: Advisors will review student report cards, enter comments and meet with parents regarding their students’ progress during parent-teacher conferences.

- **Progress Report Conferences**: If needed, advisors will schedule to meet with parents and students to discuss concerns that come up after progress reports are issued in each grading period.

**Community Activities**

- **Peace Circles**: Each advisory session will start off with the advisor leading a circle discussion. The circle symbolizes that everyone is connected and belongs. Circles can be simple ways to build relationships with students, check-in, set goals, or deal with problems that come up in a community. Each circle usually starts with the teacher asking a question and having everyone share in order going around the circle.

- **Discussions and Activities**: Advisors are responsible for leading advisory discussions centered on reading materials, current events and pertinent topics, and character strengths.

- **Community**: Advisors are responsible for engaging their advisees in team-building exercises and fun games that help develop their sense of community and team.

- **Learner Profile and Student Success Habits**: Advisory time will also be used for students to reflect on and take ownership of their learning. (per the IB Learner Profile and MYP Approaches to Learning). This may include teaching organization, study, and note-taking skills.

- The advisors supervise and be with students during morning meeting
The school leadership team will help with the implementation of the advisory program. The purpose of advisory activities is to help students make a successful transition from elementary school to middle school academically, socially and emotionally.

**Building College Habits and Responsibility**

Students will be supported in developing habits and student skills to set them up for success in high school and college. One of these habits is responsibility of completing and turning assignments in on time. At McAuliffe International Schools, “zeros” and missing assignments are not permitted. McAuliffe Manual Middle School will have a program that requires students to stay after school in the “Work Zone” to complete all assignments that are missing or are of insufficient quality. Teachers will provide students with the necessary guidance and support to succeed. Students may also be assigned to stay after school if they are struggling to meet school expectations or need support in organization or additional development in building skills to support their development in one or more IB Learner Attributes (refocus).

**Purposeful Homework and Balanced Lives**

John Hattie’s research has focused on looking at what teacher and school’s actions have the largest impact on student achievement. In regards to this research he states about homework:

Homework in primary school has an effect of around zero. In high school it’s larger. (…) Which is why we need to get it right. Not why we need to get rid of it. It’s one of those lower hanging fruit that we should be looking in our primary schools to say, “Is it really making a difference?” … Certainly I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is give kids projects. The best thing you can do is to reinforce something you’ve already learnt. (visible-learning.org).

McAuliffe Manual Middle School students will only receive homework that is intentional and essential to reinforcing things learned in class or studying for assessments. Homework will only be assigned when the teacher plans on using the assignment directly in class to make the class more purposeful and enriching.

Students do not take home a lot of homework provided that they have worked hard and been focused during the school day. We want our students to live balanced and well-rounded lives, and we support this by allowing time for them to explore their interests and connect with family and friends outside of the extended school day.

**Uniforms and Professional Dress**

In order to prevent distractions and maintain a professional learning environment, appropriate attire and dress are required of all students and staff at MIS. The minimum expectation for staff attire is business casual. Students must wear school-issued shirts along with khaki pants, shorts, dresses or skirts. The purpose of uniforms is to build student confidence and create a safe learning environment for all students. They are expected to dress in a way that contributes to a healthy social environment and an academic atmosphere.

- Students must come each day covered from shoulder to mid-thigh.
- If a skirt is worn, it should be at least knee-length.
- No ripped and/or torn clothing.
- No excessively baggy clothing.
- No exposed underwear.
- No excessively tight clothing.
- No flip-flops or hoods worn on school grounds.
- Any inappropriate or distracting clothing or jewelry is prohibited.
- No hats, sunglasses, bandanas or do-rags are allowed on school grounds.
- No writing or drawing on their own or another person’s skin.
- Clothing and/or jewelry with symbols related to drugs, alcohol, sex, violence and/or media images are prohibited.
- Outside jackets and non-McAuliffe sweatshirts with hoods must be taken off and put in lockers at the beginning of the day.

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

**Student Leadership**

The students at MMMS play a central role in maintaining a culture of high expectations and excellence. Student leadership groups, like student council, are counted on to serve as mentors to new or struggling students, act as mediators to help resolve minor conflicts and disputes within the student body, lead new student orientation and train incoming sixth graders on the “McAuliffe Way”. Through the establishment of student leadership, students will have a shared responsibility in the school climate and culture. Specific opportunities will include:

- A Manual High School student and a student from McAuliffe Manual Middle School serve on a campus leadership team to ensure that student voices from both the middle school and high school are included in school decisions, especially in regards to our shared campus or shared community events.
- School leadership will facilitate design workshops each spring where students will help identify and prototype solutions to challenges in order to create a culture of continuous improvement. Student leaders from the Student Board of Education at Manual will support student leaders at McAuliffe Manual Middle School.
- Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.” ([www.ibo.org](http://www.ibo.org)). Student leadership groups will help identify and lead service learning opportunities.
- Student Rumble Teams will be 8th grade students who will support and provide peer mediation for students to resolve conflict. Rumble teams are based on the research from Brene Brown out of the University of Houston. Her work focuses on supporting individuals and teams get curious about their emotional triggers & the stories they tell themselves to communicate and build connection with others.
- Student Principal Cabinet - a selective leadership group where each advisory nominates a representative to have breakfast with the principal once a month to discuss school culture and climate. The Principal Cabinet will be responsible for implementing action plans based on student feedback, plan and lead morning meetings and advisories.

**Staff Responsibilities**
The staff at McAuliffe International Schools play a critical role in establishing a positive school culture. Teachers and support staff will be trained prior to the start of the school year in how to implement and support the structures necessary for creating and maintaining a culture of high expectations and excellence.

Staff members are expected to:

- Uphold and demonstrate the core values and school norms
- Hold students and other staff members accountable for demonstrating the core values and meeting school norms
- Sponsor a club or athletics team in our 6-12 community
- Lead an advisory
- Support and participate in community meetings
- Celebrate student successes at morning meetings and student award ceremonies
- Participate in grade-level meetings where we discuss and monitor school culture
- Attend community events

During the school year, staff will be evaluated in how well they contribute school culture during the evaluation process by meeting the above expectations and:

- Holding students and colleagues accountable in a caring way
- Offering meaningful praise
- Being clear and consistent about expectations
- Implementing and enforcing school-wide expectations for performance and behavior
- Asking for feedback from their advisory and advisory parents

**Supporting Students with Special Needs and English Language Learners**

One of our core principles in developing school culture and climate is that “all means all.” This core principle is crucial to achieving the part of our mission to dramatically increase the number of students in poverty, students of color, students with disabilities, and English language learners that enter high school on grade-level and prepared for success. In order to serve all students, we will have multiple structures in place for differentiation and support for academics and the whole-child. In the classroom, English Language Development and Sheltered English instructional strategies will be used to ensure all students are able to access the content. Students in need of special education services will be supported through accommodations, modifications, and specialized instruction based on their individual needs.

McAuliffe Manual Middle School will intentionally provide a systematic program of specialized instruction for English language learners and students with special needs including English Language Development, targeted academic interventions, and special education services. Our inclusion model, focused on rigor and differentiation, serves all students. Our school culture and academic program provides a strong tier 1 foundation and the scaffolding to support all students to enter into and be a contributing member of our school community.

School Leadership will ensure that DPS best practices for students with exceptional needs and identification of, instruction of, assessment of, and program evaluation for English language proficiency are executed effectively and consistently by

- Providing teachers targeted feedback on how to best support language transition progress, ensuring research-based resources that support native language instruction for ELLs and newcomers are available and utilized
Facilitating teacher collaborative meetings and data conversations that regularly discuss students’ level of English language acquisition (focused on ACCESS data) including listening, speaking, reading, and writing progress to guide planning and instruction and ensure appropriate practice in speaking, listening, reading, and writing as separate and integrated activities to promote progress in each student.

Using disaggregated data for students with exceptional needs in order to provide differentiated and/or specially designed instruction as a result.

Frequently assessing students’ receiving special education services progress monitoring data to ensure students are responding to interventions and services.

Every teacher will have at least 80 minutes a day of collaborative planning time in addition to their individual planning time. Whenever possible, each core content teacher will have a teaching partner to plan instruction and utilize common assessment to monitor student progress. The focus on common assessment will allow teams to:

- Flexibly using standards-aligned, culturally and linguistically appropriate assessments to generate formative data that measures student learning and drives ongoing instructional improvements.
- Regularly and collaboratively analyzing and comparing student work and achievement data from different assessment types (formative, interim, and summative) to:
  - Calibrate their understanding of mastery of standards;
  - Identify instructional practices that are producing results or need improving;
  - Understand student learning progressions; and
  - Quickly and intentionally remove barriers to student learning.
- Ensure language of assessment is aligned to language of instruction and administer assessments to PPF 1 students in Spanish.

The use of common formative assessments and data-driven instruction has been shown to be one of the most reliable strategies for increasing student achievement. In the book, "The Seven Strategies of Assessment for Learning" shares the following research from Black and William (1998).

Typical effect sizes were between 0.4 and 0.7. In other words, the achievement gains realized by students whose teachers rely on formative assessment can range from 15 to 25 percentile points, or two to four grade equivalents, on commonly used standardized achievement test score scales. In broader terms, this kind of score gain, if applied to performance on recent international assessments, would move the United States’ rank from the middle of the pack of 42 nations tested to the top five. An additional outcome common among the studies they analyzed is that certain formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high-achieving students (Chappuis 3).

Collaborative planning time will be used to support teachers’ professional learning and address student needs in both horizontal (i.e. 6th grade team teacher and 6th grade team) and vertical (i.e. math department), as well as utilizing a problem solving team to discuss and plan for individual student needs. This ensures that students have access to both rigorous grade-level instruction each day as well as small-group, differentiated instruction to meet the unique needs of each learner. The school’s instructional leadership team will plan and facilitate collaborative planning and monitor progress to ensure the positive impact on instruction.

McAuliffe Manual Middle School’s focus on inquiry and formative assessment strategies engages students in their education and empowers them to be leaders of their own learning - especially powerful...
strategies for the success of English Language Learners, students of poverty, and students with exceptional needs.

Parent Involvement

Parents and guardians of McAuliffe Manual Middle School students play an essential role in supporting the school’s mission, culture and climate. McAuliffe Manual Middle School’s staff will foster open and transparent communication and relationships with parents and guardians.

Parents and guardians actively participate in their students’ learning by:

- Thoroughly reading the frequent communications that they receive from the school: Weekly electronic newsletters from the principal, progress updates from teachers and advisors, and information about how parents/guardians can assist with learning opportunities at home are all forms of communication that will be made regularly available to families.

- Taking advantage of volunteer opportunities: Parents can support the school by volunteering as chaperones at service learning events, participating in the CSC, supporting the school’s fundraising efforts, and coaching, mentoring or tutoring MIS students.

- Attending Back-to-School Nights and events: McAuliffe Manual Middle School will have a Back-to-School Night event in September and other school events throughout the year. Parent participation in these events is essential because it sends the message to the student that his/her parent/guardian feels that learning is important and it provides the opportunity for direct communication between the school and the home.

- Utilizing the Infinite Campus Parent Portal to track their student’s grades and academic progress: The Parent Portal allows parents to view when assignments are due, check to see if any assignments are missing and allows for parents to easily contact teachers by e-mail if they have questions or concerns.

Parents/guardians are involved in school leadership and decision-making through the Collaborative School Committee (CSC). McAuliffe Manual Middle School will implement the CSC consistent with state and district policies.

The network community liaison will help coordinate community events collaboratively with student leadership groups and engage families and community to make these events successful. The focus of the community events will be a chance for students, families, and community to come together to learn, celebrate, and have fun. Sample events might include a community 5k, the Soup-er-bowl, and classes identified by the parent group.

Partnership with Manual

McAuliffe Manual Middle School shares in the Manual High School’s focus areas of culture, community and innovation. In order to prepare MIS middle school students for success in high school, there will be emphasis on academic alignment, career and college, student life and character development and shared school leadership.
Academic Alignment

The Vision of a Manual High School Graduate was developed with community stakeholders, staff, and students. McAuliffe Manual Middle School will use this as a starting point to backwards plan what an 8th grade graduate needs to be successful at Manual High School.

The Manual Graduate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>They embrace new ideas. They enjoy learning through evolving 21st century technologies, reading, the arts, personal relationships, inquiry, and real world experiences.</td>
<td>They are champions of social justice. They have developed the advocacy and communication skills to ensure their community has equitable access to social, political, and economic power in the world.</td>
<td>They feel pride in and garner strength from their culture. They are curious to understand the culture of others.</td>
</tr>
<tr>
<td>They apply complex thinking skills to make meaning from a variety of complex texts, challenging problems, and multiple perspectives.</td>
<td>They are mindful about their community and consider the environmental, social and economic impacts of their actions and decisions.</td>
<td>They use their language and culture as instruments to understand and build their community.</td>
</tr>
<tr>
<td>They possess the ingenuity and the dedication to excellence required to take on the challenges of college and career.</td>
<td>They are aware of the impact of strong physical and emotional well being in a community. They value and nurture their health.</td>
<td>They are proud to be Thunderbolts. They assume both the pride and the responsibility alumni hold for Manual High School.</td>
</tr>
</tbody>
</table>

McAuliffe Manual Middle School will prepare students for matriculating and being successful at Manual High School by ensuring that every 8th grade graduate can state with confidence:

- I am an independent learner
- I am a self-advocate and risk-taker
- I celebrate cultural and linguistic diversity
- I use my native language and culture as an asset
- I am a leader
- I am well-rounded and nurture my health and emotional well being
- I use data to help me learn on a daily basis and this helps determine how I seek out help from teachers and other students
- I persevere and demonstrate grit when I face new situations or challenges
- I am a role model for other people in our community

The academic program at McAuliffe Manual Middle School will support students in attaining the vision of an 8th grade graduate. The IB MYP approaches to learning and learner profile will prepare students
for any rigorous high school program because it focuses on students learning to learn. Students will matriculate into Manual High School with the habits of mind and attributes to help them become responsible members of local, national, and global communities. By building a strong relationship and partnership with Manual High School, students will be best prepared to enter Manual High School and will want to continue as a Thunderbolt in 9th grade.

Co-locating and aligning programming with Manual High School offers many unique academic opportunities for McAuliffe Manual Middle School students.

- **Acceleration:** Advanced students can take high school level courses (i.e. Geometry) and earn high school credits while attending middle school.
- **Tutoring:** Students in need of additional support on homework, projects, or reading will have access to high school student tutors and student mentors.

**A Focus on College and Career**

- McAuliffe at Manual will work collaboratively with Manual High School Leadership to identify partnerships with local universities and work toward an admission memorandum of understanding for Manual High School Graduates.
- MedConnect Program exposure will allow students who are interested in science health careers a chance to explore this program prior to being in high school.
- Supports such as Saturday School available to Manual High School students on academic probation will be used by McAuliffe Manual Middle School to support struggling students and ensure improved student outcomes.

**Student Life and Character Development focused on core values**

- Partnerships with MHS clubs, programs, and the surrounding community will allow McAuliffe Manual Middle School students to develop relationships with high school faculty, alumni and leadership, to be curious and define their interests, and to identify how and where they will focus their learning in high school and beyond.
- **Student Leadership:** High School mentors will support new middle school students in learning the T-Bolt way and navigating the transition to middle school, high school students will offer tutoring services to the students who need it, and the Student Board of Education will help facilitate and mentor students interested in Student Council.
- **Athletics:** Athletes will have exposure to high school level coaching and high quality facilities such as turf fields, a track, a swimming pool, the Thunder Dome, a weight room and a wrestling room
- **Arts:** Visual and performing artists will have access to multiple art, music and dance rooms, and a 1,000-seat historic auditorium

**Shared School Leadership**

- A student from Manual High School and a student and parent from McAuliffe Manual Middle School serve on a shared campus leadership team to ensure that student and parent voices from both the middle school and high school are included in school decisions, especially in regards to our shared campus or shared community events.
School leadership will facilitate design workshops each spring where students help to identify and prototype solutions to challenges in order to create a culture of continuous improvement.

The McAuliffe Manual Middle School principal attended the Manual Commons Ground Process and supported the work and incorporated the input from the 6 action teams that were developed into the school plan. These action teams were:

- **Academic Programs:** MHS will define and align the 21st Century Skills that Manual graduates need to be truly successful in their post-secondary goals. We will create culturally responsive supports through our stakeholder groups that will provide students access to the necessary academic, financial, and career knowledge to persevere and thrive as global citizens. We will have 100% graduation and acceptance to post-secondary institutions.

- **Whole-Child:** At Manual we unite to create an environment which supports the needs and interests of every child. Our safe and inclusive environment engages and challenges each student to express his/her passion, and experience multiple measures of success.

- **Community Engagement:** Manual will develop and sustain a strong culturally responsive network of parents, volunteers, donors and community partners that align to achieve the greatest success for the vision and mission of Manual.

- **Pride & Storytelling:** We promote and celebrate Manual’s positive narrative to restore and cultivate a strong sense of pride.

- **Student Voice:** We have developed a student voice and leadership culture at MHS that empowers all students to have a part in school and civic decision-making by being strong critical thinkers, advocating for their own education, and realizing their own potential as school, community and global change makers.

- **Enrollment, Recruitment and 6-12 Alignment:** We will meet the enrollment goals for 2016 by delivering the message that we are a no-gap school that does not settle for differences in educational achievement based on ethnicity, class, or race and boldly sets the standard for integration and equity in our recruitment policies.

**MIS Network: Supporting School Culture**

The MIS Network Executive Principal will cultivate a culture of continual communication between both schools. The community liaison, teacher leaders, and student advisor will play a vital role at both schools by supporting teachers to work across the two campuses to allow for consistency and quality in developing school culture. The principals at McAuliffe schools will collaboratively plan professional learning to support school and student culture, student engagement, and culturally-responsive education that occurs at the beginning of each school year as well as interspersed through monthly meetings for staff at both schools.

Both McAuliffe International Schools will implement the International Baccalaureate Middle Years Program (MYP), focusing on conceptual learning and integrating social justice throughout the curriculum. In addition, students will be engaged in extracurricular activities that are tailored to students’ needs and interests.

**E. Student Discipline Policy**

Every student deserves an education where they learn and grow every day – where they’re deeply known for who they are, both academically and as a whole-person – in order to reach their full potential and have the appropriate supports to get there. The purpose of discipline then is to support students to
grow when they make mistakes as much as it is about providing a school environment that is orderly and safe. It’s essential to our school’s mission to ensure that our discipline policy and approaches do not disrupt a student or students’ education and minimizes use of out-of-school suspensions, the need for requests for expulsion hearings, expulsion, and referrals to law enforcement, to the extent practicable, while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers and to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

The teachers work closest with the students and therefore carry the bulk of the discipline responsibility. Should a teacher or staff member have a discipline incident with a student, if appropriate, the teacher will work to correct the problem with the individual student through the least invasive intervention (i.e. warning or a mandatory conference at the earliest possible moment and/or another disciplinary action, parent notification, written reflections). As such, staff who are hired at McAuliffe Manual Middle School are expected to have experience with restorative approaches to discipline and the onboarding process allows them to deeply understand their role in the discipline process. School leadership observations of classroom teachers will provide immediate and personalized support to teachers who need it to promote strong and healthy classroom management and environments.

McAuliffe Manual Middle School’s foundation is in the implementation of restorative practices. Restorative Practices have shown to be successful across the nation and in Denver Public Schools in cutting out-of-school suspension rates and dramatically reducing disproportionality in discipline outcomes. The article Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools; A Guide for Educators (schottfoundation.org) describe Restorative Practices as:
McAuliffe International Schools use the Denver Public Schools discipline matrix and follow DPS policies and procedures regarding student discipline and appeals processes (Board Policy JK-R). This instructs staff of their role in the discipline process and is organized by Levels. There are levels A, B, C, D, E, and F, each level specifies staff involvement and intervention steps to follow.

Characteristics of McAuliffe International Schools’ discipline policy are:

- Explicit, reasonable, timely
- Logical, fair, consistent, age-appropriate
- Varied measures
- Parent/guardian and student participation
- Respects individual differences
- Reduces ethnic disproportionality
- Keeps students in learning environment
- Addresses student and overall school community needs

**Equitable Discipline Policies**

McAuliffe International Schools guard against disproportionality in discipline matters by supporting all students through character education, social justice, restorative approaches and social emotional coaching. A priority of the founding team is to identify community partnerships and mental health
services to support the social emotional needs of students. The focus of discipline is not punitive, but rather, ensuring all students gain the skills they need to be successful in our learning community. The policy equitably serves students of color, students with disabilities, English language learners, students identified as gifted and talented, and other “at risk” students by holding all students to high standards of conduct and providing differentiated support to ensure that every student can meet these standards. All students have a faculty advisor who provides support to each of their advisory students. A student advisor connects, with additional support from administration if needed, with the most at-risk students and builds relationships with families through parent-teacher home visits, weekly phone calls of support and proactive ideas for families and students to make their schooling positive and empowering. This is achieved by making connections with students, their families and stakeholders to provide a sense of community where all voices are valued.

The leadership team meets weekly and reviews discipline referral data to identify and eliminate concerns, including disproportionality among student groups. The assistant principal is responsible for entering discipline records into Infinite Campus and overseeing discipline data. If disproportionality is observed, adjustments are made to respond to and address the problem. Consequences for negative behaviors are geared to keeping students in school; out of school suspensions are used only when necessary.

**Restorative Approaches**

DPS Student Services Department describes restorative approaches (RA) to discipline as a philosophical approach which holds that wrong-doing is best addressed through identifying the harm done through one’s actions and creating steps to repair the harm. Rather than punishment of wrong-doers, RA focuses on creating an opportunity for the wrong-doer to make things right with those harmed and the community as a whole.

In order to create a culture of responsibility and personal accountability, McAuliffe Manual Middle School will utilize restorative approaches to address disciplinary issues. Students and staff will make mistakes, but what matters most to the MIS learning community is how these mistakes are addressed and become learning opportunities. The common expectation surrounding all disciplinary issues will require that the student or staff member 1) acknowledge and accept responsibility for his or her mistake, 2) apologize and make restitution to the parties affected by the mistake, and 3) do everything in his or her power to make sure that a similar transgression does not take place again. This process will strengthen the integration of “Community and Service” and “Health and Social Education” MYP Areas of Interaction.

**Standards of Student Conduct**

A major component of the McAuliffe International Schools’ vision is to “develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students will demonstrate a personal commitment to service and make a positive difference in the lives of others.” (ibo.org) McAuliffe International Schools seek to build a climate of mutual respect, trust, and courtesy. Teachers strive to deal flexibly and creatively with discipline or behavior situations as they arise. Everyone is entitled to a secure and supportive learning environment that includes respect for diverse viewpoints with opportunities for the respectful exchange of ideas.

Parents/Guardians and students receive a copy of the MIS Family Handbook prior to the start of the school year and are required to sign an acknowledgement form indicating that they understand and agree to comply with school policies.
See the MIS Family Handbook for more information on discipline policies and procedures.

**Positive Behavior Interventions and Supports (PBIS)**

The Opportunity Quartile Research by DPS describes that schools have the most success in moving students out of the opportunity quartile when there are consistent, structured, school-wide systems in place for teachers and students. McAuliffe Manual Middle School will utilize PBIS as a part of its school-wide culture and discipline practices. DPS Student Services Department states that PBIS,

...emphasizes support for ALL students utilizing school-wide systems and practices and the use of student behavior data to optimize students' social competence and academic achievement (see figure below). PBIS applies a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to create positive school climates... Rather than a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students is implemented throughout a school, including classroom and non-classroom settings. Attention is focused on creating and sustaining universal (school-wide), targeted (classroom/small group), and intensive (individual) systems of support for all students by making problem behavior less effective and desired behavior more functional (dpsk12.org).

The 4 elements of PBIS are described in the diagram below:

McAuliffe Manual Middle School will utilize a paycheck system, student celebrations/recognition at morning meetings, and student leadership opportunities in its PBIS implementation. The paycheck system will focus on promoting four areas:

1. **Developing Strong College and Career Preparatory Habits and Behaviors**
serve as a way to teach students strong high school, college, and career preparatory habits and behaviors,
set expectations for classroom behavior and conduct outside of class.
utilize as a way to share meaningful data to provide students, families, and staff with measures for those habits and behaviors,

2. Reinforcing and Developing Character through the IB Learner Profile
- purposely define how a middle school student exemplifies character that research shows leads to lifelong fulfillment and success, through specific habits and behaviors.
- reinforces strategies students can use in a variety of school settings to demonstrate the attributes in the IB Learner Profile
- develop habits of character

3. Assessment and Building of School Culture
- be used to track school culture data so teachers and staff can assess, plan, and model key habits and behaviors for students.
- be used so school, staff, and parents can understand the daily student and behavior habits students are exemplifying and understand correlation to students’ standards-based grade reports

4. Communication of student character growth and meeting general school expectations
- be used to communicate to students on a regular basis about the way in which they are developing the IB Learner Attributes and habits
- be used to set goals with students
- be used as a behavior modification and tracking system for students in need of behavior supports.

F. Student Recruitment & Enrollment

Recruitment
McAuliffe Manual Middle School celebrates its cultural and linguistic diversity, believes in inclusivity, and is open to all students. The recruitment and enrollment practices at McAuliffe Manual Middle School will provide equal access to any student in its attendance boundary who is interested in attending the school, including students in poverty, students of color, students with disabilities, and English language learners. We will work with the planning and analysis department to ensure that we create an inclusive, integrated school by utilizing the enrollment system to ensure that no less than 50% of students are FRL students. McAuliffe Manual Middle School will develop a differentiated recruitment plan that will use emails, phone calls, mailings, and face-to-face visits to connect with families and share with them about the new school.

The McAuliffe Manual Middle School principal will do individual family outreach in the community, visit feeder elementary schools, host community meetings and school tours, and facilitate presentations with student ambassadors from the founding MIS campus and Manual High School.

We will reach out to the founding MIS campus existing families and students as well as students on the waitlist to provide them with information about McAuliffe Manual Middle School.

Specific recruitment efforts will be made to attract English language learners and students with special needs, to share information about how McAuliffe Manual Middle School will support the needs of diverse learners.

Strategies for Recruitment and Retention
Send promotional materials to all DPS 5th grade students in the enrollment zone (both in English and Spanish).

Recruit families through face-to-face, door-to-door campaigns and social media.

Ask the founding MIS campus and former students & families to help with recruitment.

Hold meetings for parents during nontraditional hours, including weekends and evenings (both in English and Spanish).

Visit parents in community locations.

Visit feeder elementary schools and PTO.

Provide transportation, infant care, and meals at meetings.

Ensure that staff members are culturally sensitive.

Understand the beliefs, values, and attitudes of the community.

Help staff to think of recruitment and retention as a routine and ongoing process.

Share information via local English and Spanish radio stations.

Work with Chalkbeat Colorado on an article describing the expansion of the McAuliffe MIS model.

Utilize the support of Manual High School students and alumni for community outreach.

McAuliffe Manual Middle School's goal for annual re-enrollment 95% or more, which exceeds the SPF target for this metric.

**Enrollment**

McAuliffe Manual Middle School will be a full participant in the Denver Public Schools' choice enrollment system. As a new district-run school, McAuliffe Manual Middle School will serve students in the Near Northeast region of Denver and will provide enrollment priority to students within the middle school enrollment zone. We will utilize the enrollment system to ensure that no less than 50% of students qualify for free or reduced price lunch, as inclusivity and diversity are priorities of our school.

McAuliffe Manual Middle School will host several open houses in the fall. The Community Liaison will conduct school tours and visit neighboring elementary public and private schools to share information about the new school option and create a pipeline of students to McAuliffe Manual Middle School.

The formal intent to enroll for McAuliffe Manual Middle School will take place in January 2016, when school choice is open for enrollment for the 2016-2017 school year.

**G. Student Attendance & Satisfaction**

**Attendance**

The founding MIS campus has met district attendance expectations, maintaining 92%-94% student attendance for the past two years. By replicating their attendance strategies, McAuliffe Manual Middle School will attain a strong student attendance rate. The core attendance practices include:

- Clear and consistent attendance expectations for students and parents
- Targeted interventions as needed for students with chronic attendance issues
- Provide engaging educational programming empowered by student choice
- Advisor support and communication home

The attendance secretary enters attendance data into Infinite Campus daily and monitors the student attendance line ensuring that communication is made with families when students are absent from school.
The primary strategies for increasing student attendance are providing engaging educational programming, empowering student choice in the education process, and making connections with students so that they want to come to school. Advisors make calls to families when students miss a class more than 10% of the time.

The assistant principal runs a weekly attendance report and shares data with the leadership team at the weekly meeting. If weekly student attendance falls short of our goal, the leadership team will take action to identify and eliminate obstacles and increase student attendance. At-risk students will be assigned a staff member that provides outreach to families and conducts home visits as necessary.

Student satisfaction ratings at the founding MIS campus have exceeded district standards on the SPF for the past two years. The goal for McAuliffe Manual Middle School will be to meet or exceed student satisfaction standards with positive student response rates of 85% or above on the student satisfaction survey.

The School Accountability Leader is responsible for conducting all surveys and assessments. McAuliffe Manual Middle School will use Morning Meeting and Student Leadership Groups to gather input from students in the first year and align programming to student needs and interests. At the start of the second school year, following the first administration of the annual survey, the McAuliffe Manual Middle School staff and leadership team will set goals and interim targets for the year.

**H. Ongoing Parent/Guardian Involvement & Satisfaction**

**Parent & Family Engagement**

Parent engagement at MIS is done through transparent, inclusive and open communication to parents and families about our work with their children and the need for family and community engagement for their students and the school community to be successful. We will create a parent leadership group who will organize volunteer committees that may include: critical needs, student activities, phone-tree and communication support, collaborative school committee, and mentoring.

McAuliffe Manual Middle School will also provide several opportunities for parents to stay involved in the school; including but not limited to: parenting classes (including how to be involved in their child’s education based on parent requests we’ve had at community events), GED and technology courses, literacy nights, community resource support, etc.

Staff at McAuliffe Manual Middle School will engage in ongoing professional learning in strategies for working and communicating with families.

**Parent & Family Communication**

McAuliffe International School employs several ways of sharing information about life in the classroom and in the larger spheres of the school.

**Newsletters**

Strong parent engagement can be achieved through frequent communication between the faculty, staff, leadership, and parents. McAuliffe Manual Middle School will send out a monthly family newsletter with pertinent information, updates, musical performances, athletic events and schedules. Parent communications will be sent home in the language parent’s indicate on their Home Language Questionnaire at registration.

**New McAuliffe Parent Orientation Night**
The first week of August, McAuliffe hosts an informational night for parents of students who are new to McAuliffe. The purpose of this evening is to help prepare parents for their student’s middle school experience and to educate parents on school communication systems and how to be involved in their student’s middle school lives.

**Back-to-School Night**

Every August, MIS has a Back-to-School Night. On this evening, teachers and advisors review the curriculum, classroom expectations and activities. There will be time for parents to share and discuss their goals for their students and questions with their advisor. It is also a time to get to know other parents. The date for this evening will be posted well in advance. All parents are expected to attend. Advisors and school leadership will follow up and meet with families in small groups or individually who cannot make this important event.

**Progress Reports and Paychecks**

Progress reports will be sent home three times a year using a standards-based grading format in Infinite Campus; however, student data are available in real time and can be accessed via the Parent Portal.

Paychecks will be sent home bi-monthly as a way to share meaningful data on how students are demonstrating our core values and positive student behaviors.

McAuliffe Manual Middle School will also send home data reports from key school, district, and state assessments.

MMMS will meet with families for progress report conferences every fall.

**Blogs/Websites**

All teachers will create their own blogs on Edmodo. Teachers will post homework assignments, class news as well as comments regarding their classes. In addition, the principal will e-mail parents a bi-weekly communication regarding events and opportunities at McAuliffe. Hard copies of communications will be sent home in both English and Spanish.

The school website will be updated regularly. Parents and students can view the weekly announcements online, check the calendar or contact any of our faculty or staff members. Feedback and questions are always welcome on the Suggestions & Comments link. We will work on developing an APP for the website that will support a variety of languages.

**Person-to-Person Communication**

MIS school leadership and teachers welcome conversations with parents concerning their children. Parents are encouraged to contact teachers via school e-mail or voicemail. Teachers make every attempt to respond within 24 hours.

**Parent & Family Satisfaction**

MIS has exceeded the district expectation for parent satisfaction, with more than 85% responses on the annual parent satisfaction survey, and a 92% satisfaction rate in 2014.
McAuliffe Manual Middle School will set the goal of exceeding expectations for parent satisfaction, maintaining a 90% or higher positive response rate on the annual parent survey. The School Assessment Leader will distribute and collect the parent satisfaction survey and work with school leadership to ensure a high level of participation. Results of the parent satisfaction surveys will be reviewed collaboratively with the CSC to develop strategies to address any concerns that were indicated in the results. The McAuliffe Manual Middle School principal is committed to ensuring that we have a culturally and linguistically diverse representation of parents/guardians on all school committees and governance.

Parent Involvement

Parents are involved in school governance through representatives on the Collaborative School Committee (CSC). See Governance Section for description of CSC.

McAuliffe Manual Middle School will also engage parent volunteers to support the school including:

- Teacher Support: Each classroom teacher will have one parent supporter who is willing to help with routine tasks in order to allow the teacher to focus more directly on classroom instruction.
- 6-12 Alignment: A committee of parent volunteers who will help plan and support our 8th grade students transition to Manual High School.
- Fundraising: A committee of parent volunteers will coordinate an annual fundraiser.
- Student Socials: A committee of parents will plan and coordinate two student mixers/dances each school year. This committee will also include student representatives.
- McAuliffe Athletics Council: The MAC will support athletic programs, keeping score at games, operating the concession stand, increasing school spirit and helping with logistics.
- Activities Council: This committee will support the visual and performing arts and extracurricular activities. They will promote and coordinate performances and activities.
- Service Learning: A committee of parent volunteers and student representatives will help coordinate and chaperone the two days of community service for each student.
- Field Trip: Parent volunteers and student representatives will help coordinate and chaperone the students’ visit to a local college or university each year.
- Back-to-School Night; This committee will help plan and coordinate the annual Back-to-School Night event that takes place each August at MIS.
- Academic Awards Ceremony: A committee of parent volunteers will help to plan and coordinate the annual Academic Awards Ceremony each spring.
- Tutoring/Mentorships: Members of this committee will volunteer to serve as tutors/mentors to students and help coordinate the tutoring/mentoring program at MIS II.
- Critical Needs: Committee members will work to provide material support to students (identity protected) who might need school supplies, clothing, food or other support.
- Volunteer Coordination: Committee members track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.
- Enrichment: This committee coordinates volunteers that lead enrichment activities for students two days a week for 60 minutes each day for 12 weeks.
- Aquatics: Volunteers chaperone students to the Central Park Rec Center for an aquatics program one day a week during 2nd trimester.

Committee policies and procedures:

- Parents will be able to sign up for committee work online in the spring for service the following school year.
● Each committee will be led by an elected chairperson.
● The chairperson will report directly to the principal.
● All public communication from the committees will be vetted by the principal and distributed through the Main Office.
● Committee chairpersons will meet collectively with the principal on a monthly basis to foster inter-committee communication and support.
● The number of members serving on each committee will vary based on interest and need.
● There will be a celebration at the end of the school year for all volunteers that meet their 10 or 5 hour service goal.

I. Community Partnerships to Support Students and Families
Manual High School, Five Points, Whittier, Curtis Park, and Central North East Denver are vibrant communities. We will build partnerships with local non-profit organizations, businesses, and leaders of these communities. Potential partnerships will include: Heart in Hand Center, Mile High United Way, Together Colorado, Facing History, Friends of Manual, and local neighborhood associations. These partnerships will create resources, supports, and mentorships for families and students of McAuliffe Manual Middle School.

We will also build relationships with neighboring public and private Elementary and Secondary schools to provide strong partnerships and collaboration to create a pipeline of students entering our school with a goal that students matriculate to Manual High School.
Section II. LEADERSHIP

A. Leadership Team Personnel and Structure

McAuliffe International Schools (MIS): Innovation Management Organization

McAuliffe Manual Middle School will be part of the McAuliffe International Schools, an Innovation Management Organization, which represents a new form of governance within DPS. The IMO is a collaborative of innovative schools with like minded educators and goals that operate under greater autonomy to execute the vision of their school plans. The IMO is being launched in order to:

- Ensure each school is successful in MIS vision, goals, and practices;
- Enable ongoing collaboration, sharing of best practices, and continuous improvement among a community of aligned educators at MIS schools;
- Obtain economies of scale that allow MIS schools to benefit from the support of a shared services and leadership team;
- Create a platform for the successful launch of McAuliffe Manual Middle School and potential additional schools; and
- Cultivate autonomy for schools, protect their independence, and focus on the locus of change at the school level while still holding schools accountable to student achievement outcomes.

Though we expect the IMO to provide significant advantages over launching new stand-alone schools, the IMO is also committed to autonomy for MIS principals and customization of each MIS school model based on the unique community it serves.

To successfully support the founding MIS campus and McAuliffe Manual Middle School, the IMO will perform these main functions:

1. Support each school in offering students the McAuliffe experience by providing leadership, guidance, and staff support for:
   - IB MYP accreditation
   - Athletics
   - Academic Enrichment Programming and Clubs
2. Curriculum design and support through Content Specialist
3. Support and oversight to ensure each school’s successful implementation of the McAuliffe school model and school culture
4. Foster innovation at the school level and disseminate these best practices throughout the network
5. Manage district initiatives to ensure a positive impact to MIS schools that align with the school innovation plans and protects autonomy
6. Ease the burden of operations with support and oversight in training front office staff and development of school emergency plans.

The organizational structure for the IMO is displayed in the organizational chart below.
In its early years, many MIS functions will be performed by a small team of instructional leaders at both campuses with almost all initiatives being school led. As MIS potentially grows, senior leaders with more specialized expertise will be hired and they will manage expanded teams. Key functions of each role are:

- **Instructional Superintendent**: Support and evaluate executive principal.
- **Executive principal**: Foster innovation at the school level and spread these best practices throughout the network. Manage and support the leader of McAuliffe Manual Middle School with guidance and resources regarding strategic planning, marketing and recruitment, hiring, scheduling, budget development, student culture systems, community engagement, professional development, staff culture and day-to-day operations. Fundraise and secure partnerships to support the IMO and McAuliffe International Schools. The founding MIS campus will add an Assistant Principal role moving forward and starting in the 2016-2017 school year to allow for the time necessary to fulfill the job duties of the MIS’s Executive Principal.
- **McAuliffe Manual Middle School principal**: Oversee the day to day operations of the school that results in outstanding student achievement, curriculum program, hiring faculty, teacher professional development, and school culture. The school principal will develop positive and trusting relationships with students and families and will work with the school faculty to establish a strong and pervasive school culture of academic excellence, knowledge, inquiry, and caring.

The IMO will be able to offer economies of scale from the founding MIS campus that allows McAuliffe Manual Middle School to benefit from the support of shared services and leadership to offer a comprehensive middle school experience. The IMO will create several teams in its first year to begin this work. The teams include an Advisory Board, Operations Team, and a Cross-Campus Curriculum & Instruction team.

The Advisory Board will be recruited and selected by the executive principal and will represent a diverse set of stakeholders that could include innovation leaders, community leaders, charter leaders, principals, and educational experts. The executive principal will meet with the advisory board to review initiatives and support the launch of the IMO by providing feedback and insight, as well as be advocates for MIS.

The Cross-Campus Curriculum & Instruction team will include the executive principal, MIS principals, IB MYP coordinator, and lead teachers in language arts, math, science, social studies, arts, and world languages. The IMO will select the leader of the team and the team will meet monthly to focus on:
- Calibrate on instructional coaching
- Development/selection of interim assessments
- Review performance data
- Discuss implementation of instruction and share best practice
- Create any shared PD between campuses
- Plan and conduct instructional rounds within each building
- Plan and meet individually between departments

Each school in MIS would have equal representation and would pay their lead teachers a stipend for their participation. The first year we would expect the majority of members to be the content leaders from the founding MIS campus and described in more detail of the educational program section of the plan.

The Operations team is led by the executive principal and will include MIS principals, athletic director, lead teachers in the electives, community liaison, student advisory, and communications manager. The focus of this team is to ensure that each MIS school can offer the McAuliffe Experience regardless of their size. The team will meet to plan staffing and shared roles, shared athletics, electives, and enrichment programming. In addition, the team will organize parent and community communication and engagement. The team will also support each school with recruitment and training of front office staff.

Cost sharing is proportional between campuses based on the number of students served in the program or activity. In the first years of the IMO this model will be more about sharing resources between schools, and as it grows, could move into providing some central services. Staffing of schools and shared resources or services will be decided each spring collaboratively between schools. The executive principal will facilitate this process with the IMO Operations Team. A sample of what shared roles between campuses will look like in our first year are in the table below.

<table>
<thead>
<tr>
<th>Role</th>
<th>Budget Contribution from founding MIS Campus</th>
<th>Budget Contribution from founding McAuliffe Manual Middle School</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB MYP Coordinator, Stephanie Gronholz</td>
<td>90%</td>
<td>10%</td>
<td>Support authorization process and PD for year 1</td>
</tr>
<tr>
<td>Student Advisor</td>
<td>87%</td>
<td>13%</td>
<td>Provide wrap-around support services to at-risk students, teaching academic skills courses, and being the first point of contact and support for historically under-served families</td>
</tr>
<tr>
<td>Mandarin Teacher</td>
<td>80%</td>
<td>20%</td>
<td>Based on student interest</td>
</tr>
<tr>
<td>Teacher Leaders – Subject Leads</td>
<td>100%</td>
<td>0%</td>
<td>Provide PD and support for pedagogy and IB MYP curriculum &amp; assessment development</td>
</tr>
</tbody>
</table>

The majority of decisions will be made at the school level. A sample of a decision matrix of McAuliffe Manual Middle School’s first year in the MIS is below:
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsible: facilitates and accomplishes the work</th>
<th>Accountable: responsible for the outcomes</th>
<th>Consulted: advises and consents on decision making</th>
<th>Informed: aware of decisions and next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Culture</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>MIS Executive Principal</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction, Teacher Development</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>MIS Executive Principal</td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>Founding MIS Office Manager</td>
<td>MIS Executive Principal</td>
</tr>
<tr>
<td>Athletics</td>
<td>McAuliffe Manual Middle School Assistant Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>MIS Executive Principal</td>
<td></td>
</tr>
<tr>
<td>Recruitment and Enrollment</td>
<td>Founding MIS Community Liaison</td>
<td>McAuliffe Manual Middle School Principal</td>
<td>MIS Executive Principal</td>
<td></td>
</tr>
<tr>
<td>Principal Evaluation and Coaching of Executive Principal</td>
<td></td>
<td>Instructional Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Evaluation and coaching of McAuliffe Manual Middle School</td>
<td></td>
<td>MIS Executive Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster innovation and disseminate best practices across campuses</td>
<td>MIS Executive Principal</td>
<td>MIS Executive Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td></td>
</tr>
<tr>
<td>McAuliffe Brand</td>
<td>MIS Executive Principal</td>
<td>MIS Executive Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td></td>
</tr>
<tr>
<td>School Calendar and</td>
<td>MIS Executive</td>
<td>MIS Executive</td>
<td>McAuliffe Manual Middle School</td>
<td></td>
</tr>
</tbody>
</table>
### School Day

<table>
<thead>
<tr>
<th>Innovation Plans and Renewals</th>
<th>Principal</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS Executive Principal</td>
<td>MIS Executive Principal</td>
<td>Instructional Superintendent</td>
</tr>
<tr>
<td>McAuliffe Manual Middle School Principal</td>
<td>McAuliffe Manual Middle School Principal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hiring of Executive Principal</th>
<th>Principal</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS Executive Principal</td>
<td>MIS Executive Principal</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Advisory Board, Instruction Superintendent facilitates process</td>
<td>Instructional Superintendent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hiring of Campus Principal</th>
<th>Principal</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS Executive Principal</td>
<td>MIS Executive Principal</td>
<td>Superintendent</td>
</tr>
</tbody>
</table>

### School Leader Profile

The school leader at McAuliffe Manual Middle School will be a dynamic, dedicated, innovative and instructional leader with a strong organizational and academic track record in past roles. The leader will have varied teaching and leadership experiences in urban settings that will provide a strong background for running an urban middle school. The leader will also be reflective and flexible, willing to make difficult decisions for student improvement. The school leader will be a strong communicator and have the ability to collaborate with the entire school staff and community. The school leader will be committed to the MIS vision, mission, and educational plan, will believe in a model of continuous and embedded professional development, and will recruit and hire a staff with similar values.

The MIS Executive Principal will consider the following criteria when selecting a new principal for a McAuliffe International School:

- **Academically and Instructionally Focused:** the leader serves as the instructional leader for the school; the school leader should be actively involved and know what is going on in classrooms and the hallways; expert in current educational theories and pedagogy

- **Character:** the school leader is responsible and ethical; the leader is honest, fair and demonstrates integrity

- **Culturally aware:** the school leader recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community, creates a school culture that fosters equity and diversity, committed to the recruitment and sustainability of a diverse faculty and student body.

- **Collaborative Leader:** the school leader should want input from his or her teachers to help make decisions and create policies.

- **Problem Solving, Critical Thinker, and Communicator:** the school leader should operate transparently, be an effective communicator and be able to actively engage parents and the
community in creative problem solving; uses data, both qualitative and quantitative, for effective decision-making

- Relationships: the school leader should be personable, empathetic and value relationships with students, staff and parents.

The school leader selected for McAuliffe Manual Middle School is Jessica Long. Jessica has a track record of success as a teacher and leader in urban education. For the last two years she has worked in the Chief Academic and Innovation Office as Denver Public Schools’ Director of School Data Culture where she had the opportunity to coach principals and teachers across the district in implementing data-driven instructional strategies. In her 11 years of experience in education, Jessica has committed to closing achievement gaps and creating equity and success for each student. Jessica was the founding principal at The Denver School of Science and Technology: Green Valley Ranch Middle School in 2010. The school was consistently among the highest performing schools for growth and achievement in DPS according to the DPS School Performance Framework. The school has always achieved the “Distinguished” or “Meets Expectations” rating since its opening. Prior to becoming a middle school principal, she taught high school math on the Navajo Nation in New Mexico for two years and in DPS for three years before moving into school leadership. As a teacher she saw continually high growth from her students in both DPS and New Mexico. She earned BA in Mathematics from the University of Colorado, Colorado Springs, and a MA in Educational Leadership Administration, and Policy from the University of Denver.

The school leader will be supported and supervised by Kurt Dennis, the MIS Executive Principal, a school leader with the demonstrated ability to design, launch and lead a high performing middle school. The McAuliffe Executive Principal will support the McAuliffe Manual Middle School school leader in: implementing a rigorous curriculum, embedded professional development, cycles of coaching and observation, and data teams; budgeting and scheduling; and developing systems for creating a strong student culture at McAuliffe Manual Middle School. The MIS Executive Principal and school leaders will communicate regularly about staffing, shared coaches, curriculum specialists, and professional development. They will work together to analyze data and adjust programming, content, and curriculum based on student need.

McAuliffe Manual Middle School will hire a founding staff made up of an assistant principal, two math teachers, two language arts teachers, one science teacher, one social studies teacher one Spanish and ELA-S resource teacher, elective teachers, and a mild/moderate special education teacher.

Other members of the school leadership team will include Assistant Principals, Office and Operations Manager, Community Liaison, and Teacher Leaders with additional responsibilities for directly supporting the implementation of the school plan. All positions will be posted following the approval of the plan for the 2016-2017 school year.

**Office and Operations Manager** – Responsible for managing information systems, attendance, communications and other administrative systems of the school. Welcoming visitors in the front office and managing office volunteers. Responsible for working with staff, students and the community to implement systems that ensure efficient and effective operations and promote clear communications throughout the school community.

**Community Liaison** – Responsible for communicating regularly with parents, creating a parent organization group, securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, developing
recruitment materials, coordinating recruitment and enrollment events, and scheduling classes for families.

**Assistant Principal** – Responsible for establishing school and grade level culture. The Assistant Principal is also responsible for observing teachers and providing appropriate feedback and instructional guidance as well as evaluating teacher performance. The Assistant Principal is also responsible for overseeing the school-wide discipline program, assessment procedures, and interventions. The AP will receive training in providing instructional feedback and evaluating teacher performance. The AP will be required to have obtained a Colorado principal or administrator’s license.

**Teacher Leaders** – Priority focus areas will be identified each year and teachers will have opportunities to take on additional leadership responsibilities as a teacher leader. In the 2017-2018 school year, teacher leaders will be identified in the areas of Literacy, Mathematics, and Language Acquisition to support the implementation of the school plan, mission, and vision. Teacher Leaders will be released up to half time from teaching responsibilities to provide professional development, coaching, and modeling of best practices for other teachers, with the potential of also supervising and evaluate teachers on their teams.

**Leader Succession Plan**

The MIS leadership succession plan assures continuity in the implementation of the educational program in the event of IMO and/or school leadership changes. One of the benefits of forming a network of schools in the proposed IMO model is that it creates more opportunities for leadership opportunities, builds institutional knowledge, and builds an internal pipeline of talent.

The leadership succession plan will include a process for both internal succession (promotion of existing staff) and external recruitment and hiring of new leadership from outside the MIS community. An MIS Leadership Profile, described earlier in this section, specifies the attributes necessary to ensure that there is leadership in place to support the MIS mission, vision, values, and goals.

**School-based Leadership Succession**

McAuliffe Manual Middle School will expand leadership capacity throughout the school and foster a strong leadership pipeline by providing many leadership opportunities. These opportunities prepare multiple people to take on the role of school principal, either at McAuliffe Manual Middle School, within the IMO, or at other schools. Teachers will have opportunities to take on a variety of instructional leadership roles through teacher leadership. Teacher leaders will have opportunities to serve as assistant principals, taking on additional aspects of principal leadership, which may include teacher supervision and evaluation. Principal interns and residents will be welcome to join the McAuliffe Manual Middle School leadership team. Institutional knowledge will be passed on from the existing principal to any new principal through school systems, policies, and practices; as well as distributed leadership throughout the school and support of the MIS.

In the event that a school-level leadership position is vacated, including the school’s principal, the MIS executive principal will convene a School Leadership Selection Committee to manage the principal selection process. The School Leadership Selection Committee will include representatives of the Collaborative School Committee, and others that are determined to have specific expertise identified by the Executive Principal. The School Leadership Selection Committee will review the Leadership Profile and determine if any changes are necessary. Using the profile as a guide, a position description will be
drafted and reviewed by the MIS Executive Principal and existing school staff. Recruitment using both DPS and external media will commence. Principal candidates will be provided from the district’s principal hiring pool and local or national recruitment efforts. Feedback from interviews at both the school and network levels will be used by the Selection Committee to identify the best candidates. Decisions regarding the selection of McAuliffe International School leaders will be made by the MIS Executive Principal. The MIS IMO Executive Principal will recommend a finalist to the Superintendent. The Superintendent will make the final decision on hiring of school principals and may accept the finalist or require the MIS Executive Principal to continue the search for additional qualified candidates.

Once candidates are identified to the MIS Executive Principal, the selection process will be designed by the MIS Executive Principal, and may include:

- Development of interview questions and selection criteria rubric based on job description and key leader attributes.
- Application screening and scoring.
- Conduct a series of interviews including performance tasks, such as classroom observations and feedback sessions, scenarios, and use of data to drive instruction.
- Reference checks on top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists’ current schools.

While MIS will recruit principal candidates from a variety of local and national sources, plenty of internal leaders will be well-prepared candidates as they will have taken on multiple aspects of the school’s leadership in their roles on the school leadership team, including supervision and evaluation. In addition, they will already have relationships with the staff, students, and community members and will have institutional knowledge of the school’s vision, mission, and goals as set forth in the school plan. Whenever possible, the new leader will begin prior to the departure of the existing leader in order to effectively transfer the institutional leadership knowledge by completing a fellowship with the IMO. The MIS executive principal will plan transitions a year in advance. The incoming and outgoing leaders will meet together daily to discuss the transition and will participate together in applicable CSC, PTO, staff, and data team meetings. The outgoing principal will work with the SLT, ILT, and other teacher leaders to ensure that someone is assigned to be the point person on each area of leadership responsibilities (e.g. culture, instruction, IB MYP, data team processes, instructional supervision and evaluation, special education, ELA, and GT, etc.).

IMO Leadership Succession

In the event that the MIS Executive Principal position is vacated, the Advisory Board will meet to begin the recruitment and selection process. The Instructional Superintendent will facilitate the process. The Advisory Board will review the MIS Executive Principal Leadership Profile and determine if any changes are necessary. The MIS Executive Principal Leadership Profile outlines the duties, responsibilities, qualifications, and credentials necessary for the position. In addition to the MIS Principal Profile, the Executive Principal profile includes:

- The McAuliffe International School Network Executive Principal will be responsible for leading the MIS operations in accordance with the Innovation Plans and developing leaders of MIS schools, providing the necessary support to ensure the successful opening and ongoing operation of high-quality school models that produce material gains in student achievement.
• Provide comprehensive instructional support and coaching to MIS innovation school leaders in order to effectively implement innovation plans that drive strong academic results and high enrollment demand.

• Develop a public relations program to enhance the community’s understanding and support of MIS schools’ educational programs.

• Proven experience designing and leading autonomous schools in an urban environment. Experience starting new schools and/or managing school turnaround is also preferred.

Once the MIS Executive Principal Leadership Profile is complete the position will be posted. Recruitment using both DPS and external media will commence. Feedback from interviews at both the school and network levels will be used by the Advisory Board to recommend a qualified finalist to the Superintendent for approval. The Superintendent will make the final decision on hiring of school principals and may accept the finalist or require the Advisory Board to continue the search for additional qualified candidates.

Whenever possible, the new leader will begin prior to the departure of the existing leader in order to effectively transfer the institutional leadership knowledge. The incoming and outgoing leaders will meet together daily to discuss the transition and will participate together in applicable Network, school, CSC, PTO, staff, and data team meetings. The outgoing principal will work with the SLT, ILT, and other teacher leaders to ensure that someone is assigned to be the point person on each area of leadership responsibilities (e.g. culture, instruction, IB MYP, data team processes, instructional supervision and evaluation, special education, ELA, and GT, etc.).

Empowering the Advisory Board with the authority to recommend MIS future Executive Principal Candidates to the superintendent through the selection process, will in ensure sustainability of the vision mission and goals of the McAuliffe International Schools.

Appendix F: Job Descriptions for Leadership Team Positions
Appendix G: Resumes for Identified Leadership Team Members

Additional Leadership Positions Shared Across Schools in the MIS Network:

**Community Liaison** – Cindy Eastman will serve as the community liaison for the founding MIS campus and support the onboarding and coaching of the McAuliffe Manual Middle School community liaison. Responsibilities will include coordinating parent volunteers, conducting monthly parent education nights, soliciting support and involvement from community organizations and businesses, and identifies school needs and addresses those needs through fundraising and community support.

**English Language Arts Coordinator**- Jennifer Snodgrass will support the implementation of the McAuliffe English Language Arts curriculum at McAuliffe Manual Middle School. She will train, as needed, ELA teachers on implementation of the curriculum and will provide weekly support for ELA teachers in instruction and delivery of lessons aligned with the CCSS for English Language Arts.

**Mathematics Coordinator**- Tyler and Emily Fuller will support implementation of the McAuliffe mathematics curriculum at McAuliffe Manual Middle School. They will train, as needed, math teachers on implementation of the curriculum and will provide weekly support for math teachers in instruction and delivery of lessons aligned with the CCSS for mathematics.
Science and Engineering Coordinator- Sara Severance will support implementation of the McAuliffe science curriculum at McAuliffe Manual Middle School. She will train, as needed, science teachers on implementation of the curriculum and will provide weekly support for science teachers in instruction and delivery of lessons aligned with the Next Generation Science Standards and CCSS.

Social Studies Coordinator- Carla Frenzel will support implementation of the McAuliffe social studies curriculum at McAuliffe Manual Middle School. She will train, as needed, social studies teachers on implementation of the curriculum and will provide weekly support for science teachers in instruction and delivery of lessons aligned with the state standards for Social Studies.

Arts Coordinator- Hanan Bentley will support the implementation and support of theatrical, musical and visual arts at McAuliffe Manual Middle School.

World Languages Coordinator- Maria McGovern will lead and support the implementation of language acquisition programs at McAuliffe Manual Middle School.

B. Leadership Team Coaching & Evaluation

Leadership Development

All school leaders working at McAuliffe International Schools will be trained at the RELAY School of Graduate Education. All coaching and professional development for school leaders will be directly tied to the RELAY model for observation/feedback and coaching, data-driven instruction, engaging academics, and school culture. Additional leadership development will be provided based on individual leader development needs. Priorities for development will include personalized learning, IB MYP, English Language Acquisition, and Teach Like a Champion Workshops and Professional Development. The MIS Executive Principal will develop a leadership development plan collaboratively with the McAuliffe Manual Middle School principal.

Leadership Coaching

MIS principals will participate in the RELAY Graduate School of Education to ensure foundations in instruction and leadership skills. Kurt Dennis, the proposed MIS Executive Principal and Jessica Long, McAuliffe Manual Middle School Principal, have both been trained and supported through the RELAY Graduate School of Education. This partnership and training is highly effective and benefits the school leadership in that it provides common priorities, language, structures and templates that can be used with fidelity across multiple campuses. The MIS Executive Principal will meet with the McAuliffe Manual Middle School principal weekly to conduct instructional rounds, observe school culture, review progress toward leadership goals and drivers, and provide coaching and support. The DPS School Leadership Framework will be used to guide leadership coaching and feedback. All evaluators will be trained and certified to conduct the District evaluation system.

Leadership Evaluation

McAuliffe will use the DPS School Leadership Framework and evaluation criteria (including basing 50% of evaluation ratings on student achievement) to evaluate the performance of school leaders. Evaluation practices will be the same for leaders shared across campuses and will be conducted two times a year. Overall performance management for the McAuliffe Manual Middle School Principal will primarily focus on the effectiveness of the implementation of the MIS model and goals in the school plan. Performance Management will include the following areas:

- Leadership Competencies Feedback based on the School Leadership Framework
- Academic Data and School Performance Framework
The McAuliffe Manual Middle School principal will use the DPS School Leadership Framework to evaluate the assistant principals twice a year. The McAuliffe Manual Middle School principal will meet with assistant principals weekly to conduct instructional rounds, observe school culture, review progress toward leadership goals and drivers, and provide coaching and support. The DPS School Leadership Framework will be used to guide leadership coaching and feedback.

The MIS Executive Principal will be evaluated by the district superintendent or his designee for evaluation of school’s performance across the network and leadership of innovation school leaders twice a year. The evaluation components will be similar to that of the principal, but with a focus on the performance of both schools.

Professional development opportunities will include school visits within and outside Denver Public Schools, professional development opportunities offered by the district (when determined by the principal and their supervisor to be appropriate), and other leadership development aligned to the school’s vision, mission, and goals (e.g. IB MYP, literacy instruction, English language acquisition, personalized learning, etc.).

### Leadership Pipeline

McAuliffe International Schools promote leadership in a variety of ways, both at the school level and offering several leadership positions that support both campuses. These leadership experiences will create well-prepared candidates for leadership vacancies within the organization, as they will have taken on multiple aspects of the school’s leadership in their roles on the school leadership team, including supervision and evaluation. In addition, they will develop relationships with the staff, students, and community members and develop institutional knowledge of the school’s vision, mission, and goals as set forth in the school plan.

Any leader that departs the organization will ideally be replaced with an internal candidate from one of the schools who has been groomed to fill the role of the departing leader. If no internal candidate has been identified, a search for external candidates will be conducted.

### C. School Personnel Structure

Please see leadership roles across the IMO in the section above and the staff roster below.

#### McAuliffe Manual Middle School - Staff Roster

<table>
<thead>
<tr>
<th>Role</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventionist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Regular/Supplemental Teacher</td>
<td>6.00</td>
<td>12.00</td>
<td>18.00</td>
<td>18.00</td>
</tr>
<tr>
<td>Gifted &amp; Talented Teacher</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mild/Moderate Teacher (Recommended)</td>
<td>1.00</td>
<td>1.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>Position</td>
<td>0.50</td>
<td>1.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>ESL / Zone Teacher (ELD Teacher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Teachers (Arts, Technology, Language, etc)</td>
<td>3.00</td>
<td>6.00</td>
<td>9.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Advisor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mental Health (Psych and/or Social Worker)</td>
<td>0.20</td>
<td>0.40</td>
<td>0.60</td>
<td>0.60</td>
</tr>
<tr>
<td>Nurse (minimum 0.2 FTE required)</td>
<td>0.20</td>
<td>0.40</td>
<td>0.40</td>
<td>0.40</td>
</tr>
<tr>
<td>Facilitator</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Community Liaison</td>
<td>0.20</td>
<td>0.50</td>
<td>0.50</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>CLASSROOM STAFF TOTAL</strong></td>
<td>11.35</td>
<td>22.05</td>
<td>33.25</td>
<td>33.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>1.00</th>
<th>1.00</th>
<th>1.00</th>
<th>1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Grade-level Dean</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>ADMINISTRATIVE STAFF TOTAL</strong></td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

| Position                                      |   |   | 1.00 | 1.00 |
|----------------------------------------------| | |      |      |
| Secretary I                                  | - | - | 1.00 | 1.00 |
| Secretary II                                 | 1.00 | 1.00 | 1.00 | 1.00 |
| **CLERICAL STAFF TOTAL**                     | 1.00 | 1.00 | 2.00 | 2.00 |

**Appendix I: Staff Roster**

**D. Employment Policies**

McAuliffe Manual Middle School will open as a new, district run school. McAuliffe Manual Middle School will follow all district employment terms and policies as required by state statute and district policy. However, to meet the needs of all students and to achieve the academic performance goals outlined in this plan, McAuliffe Manual Middle School will engage founding staff in identifying any necessary flexibilities required to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

McAuliffe Manual Middle School 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.
In order to actualize the vision outlined in this document, McAuliffe Manual Middle School staff and parents/guardians will evaluate the need to pursue flexibilities such as:

- Recruiting and hiring all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee are able to implement the unique school plan.
- Utilizing school-determined employment contracts.
- Posting all vacant positions, recruiting and hiring all staff as the need arises, even if such need falls outside the District’s standard hiring cycle and process.
- Not receiving direct placements of teachers by the District.
- Creating a school-determined grievance/dispute resolution policy.
- Creating non-traditional job descriptions, which may include adding roles and responsibilities to any job.
- Establishing the calendar, work year, work week, work day, job assignments, and teaching loads to align with the plan.
- Creating a governance and leadership structure that aligns with the needs of the school community.
- Creating a process to address under-performing employees and creating plans for improvement.
- Establishing compensation rates and other methods of rewarding performance.
- Hiring teachers on school determined at will status. All teachers are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract for the following school year.

Such flexibilities will be limited only by federal law, Colorado statutes, Collective Bargaining Agreement provisions, and District Board policies not waived should the school pursue any waivers with the school community.

**Appendix J: MMMS Staff Handbook**

**E. Operations – Transportation**

McAuliffe Manual Middle School will be served by the DPS Transportation Department. Buses will be provided to all students living farther than 2.5 miles from the school who are within the enrollment zone utilizing the Success Express system already in place. Should the school be located outside of the Success Express system in its first year, we will work collaboratively with DPS transportation to arrange services. Students that choice-in from outside of the boundary are required to secure their own transportation. MIS leadership will work with the DPS transportation department to address differences in the McAuliffe Manual Middle School school calendar and schedule to make necessary arrangements to ensure students have equitable access to transportation to and from school. The Office and Operations Manager will be responsible for scheduling additional transportation for field trips and activities and for monitoring the quality of transportation services provided to McAuliffe Manual Middle School students.

**F. Operations - Safety and Security**

The McAuliffe Manual Middle School Principal, in consultation with DPS Office of Safety and Security, will create the school Emergency Management Plan (ERCM). The Office and Operations Manager, in consultation with the Principal, will maintain the plans. The ERCM will include the following components:

1. Identify members of the ERCM team and their roles
2. Ensure readiness of all ERCM equipment such as two-way radios and megaphones
3. Designate On-Campus Outside Assembly Areas
4. Identify a Campus Command Post and Communication Resources
5. Identify Two Off-Campus Emergency Evacuation Locations - Walking Distance
6. Off-Campus Emergency Evacuation Locations – Transportation Required
7. Emergency drills log
8. Staff preparedness training

The Principal, Office and Operations Manager, Facility Manager and founding Leadership Team members will take part in the DPS 4 module ERCM video trainings and pass all four quizzes included in the trainings. McAuliffe Manual Middle School will hold monthly fire drills and one lockdown and shelter-in-place drill per semester and provide documentation of these drills as well as feedback to teachers and students. Additionally, McAuliffe Manual Middle School will ensure ongoing safety by using electronic and video controlled intercom door openers and video cameras located on the exterior and interior of the building.

G. Operations – Food Services

McAuliffe Manual Middle School will participate in DPS food services program, which complies with state and federal rules and regulations (including free and reduced lunch procedures). Breakfast will be served to all students through the Breakfast in the Classroom program. Healthy choices will be served to all students at lunch.
Section III: EDUCATION PROGRAM

A. Pedagogy

McAuliffe Manual Middle School (MMMS) is dedicated to providing students with an outstanding liberal arts education with an international focus. By implementing the International Baccalaureate Middle Years Program (IB MYP), developing strong learning communities with a shared commitment to academic excellence, and partnering with Denver Fellows, who provide small group instruction that mirrors IB best practices, 100% of our graduates will be prepared for high school, college, and beyond. Through the collaborative efforts of students, teachers, parents and community our graduates will be inquiring, knowledgeable and caring young people who are prepared to live the life they dream of and leaders of the future. MMMS is committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being. McAuliffe Manual Middle School is a diverse and inclusive community that has a relentless focus on academic excellence and embraces culture, language, innovation, arts & athletics. The pedagogy of McAuliffe Manual Middle School provides teachers with the framework, systems, and structures to achieve our school’s mission.

MMMS implements the IB MYP framework, including pedagogy, focused on international perspectives and approaches to learning and teaching. For each unit of study, teachers create a statement of inquiry. Teachers use the statement of inquiry to ensure that concepts and context inform the selection of learning experiences, formative assessment and teaching strategies. The focus on data-driven instruction supports teachers in gathering information about their students to make the informed decisions IB MYP requires. In MYP From Principles into Practice describes the learning process as:

- Based on inquiry
- Focused on developing conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative)

And states, “These pedagogical principles provide flexibility and empower teachers to develop their approaches to teaching. Teachers use a wide range of teaching strategies and approaches in the classroom to create student-centered learning that inspires confidence and personal responsibility. Students need to be actively engaged in learning, and the voices of both teachers and learners are essential in an IB education” (ibo.org). Sample strategies teachers could use to develop the content of the standards are: disciplined inquiry and research; communication of ideas; close reading of texts; and give students time to practice and apply new skills and understandings. Teachers will use the IB MYP unit planner to plan and prepare for instruction.

In addition, MMMS will continue to focus on instructional strategies from Teach Like a Champion and Reading Reconsidered, with a commitment to adapt these strategies for content areas. Instructional coaching will continue to focus on specific levers from these anchor texts to magnify the impact of instruction. The MMMS instructional leaders will continuously analyze data to determine if our instructional practices and curricular model are serving the needs of all our students and make adjustments to instructional strategies as necessary to improve effectiveness.
Data teams will systematically analyze student academic progress and use data to guide instructional planning, including re-engaging concepts with the whole group or targeting interventions and instruction for smaller groups of students. Teams, including Denver Fellows, will track individual student performance and will establish data trackers to monitor the progress of all students. Trackers will be standards-based with a focus on language proficiency. Data trackers will also be created and used by students to take ownership of their own learning by setting and monitoring learning goals. This structure supports teachers in implementing formative assessment strategies described later in the progress monitoring and assessment portion of the plan.

For McAuliffe Manual Middle School, academic achievement, content mastery, and language development is essential in leading our students to and through high school and college. All classes will be heterogeneously grouped to capitalize on the IB MYP model that leverages inquiry based learning and will allow for teachers to flexibly group students throughout the year. Student achievement data will inform flexible grouping and allow students to receive more customized instruction in specific academic skills. In a flexible group setting, students who struggled to grasp a concept might be grouped together and receive more personal attention from the teacher or a Fellow. Simultaneously, students who understood the concept might be asked to perform a more challenging exercise related to the lesson to allow them to go deeper in their understanding or application of the topic. Students receiving English Language Acquisition (ELA) services will have personalized English language development courses based on ACCESS levels & students with Individualized or advanced learning plans will receive personalized instruction and supports to ensure the goals of their plan are met.

The fidelity and consistency of our methodology and strategies will be unremittingly monitored by the McAuliffe Manual Middle School instructional leaders and supported by the founding McAuliffe International School Smiley Campus. Additionally, data teams, instructional leadership teams, content teams, Denver Fellows teams, and the cross campus curriculum & instruction teams are also responsible for monitoring implementation.

B. Curriculum

McAuliffe Manual Middle School (MMMS) will be part of the McAuliffe International Schools Network, an Innovation Management Organization (IMO), which represents a new form of governance within DPS. The IMO is a collaborative of innovation schools with like-minded educators and goals that operate under greater autonomy to execute the vision of their school’s plan. The IMO will enable ongoing collaboration, sharing of best practices, and continuous improvement among a community of aligned educators at MIS schools. Though we expect the IMO to provide significant advantages over launching new stand-alone schools, the IMO is also committed to autonomy for MIS principals and customization of each MIS school model based on the unique community it serves. In the curriculum section of the school plan we will outline:

- Shared curricular, assessment, and instructional practices across schools such as
  - The International Baccalaureate Middle Years Program
  - Interim Assessments
  - Core Course Offerings

- Unique curricular decisions for the McAuliffe Manual Middle School campus such as
  - Alignment to Manual High School’s academic program
  - Implementation of Formative Assessment Strategies
  - Focus on culturally-responsive curricular materials and instructional practices
  - Instructional Planning
As a network of schools, McAuliffe International Schools will provide support in sharing the core practices and curriculum documents from its founding campus at Smiley and in implementing IB MYP. Over the past two years, MIS has maintained high student growth, earning a distinguished rating on the School Performance Framework. McAuliffe’s academic proficiency for students who are ELL and FRL outpaced the district average. Closing the overall achievement gap for all of student groups is a critical priority and focus for McAuliffe International Schools. McAuliffe Manual Middle School has identified additional resources and program components to ensure we meet the needs of our targeted ELL and student with disabilities population. McAuliffe Manual Middle School has partnered with Denver Fellows to provide dynamic instructional interventions to meet the needs of our diverse learners.

The IMO will support McAuliffe Manual Middle School with implementation of the IB MYP and the accreditation process. The pedagogy, planning and instructional strategies of the IB MYP are based on over 40 years of research into best practice with diverse student populations worldwide. A 2011 study on the impact of IB MYP on student engagement and performance with students in multiple urban, socio-economically diverse schools similar to DPS demonstrated that an increased percentage of IB MYP students achieved at higher levels than their non-IB MYP peers on comparative assessments in core subject areas. (Wade, 2011). The program will best help us achieve our mission by ensuring that 100% of students enter high school on-grade level and dramatically increase the number of students of color, students in poverty, students with disabilities, and English learners who are prepared for a rigorous high-school program.

Each school within the network will offer similar core courses across the grades, but will implement classroom structures, routines, interventions, and curriculum that best serves their student population. Each school within the network will administer common interim assessments in order to provide information on student learning and share effective practices across classrooms and schools.

The curriculum at McAuliffe Manual Middle School will be a cornerstone to carry out its mission successfully. The below discussed curricula materials are based on IB MYP and best practices of schools across the country serving similar demographics and have produced excellent results. All lesson plans will be aligned to the Common Core State Standards and Colorado Academic Standards.

McAuliffe Manual Middle School teachers need to internalize lesson objectives and curricular materials and be able to make the necessary data-driven adjustments to better serve their specific group of students – especially our English Learners and students with disabilities. We will be able to offer teachers rich curricula materials from the District and support on pedagogy and lesson materials and tasks from the MIS founding campus. With that in mind, support around lesson plan development and curriculum implementation will be a focus of professional development. A substantial amount of time will be spent working collaboratively to develop lesson and unit plans that align with CCSS and draw from the research-based curricular materials. Teachers will collaborate to ensure that there is both horizontal and vertical alignment around their unit plans to best support student growth. This will be an ongoing conversation throughout the school year, where teachers are spending time together to assess progress on the curriculum and effectiveness of specific unit plans. Moreover, teachers will receive professional development for each of the various curricular materials with a focus on excellent implementation. Teachers will utilize IB MYP planning templates and resources. Teachers will receive feedback and support on the creation and implementation lesson plans. In order to support sustainability amongst staff, as well as best practices, collaboration will be fundamental to curriculum development. Daily Team Time will be used to collaborate on the development of lesson plans and evaluate the effectiveness of lessons on advancing student achievement. Each of these team meetings
will be led by a grade-level or content lead planner teacher leader. In McAuliffe Manual Middle School’s first year of opening, teacher leaders and content specialist from McAuliffe International School at Smiley will support this professional development.

Staff development activities prior to the start of the school year and on early release professional development days throughout the year are devoted to:

- Understanding IB MYP pedagogy, inquiry-based backwards-design curriculum mapping, and unit planning
- Deepening understanding of the CCSS, CAS, and IB MYP standards and aligning/creating assessments
- Professional development and planning for implementation of formative assessment practices
- Subject-specific professional development on pedagogy and curricula materials

**International Baccalaureate Middle Years Program (IB MYP)**

As an International Baccalaureate Middle Years Program candidate school, McAuliffe Manual Middle School will offer students a rigorous, well-rounded liberal arts education that emphasizes character education and international-mindedness. All McAuliffe students take full year courses in mathematics, language arts, social studies, science, engineering/design/technology, native and world languages, the arts (visual, drama, band, orchestra, choir, or journalism) and physical health education. In addition to our robust course offerings, students have the opportunity to participate in athletics, enrichment programming, service projects, field trips, and student leadership groups.

The learning environment at McAuliffe International Schools reinforces the IB mission by providing:

- **Learner-Centered Classrooms:** McAuliffe students learn by doing. Teacher talk and lecture are limited to providing background knowledge and necessary direct instruction.
- **Depth over Breadth:** McAuliffe students form deep understandings of essential learning objectives derived directly from the Common Core State Standards and internationally recognized IB standards.
- **Inquiry-based learning:** Students learn by solving real world problems and answering essential questions.
- **Technology and Engineering:** McAuliffe International students participate in the Project Lead the Way Gateway to Technology program. This project-based curriculum challenges student to create, design, build, discover, collaborate and solve problems while applying what they learn in math and science.
- **Interdisciplinary, project-based learning:** Students learn by completing performance tasks that integrate skills and knowledge from multiple content areas.
- **Opportunities for use of multiple intelligences:** Students are able to demonstrate mastery using a variety of self-selected performance tasks.
- **Service Learning Projects:** McAuliffe students gain real world knowledge, skills and experience by conducting service learning projects and working to improve their community.
- **Mastery for all:** Students are allowed multiple opportunities to demonstrate their learning and are provided additional time and support to achieve mastery within the classroom or with additional interventions or support classes. Competency-based criteria are used for grade-level promotion decisions.
- **Student ownership of learning:** By offering culturally responsive curricula and opportunities for student voice, students take ownership of their engagement in education and contributions to the school’s community. Our goal is that each student is able to articulate: what he/she is learning; what success looks like; why he/she is learning what he/she is learning; what he/she will do if he/she needs help; and what he/she will do next once he/she has met learning objective.

- **Capstone projects:** Students select a topic of their choice to complete and present a community project at the end of their 8th grade year as a means of demonstrating the knowledge and skills that they have acquired in their time at MIS. These capstone projects will allow for McAuliffe Manual Middle School students to interact with Manual High school students on internships and senior projects that offer students to a variety of career exposure and exploration.

- **College visits:** Students have the opportunity to visit a local university campus once each school year.

**MYP Candidacy**

The founding McAuliffe International campus just finished the rigorous three year process of becoming an authorized International Baccalaureate (IB) World School. McAuliffe Manual Middle School will begin the process at its inception. IB schools share a common philosophy and a commitment to the high-quality, challenging, and international education that McAuliffe International Schools believes is important for all students. The three-year candidacy process includes a trial implementation of the Middle Years Programme (MYP), professional development for teachers, and a verification visit from IB consultants.

The Middle Years Program provides students with deeper conceptual understanding and opportunities for success in a variety of rigorous school programs. The IB Middle Years Program is research-based and has proven to be effective in schools both domestically and internationally. According to a study conducted by the Australian Council for Educational Research (2010), IB MYP students outperformed their non-IB peers on the International Schools Assessment in a majority of grade levels. The IB MYP will provide students at McAuliffe Manual Middle School with the necessary knowledge and skills to contribute to and compete in a global workforce.

**Cultural Relevancy**

The principles of the Middle Years Program are deeply rooted in international education. This philosophy is reflected in the IB Mission Statement, which expresses the IB’s overall purpose as an organization promoting and developing programs of international education. The curriculum and pedagogy of IB Programmes focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.

The IB mission statement is: *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB Program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.* McAuliffe International Schools embrace the IB philosophy and integrate social justice curriculum throughout content areas.

The MYP provides students a global perspective through five areas of interaction:

- **Approaches to Learning:** Students will be provided with the tools to enable them to take responsibility for their own learning.
• **Community and Service:** Students will gain a deeper knowledge and understanding of the world around them with an emphasis on the skills needed to make an effective contribution to society.

• **Human Ingenuity:** Students will focus on the evolution, process and products of human creativity and their impact on life and society.

• **Environment:** Students will develop an awareness of their interdependence with the environment in order to understand and accept responsibility.

• **Health and Social:** Students will explore key aspects of development leading to complete and healthy lives that encompass physical, social and emotional health and intelligence.

These five areas of interaction are addressed in an interdisciplinary manner through core courses.

**Alignment with Manual High School**

The IB MYP approaches to learning and the learner profile will prepare students for any rigorous high school program because its focus is on students developing the skill of how to be a learner. Students will matriculate into Manual High School with the habits of mind and attributes to help them become responsible members of local, national, and global communities. Building a strong relationship and partnership with Manual High School, will prepare students to serve their community in the future.

We will meet regularly with Manual’s Instructional Leadership team to ensure alignment of curriculum and course offerings. Manual is utilizing the ACT College Readiness Standards. McAuliffe Manual Middle School’s curriculum align with the CCSS and CAS standards which will prepare students for Manual High School’s focus on ACT College Readiness Standards. We will also utilize the same teacher professional development approach to ensure the curricula materials are relevant to students outside of school. The IB MYP approaches to learning in math and science will prepare students for the Bio-Medical program at Manual if they chose. We will align on the prerequisite expectations so students can take advantage of the career exploration programs at Manual High School. In completing the IB MYP program at McAuliffe at Manual, students will be strong readers and writers-- fully prepared to engage in the rigorous curriculum and course offerings at Manual High School.

**Instructional Coherence**

A key component of the instructional program at MMMS is instructional coherence between standards, curriculum, instruction, and assessment.

*Driven by Data* by Paul Bambrick-Santoyo reveals research and case studies that have shown the use of data to drive instruction dramatically increases student achievement. The philosophy in the book focuses a school’s attention on the question, “are our students learning?” This relentless focus on our students and what they need will drive the instructional decisions at and across schools in MIS.

At McAuliffe International Schools, we will work across campuses to ensure that rigorous, common, interim and formative assessments are used to drive ongoing instructional improvements in math, literacy, science, social studies, and ELD. To support effective implementation of data-driven instruction (DDI) we will:

- Select or create rigorous, standards-aligned, and linguistically appropriate interim assessments, seeking input and collaboration with DPS’s ARE and ELA departments.
- Ensure immediate results for teachers to analyze and plan instruction.
- Prioritize instructional coherence in the school to ensure that, standards, curriculum, and assessment all work together to maximize student achievement.
- Plan common data analysis days and ensure time in the school calendar and teacher schedule’s to analyze and plan from data.
- Utilize the instructional leadership team (ILT) to ensure follow-up on the actions planned from data analysis and reflect on impact.
- Drive a culture of continuous improvement.
- Model data-driven decision making.

The ability to provide common, high-quality, standards-aligned, and linguistically appropriate interim assessments across schools in the MIS network will allow us to monitor student learning and increase collaboration through the sharing best practices across classrooms and teams.

At the heart of the work with data-driven instruction is ensuring that assessments (both at the network level and later described in this section at the classroom level) are formative. Implementation of formative assessment strategies at the daily level will be a specific focus for McAuliffe Manual Middle School teachers. In 2009 Black and William define formative assessment as:

> to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely better, or better founded, than the decisions they would have taken in absence of the evidence that was elicited (9).

The work of Dylan William and Siobhan Leahy use this definition and decades of research on formative assessment to create five key strategies of formative assessment (Leahy et al., 2005). The five strategies are:

- Clarifying, sharing, and understanding learning intentions and success criteria
- Engineering effective discussion, tasks, and activities that elicit evidence of learning
- Providing feedback that moves learning forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

These strategies will empower teachers to deeply know their content and students, as well as provide a framework and process for them to successfully meet the identified needs of their students.

**McAuliffe Manual Middle School Curriculum Design**

Inherently interconnected to the five key strategies of formative assessment described above is standards and curriculum. McAuliffe Manual Middle School will provide teachers with strong curricula materials and assessments aligned to the Common Core State Standards and Colorado Academic Standards. McAuliffe Manual Middle School’s teachers are not just designers of curriculum, but also designers of learning experiences, unique to their students. As the school grows, each team is supported by a lead-planner for the content area and a member of the school’s Instructional Leadership Team (ILT).

McAuliffe Manual Middle School will use the IB MYP framework for instructional planning that develops the purpose of the unit, define the process of teaching and learning through inquiry, incorporate real-world global context, and then reflect on the impact. This framework aligns with Wiggins and McTighe’s Backwards Planning framework and formative assessment strategies. In making decisions about curriculum for McAuliffe Manual Middle School we want to:

- Give teachers a strong foundation of standards-aligned, culturally and linguistically appropriate instructional materials so they can focus on crafting learning experiences and focus on rich, rigorous tasks to gather evidence of student learning
- Build from and share instructional practices with the founding MIS campus
- Make data-driven instructional decisions
The MYP unit planning framework enhances the following systems, structures, and instructional materials described below for each of the core content areas. The plan also addresses how teachers across campuses will collaborate.

**Mathematics**

McAuliffe Manual Middle School will utilize the scope and sequence materials from DPS. The DPS adoption of Connected Mathematics 3 (CMP3) offers students more practice in developing academic language, academic discourse, and critical thinking and problem solving skills that is critical for our student population. The focus in designing learning experiences for students will be in answering these questions:

- What mathematics do I want to come out of the lesson?
- What is the outcome we want students to reach by the end of the lesson?

Providing strong curricula materials will allow teacher planning time to be focused on the mathematics of the lessons so teachers are prepared to facilitate learning and address student misconceptions. This will allow teachers to differentiate and scaffold instruction to support every student’s learning. CMP3 supports the MYP IB criterion because it is centered on inquiry-based learning and provides students opportunities to independently and collaboratively investigate, reflect, and take action. CMP3 supports the IB’s focus on problem solving & analytical reasoning so that students develop logical, abstract, and critical thinking skills.

McAuliffe Manual Middle School will have an extended math block to ensure time for blended and personalized learning. This will allow teachers to meet the needs of their students and ensure additional opportunities for mastery or enrichment. We will utilize the STAR Math Assessment, and Accelerated Math, as a part of the district’s scope and sequence to ensure students have opportunities to practice the math skills that they need. Providing this opportunity for blended learning allows each student to establish and achieve personalized math goals - whether they are filling in gaps from elementary school to achieve grade-level mastery, working on deep application of grade-level standards, or working at an accelerated pace with above-grade-level standards. MMMS will be partnering with the Denver Fellow Program to provide two additional instructors in each classroom to support small-group instruction and allow for the personalized instruction described above.

Math teachers will receive professional development in the book *Principles to Actions: Ensuring Mathematical Success for All* published by the National Council of Teachers for Mathematics. This book connects research to practice. It provides research-based practices that engage students in mathematical thinking, reasoning, discussion, and sense making to significantly strengthen teaching and learning.

McAuliffe Manual Middle School teachers will collaborate with the lead teachers at the founding MIS campus on:

- Mathematical models used to teach the major mathematical concepts of the grade-level
- Implementing rigorous tasks and planning scaffolding so that all students are able to engage in the mathematics
- Analysis and action planning from common assessments

**English Language Arts**

For language arts, McAuliffe has created its own curriculum that is rigorous, culturally-relevant, aligned with the Common Core Standards and the IB MYP program. The McAuliffe language arts curriculum draws upon curricular materials from a variety of sources including Lucy Calkins, Expeditionary Learning, Uncommon Schools and others. The McAuliffe curriculum is systematically evaluated and refined by
teachers under the guidance of a lead teacher with expertise in the subject area. McAuliffe’s curriculum supports our implementation of MYP IB because it is centered on inquiry-based learning and provides students opportunities to independently and collaboratively investigate, reflect, and take action based on literature analysis. The curriculum’s focus on language being fundamental to learning, thinking, and communicating supports students in meeting the demands of MYP IB and CCSS for both reading and writing.

McAuliffe Manual Middle School will utilize the scope and sequence from MIS campus in addition to using additional materials from Expeditionary Learning - especially for students whose language of instruction is Spanish. During the school day all students will have access to these components of our literacy program. These materials are research-based and allow students to have daily access to:

- 20 minutes of Independent Reading with books of choice at their instructional level.
- 45 minutes of Grade-level Core instruction. Students will comprehend complex texts with teacher instructional support as well as develop critical thinking skills. Students will write on a daily basis in response to reading. We will use direct instruction through mini lessons for writing, and will ensure a school-wide common approach and language to writing.
- 30 to 45 minutes of targeted, data-driven small group instruction. Students will engage in differentiated groups based on their reading and writing level needs. Students will participate in literature circles, teacher-supported guided reading, skill based interventions, or writing centers to ensure mastery of both content and language standards. Guided Reading is a research-based approach that allows children to develop as individual readers within the context of a small group. This approach is used at many high performing schools, such as Uncommon Schools, with positive results and can be implemented in both English and Spanish. The approach places students in groups that are similar in their development of a reading process and are able to read about the same level of text. Guided reading provides the opportunity to match reading instruction to the individual. Tailored small group instruction allows the teacher to model and prompt the student to think about the reading process supported by independent reading strategies. Teachers may begin a guided reading lesson by introducing the text, practicing unfamiliar vocabulary, or drawing the group’s attention to the book’s special features. Students then read on their own while the teacher moves from student to student listening to small sections of text read aloud. During reading the teacher is assessing progress, observing reading behaviors and further guiding students as necessary. After the students have read independently, the group returns to the text to answer questions as a group and explore the book’s meaning together. Lastly, students summarize, extend meaning, and interpret the text with a written response.

McAuliffe Manual Middle School is committed to making cultural connections in all subject areas. In reading, teachers will draw from texts that are relatable for students’ demographic and cultural backgrounds. Students will be grouped and regrouped in a dynamic process that involves ongoing observation and assessment. Teachers will benefit from a guided reading leveled library as well as lesson structure guidance. While this structure is largely used in elementary school we will adopt its use for middle school by utilizing a literature circle format.

McAuliffe Manual Middle School has secured a literacy partnership with The Carmel Hill Fund to ensure that each classroom and teacher are equipped with the appropriate, culturally-relevant reading materials to support each student’s reading levels and needs. The Carmel Hill Fund provides support for building classroom libraries and utilizes Accelerated Reader. This partnership will be used as an
instructional tool for reading comprehension during the independent reading time. AR is available in English and Spanish. The program assists in personalizing and guiding independent reading practice, provides online support and quiz information for teachers as well as increases parental support through web-based, school-to-home communications. AR utilizes the ATOS readability formula—a verified measure of quantitative text complexity for the Common Core State Standards. Research among key federally funded organizations charged with evaluating educational products show that AR is effective in improving students’ reading achievement. Carmel Hill coaches teachers in using this data effectively to plan targeted-small group instruction or conference with students during independent reading. MMMS will be partnering with the Denver Fellows Program to provide two additional instructors in each classroom to support small-group instruction and allow for personalized instruction.

McAuliffe Manual Middle School teachers will collaborate with the lead teachers at the founding MIS campus on:

- Selecting and analyzing complex text
- Implementing rigorous tasks and planning scaffolding so that all students are able to engage in grade-level complex text
- Successful writing structures
- Analysis and action planning from common assessments

Science

For science, MMMS will create a 6-8th grade spiraled and integrated science curriculum. IB MYP supports interdisciplinary units and students being able to make connections between the sciences: life, physical, and chemistry. The IB MYP science criteria aligns well with both the Colorado Academic Standards and the Next Generation Science Standards. MMMS will use the IQWST curriculum from Activate Learning.

The IQWST curriculum focuses on developing each student as a scientist and is based on science education, literacy, and learning research from the University of Michigan, Northwestern University, Michigan State University, and the Weizmann Institute of Research. Students investigate questions based on investigations; collecting and analyzing data; developing models to explain phenomena; and engaging in argument from evidence. Students are immersed in a literacy and discourse-rich learning environment. (activatelearning.com). The IQWST curriculum aligns and exceeds the expectations established in the CAS and NGSS. Units of Study in the IQWST curriculum allows students to independently and collaboratively investigate questions and issues through experimentation, research, and observation - which are important science criteria in the MYP IB.

McAuliffe Manual Middle School teachers will collaborate with the lead teachers at the founding MIS campus on:

- Selecting and creating tasks that require students to write an argument using claims, evidence, reasoning and rebuttal when engaging in investigations.
- Analysis and action planning from common performance assessments

Social Studies

For social studies, MIS Campus has created its own curriculum drawing on the DPS adopted curriculum scope and sequence and aligned resources. The 6th grade geography course draws on Engage NY curricular resources and the C3 Inquiry Design Model. MIS campus curriculum is systematically evaluated and refined by teachers under the guidance of a lead teacher with expertise in the subject area. The curricular resources from Engage NY and C3 Inquiry Design Model best supports the MYP IB.
individuals and societies criteria by incorporating disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science). This broader focus best aligns with our school mission and goals for literacy and exceeds the Social Studies Colorado Academic Standards.

McAuliffe Manual Middle School encourages students to become active learners. We use the C3 Inquiry Design Model which creates compelling and supporting questions that frame and give structure to an inquiry. Students complete summative, formative, and additional performance tasks that provide the opportunities for communicating conclusions. They will be expected to use disciplinary sources that allow students to explore the compelling question, build content expertise, and develop the disciplinary skills to successfully support and defend their ideas. The questions that students and their teachers examine do not lend themselves to simplistic conclusions. The conclusions they reach will be better informed when based on thoughtful and multidisciplinary approaches.

McAuliffe Manual Middle School teachers will collaborate with the lead teachers at the founding MIS campus on:

- Implementing units from the founding campus’ scope and sequence
- Selecting rigorous tasks and performance assessments
- Analysis and action planning from common assessments

Electives

McAuliffe at Manual will offer a full range of electives including music, art, PE, language, and engineering (aligned to Manual High School Bio-Medical program). McAuliffe Manual Middle School will offer a variety of elective and enrichment opportunities for students. Elective classes will be aligned to the Colorado Academic Standards and embed rich literacy opportunities aligned to the CCSS. We will partner with community and the founding MIS campus to offer a wide variety of elective classes and enrichment programs to accelerate and expand student learning and development.

Our rich elective program empowers students with more choice and responsibly in their education. Choice allows students to explore their personal interests, and prepares them for the choices they will have in high school. We want to ensure that each student has a chance to explore as many opportunities in as many different areas as possible as they begin the very hard work of defining who they are.

MIS at Manuel will insure that electives are a critical part of the curriculum similar the successful model of Success Academy charter network in New York. Our electives offer students a chance to explore interdisciplinary connections, explore a variety of texts, discover their own skills and passions, and provide vital avenues for student’s self-expression.

Our physical education and sports programs add opportunity for students to incorporate wellness in both physical fitness and personal health. Wellness is not solely about physical activity, but also the mental and social wellness it takes to be the best version of oneself. Students will have the opportunity to embrace discussion of social issues, substance abuse, family life, and human sexuality throughout the program.

A key part of our mission is to ensure that all students have access to these opportunities beyond core instruction. With four electives in each student’s schedule, there are multiple opportunities to provide differentiated language and learning instruction, interventions, and acceleration without narrowing the curriculum or eliminating opportunities for students to participate in engaging enrichment classes. A student who is an English language learner could participate in a daily English Language Development (ELD) class, and still have two interest based electives. A student struggling in a content area or has an
IEP that needs specific support to achieve learning goals could participate in one or two intervention classes, and still participate in interest-based electives. Furthermore, advanced and gifted learners could participate in advanced academics or enrichment opportunities in addition to electives.

Curriculum Refinement

The MIS Executive Principal, McAuliffe Manual Middle School principal, and Lead Teachers from both sites will oversee the ongoing refinement of curriculum, monitoring implementation and impact on student learning, and ensuring horizontal and vertical alignment of student learning objectives using data gathered in shared classroom walks and common assessments across schools. This collaboration will help ensure excellence in teaching and learning at both sites.

It is critically important that we maintain the rigor and breadth of our curriculum across all content areas at both sites. MIS Network will provide instructional coaches and curriculum specialists to collaborate and support teachers in McAuliffe Manual Middle School’s inception year. Instructional Coaches and content area specialists will meet bi-monthly to ensure alignment and rigor. The principals and directors will also be providing feedback to coaches around instructional strategies and strategic coaching levers.

During the second year McAuliffe Manual Middle School will hire instructional coaches and curriculum specialists to help the expansion of the build out of the middle school program. The McAuliffe Manual Middle School principal will focus on implementing a distributive leadership model to develop a pipeline of strong instructional teacher-leaders. We will identify teacher leaders in the founding year who will move up to 7th grade and 8th grade with the students to ensure a vertical progression and coherence of student learning in the design of the middle school curriculum, especially in mathematics and literacy.

The McAuliffe Manual Middle School school leadership team, instructional leadership team, and 8th grade teachers will work collaboratively with Manual High School leadership and 9th grade teachers to review student readiness for transition to high school and recommendations for placement in high school courses.

C. Scope and Sequence

Curricula equip teachers to design engaging, culturally responsive, academically rigorous learning experiences for students. Curricula must be aligned to the Colorado Model Content Standards and the Common Core State Standards.

In addition to the specific curricular resources outlined in the above section which will utilize the DPS scope and sequences and the curricula designed at the founding campus we will supplement other resources as needed to best meet the needs of our students. As the school builds out to full enrollment in grades 6-8 and the approval of the innovation plan we will develop full scope and sequences for each core content area and elective. A sample scope and sequence for sixth grade is provided in Appendix K.

Appendix K: Scope and sequence for one grade level

D. Class Size

McAuliffe class size guidelines are consistent with other schools in the district and align with minimum requirements in the DPS Budget Guidance Manual, with up to 30 students in core and elective classes, and special education caseloads of up to 21 students per teacher.

E. School Schedule & Calendar

McAuliffe International Schools, collaboratively with their School Leadership Teams, will adopt a common calendar annually for its campuses to ensure continuity for McAuliffe students, staff and
The proposed changes to the district calendar will include:

- Adding additional professional learning prior to the start of the year
- Monthly staff development time
- Changing the dates of the planning/assessment days to align with the network’s assessment strategies
- Increasing the number of student contact days to increase instructional time

McAuliffe International Schools provide both extended day and extended year programming to increase learning opportunities. The extended day and year ensure that all students graduate on grade-level and are fully prepared for high school. While Manual High School will continue to use the DPS calendar, McAuliffe will work in its calendar process to ensure that we minimize this impact on families. We will consider:

- Days off between the middle school and high school program align 80% of the time
- Clear communication of differences to families to best plan for transportation and other needs (our community liaison can support meeting these identified needs like optional enrichment opportunities or childcare for families who may not be able to adjust their schedules)
- Time for shared professional development and meeting between Manual High School and McAuliffe Manual Middle School (i.e. classroom walks, planning for 8th grade transition, 6-12 curriculum alignment and planning, planning school culture and campus events, etc)

The CSC at both McAuliffe Manual Middle School and Manual High School will meet jointly to confirm critical dates including start dates, holidays, alignment to the DPS calendar, etc.

**Student Schedule**

In 2015-16, McAuliffe students will attend 183 days of school, ten more days than the District calendar. In addition, McAuliffe students attend school from 7:45 am to 3:45 pm. There will be an early release day one day per month 7:45 am to 1:15 pm, adding approximately 300 minutes of instructional time to the weekly schedule. Overall, this is the equivalent of almost eight more weeks of school than the traditional calendar and school day provides. This extended time is critical to closing achievement gaps while simultaneously integrating problem-based learning and critical thinking skills and expanding enrichment opportunities for all students. Effective use of extended time is expected to be a major contributor to increasing achievement for students at McAuliffe Manual Middle School.

Manual High School’s students attend school from 8:10 am to 3:25 pm. This staggered start and end time will support the shared campus traffic and help increase safety.

<table>
<thead>
<tr>
<th>McAuliffe Manual Middle School Sample Student Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7:45 am - 3:55 pm</strong></td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td><strong>Blue DAYS</strong></td>
</tr>
<tr>
<td><strong>WHITE DAYS</strong></td>
</tr>
<tr>
<td>80 minutes</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>80 min</td>
</tr>
<tr>
<td>40 min</td>
</tr>
<tr>
<td>80 min</td>
</tr>
<tr>
<td>80 min</td>
</tr>
<tr>
<td>35 min</td>
</tr>
<tr>
<td>90 min</td>
</tr>
<tr>
<td>80 min</td>
</tr>
</tbody>
</table>
F. Progress Monitoring and Assessment

Assessments

McAuliffe Manual Middle School will create a balanced assessment system that supports our ability to:

- Measure student growth
- Make data-based, collaborative instructional decisions
- Use diagnostic information to ensure each student gets what they need
- Implement state and district assessment policies

All assessment results will be shared transparently with students, parents, and teachers.

Assessment Policy

Philosophical Underpinnings

Assessment is the process by which learners show what they know. A school must consider the development that occurs in early adolescence in order to define the way it uses assessment. Therefore, McAuliffe International School emphasizes the MYP Approaches to Learning skills that promote collaboration, self-assessment, choice, and general awareness of ability and engagement. The “growth mindset” resulting from this emphasis pairs well with the philosophy that true assessment allows learners multiple opportunities to demonstrate mastery of a standard. Instead of thinking they have failed, students should hear the message that they haven’t succeeded yet but have an opportunity to try again and improve their performance using peer and teacher feedback.

Though students do differ in natural intellect and motivation, effort and achievement have a correlative relationship. Students must own their learning in order to produce work that can be assessed accurately. Furthermore, we believe students should demonstrate their learning for authentic audiences. Taking action as a result of their inquiry, students should be able to publicly display and celebrate the results of their efforts.

Formative assessment is a crucial part of McAuliffe’s assessment philosophy. When the feedback on such assessments is timely and specific, formative assessments inform future teaching and learning experiences and should always be oriented toward the summative task. Whereas formative assessment is the practice, summative assessment is the game. Summative assessment should require students to transfer learned knowledge, skills and concepts to new situations. Success on summative assessments is the expectation for all learners.

Common Practices for Internal Assessment

Because the Middle Years Programme requires valid, reliable, and relevant assessments, teachers make data-driven choices and use their expertise as educators to design their own assessments. Through the MYP unit planning process (facilitated by an online tool named ManageBac), teachers create end-of-unit summative assessment tasks. These tasks

➢ give students the opportunity to demonstrate mastery of the objectives learned in the unit.
➢ explore the unit’s statement of inquiry.
➢ align with the command terms found in the MYP objectives, as well as in other pertinent content standards.
➢ vary in form so that the year captures a balance of assessment methods.
➢ are planned so that each objective strand is addressed twice throughout the course of the year.
➢ provide the opportunity for metacognition whenever possible.

In each subject area at each level, a clear, student-friendly rubric or grading scale accompanies the assessment task. Each objective that the assessment measures is assessed against the appropriate criteria. Before grading these assessments, teachers convene during collaborative planning time (or during a full day of collaboration) to standardize their scoring and define what each level “looks like” in order to generate valid and reliable data on student performance.

Teachers use the data from formative assessments, summative assessments, and benchmark tests (see below) in weekly data team meetings. Teachers identify strengths and areas for improvement, plus instructional strategies that will close the gaps in learning identified through the process. The goal is that each student receives the differentiated approach he or she needs in order to reach the highest level of achievement according to the assessment criteria.

Reporting on Academic Progress
Reporting should represent a full view what a student knows and can do. Performance on varied assessment tasks over time allow teachers to make a “best-fit” judgment against the criteria to report on a student’s mastery. In addition to the quantitative number that fits the MYP (0-8) scale, a report should provide qualitative feedback that elaborates on what a student knows and can do. It is important for all stakeholders - teachers, students, parents, and administrator - to have access to the reporting tool.

McAuliffe uses a standards-based recording and reporting system and will help Year 3 (8th grade) students transition to a traditional (A-F) reporting system by showing them the likely conversion. (For example, if a student demonstrates work at the 6th level of achievement according to MYP criteria, she probably would have earned a B+ on that assignment in a high school.) McAuliffe uses the district recording and reporting tool, Infinite Campus and gradebooks should show 0-8 scores for all assignments. Below is a description for each MYP score.

<table>
<thead>
<tr>
<th>Description</th>
<th>MYP Score</th>
<th>District Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Distinguished</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Strong</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Competent</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Approaching</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Partial</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Minimal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The student does meet any of the requirements in the standard</td>
<td>0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

**Additional helpful information:**

- If your student is demonstrating “Competent Command” or “Strong Command,” on assessments, then he or she is meeting the grade-level standards covered throughout the unit.
- If your student is demonstrating “Approaching Command,” this means they are very close to where they need to be. Your student will probably be able to reach a “Competent Command” level without much extra support outside of class. Perhaps a bit more practice outside of class, as well as a bit more effort, participation, and question-asking during class, will enable them to reach the competent command or strong command level.
- If your student is demonstrating below an “Approaching Command,” that is, below a “4,” then he or she may need extra support outside of school. If you have questions about how to support your student at home, please email the teacher for suggestions.
- To reach an “Exceptional” or “Distinguished” command level, your student must meet expectations that are above grade-level. These command levels are truly exceptional, and should be celebrated as such. If you student does not bring home an “Exceptional” or “Distinguished” command level on an assessment, this is not something that should cause worry. It just means your child has not demonstrated thinking and understanding that is truly above the high standards that are set for each assignment.
- Each student has a section in their binders with returned work that you can check with more detailed feedback on your students’ work.

**Parent/Guardian Access**

Parents and guardians have access to Parent Portal which allows them to see assignments teachers have entered into Infinite Campus. Throughout the school year, McAuliffe teachers will report, at a minimum,
every summative assessment, as well as formative assessments that have been an integral part of the summative assessment. When appropriate, teachers will post tasks that relate to student effort/Approaches to Learning. After the end of each trimester, parents and guardians receive an Infinite Campus-generated report card which will include marks for academic standards, and at least 1 comment. Finally, at the end of every school year, teachers report cumulative marks for academic standards and a single end-of-year proficiency rating for academic achievement in their subject.

**External Assessment**

In addition to the MYP objectives for each subject area, McAuliffe holds students to other local, state, and national standards.

➢ Common Core State Standards (CCSS) for Mathematics and Language and literature
➢ Colorado Academic Standards (CAS) for Individuals and societies, Language acquisition, Arts, and Physical and Health Education
➢ Next Generation Science Standards (NGSS) and Colorado Academic Standards (CAS) for Sciences
➢ Standards for Technological Literacy for Design

Starting in this 2014-2015 school year, The Colorado Measurement of Academic Success (CMAS) will annually assess literacy and math skills. The state has joined the Program of Assessment for Readiness for College and Career (PARCC) to create examinations that combine evidence-based selected response questions, technology-enhanced questions, and prose constructed response performance-based tasks. The CMAS will assess social studies skills in 7th grade and science skills in 8th grade.

On a district level, interim exams assess students three times a year against the curriculum that has been taught in Language and literature. McAuliffe has received waivers for the math, individuals and societies and science district interims because our teacher-developed curricula does not align with the district’s prescribed scope and sequence. A rigorous math interim has been developed to align with our curriculum, and it will be administered four times over the course of the year in order to measure growth. Science and individuals and societies assessments have been developed to measure mastery of the unit’s content and skills.

**Assessment for Learning**

This section will elaborate on the framework described in the curriculum section on common formative assessments.

“Used with skill, assessment can motivate the reluctant, revive the discouraged, and thereby increase, not simply measure, achievement.” (*Classroom Assessment for Student Learning* 1). Teachers at McAuliffe will develop assessment literacy in order to ensure we meet our performance status and growth goals. The chart on the following page captures the foundation of assessment literacy – the strategies schools and teachers must employ to ensure that we’re accurately measuring student learning and effectively using the results, not just as teachers, but also to engage students in productive self-assessments that will give them ownership of their learning and success.
McAuliffe Manual Middle School will implement a balanced assessment system of formative and summative assessments in order to drive achievement and maximize use of assessment for our students, teachers, and parents. We will focus on developing assessment literacy, described in table 4 above, in order to ensure that the majority of assessment is used for learning and not of learning.

McAuliffe International Schools will create common language arts interim assessments and writing tasks to monitor student progress, guide instruction, and make adjustments to curriculum. Items will be pulled from the district provided item bank recently purchased so support the CCSS. In addition, McAuliffe Manual Middle School will use the data from the independent reading program and
assessment, STAR Reading, to ensure each student is growing and meeting their independent growth goals.

McAuliffe International Schools Network will continue to create math interim assessments that align with the MIS math curriculum, CMP3, and Common Core Standards, in place of the district math interims. In addition, McAuliffe Schools will use data from Kahn Academy, Think Through Math (TTM), iXL, or Success Measure to gauge student growth and guide re-teaching and adjustments to the curriculum.

McAuliffe International Schools will continue to create and use science and social studies unit assessments and interim assessments, grounded in Literacy Design Collaborative (LDC principles), SePup, aligned to the MYP rubrics and Colorado Academic Standards and next generation science standards, to gauge student progress in science and social studies. These supports and design principles will ensure our students have access to rigorous, literacy-rich assignments and assignments for science and social studies as called for the CCSS.

McAuliffe International Schools will share and create a pipeline of content specialists to ensure a viable and rigorous curriculum and aligned assessments. Through implementation of data-driven instruction (see curriculum portion) and strong data teams, we will analyze and adjust our curriculum based on student work and feedback. Data teams meet weekly to analyze disaggregated formative and summative assessments, to ensure our instruction is tied to the assessment goals and we are meeting the needs of our student population, especially our English Learners, students of color, students in poverty, and students with disabilities. To support effective implementation of common assessments and DDI McAuliffe Manual Middle School will:

- Select or create rigorous, standards-aligned, and linguistically appropriate interim assessments, seeking input and collaboration with DPS’s ARE and ELA departments.
- Ensure immediate results for teachers to analyze and plan instruction.
- Prioritize instructional coherence in the school to ensure that instruction, standards, curriculum, and assessment all work together to maximize student achievement.
- Plan common data analysis days and ensure time in the school calendar and teacher schedule’s to analyze and plan from data.
- Utilize the instructional leadership team (ILT) to ensure follow-up on the actions planned from data analysis and reflect on impact.
- Drive a culture of continuous improvement.
- Model data-driven decision making.

Implementation of State Assessment Policies

McAuliffe International Schools will administer all state mandated assessments including CMAS, Read Act, and ACCESS tests. The special education teacher, site-based assessment coordinator and school counselor will work together to ensure that all necessary accommodations addressed in student IEP and 504 plans are adhered to during all assessment periods. The Assistant Principal will be the Site-Assessment-Leader and will plan for and execute with accuracy and fidelity mandated district and state assessments.

McAuliffe Manual Middle School will adhere to district-recommended timelines and assessment windows for CMAS and ACCESS tests. Results from these assessments will be utilized to understand student progress and comparison to other schools to write the school’s UIP.

Diagnostic Assessment and Progress Monitoring

In addition, we will monitor student’s reading ability, especially in 6th grade, using STAR reading. We will also use STAR reading and SRI for monitoring students with read plans in compliance with the Read Act.
McAuliffe Schools will track the growth of students receiving intervention and special education services using Success Maker, AIMS web, and other appropriate diagnostic/predictive assessments to progress monitor. Progress monitoring data review, analysis, and planning will be embedded in the weekly data team structure and agendas as described above.

**Performance Goals**

McAuliffe International Schools will use student data to set and achieve ambitious, yet achievable student growth goals. Performance goals will be created each school year by the principal and clearly communicated to students, staff, and parents. Individual growth targets will also be created for each student. Example for performance goals are:

- McAuliffe Manual Middle School will maintain median growth percentiles of 75 or above in each content area on state tests and will meet or exceed the district average percent proficient and advanced in three years.

<table>
<thead>
<tr>
<th></th>
<th>Current MGP*</th>
<th>Projected MGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>57</td>
<td>75</td>
</tr>
<tr>
<td>Math</td>
<td>66</td>
<td>75</td>
</tr>
</tbody>
</table>

- 100% of McAuliffe Manual Middle School students will be on track for English language acquisition according to the ACCESS trajectory report

<table>
<thead>
<tr>
<th></th>
<th>Current ACCESS track L 3-6)*</th>
<th>Projected ACCESS (on track L 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS On Track</td>
<td>85%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*MS Network 2

Progress will be monitored weekly using curriculum-embedded assessments, diagnostic data, or instructional tasks and at the end of each six to eight weeks using interim assessments. Additionally, three times a year interim assessments will be used to measure the performance of our students on a national scale and to measure growth. MIS is committed to frequent assessment for learning because it allows us to identify and intervene with struggling students immediately and frequently. Interventions will be identified using a problem solving process, involve parental communication, and interact with the school’s MTSS framework.

As described in the previous section, classroom assessment data and progress monitoring data is reviewed on a weekly basis and used constantly to inform instruction, refine curriculum, and improve teacher practice. MIS will use the following strategies to monitor student growth and identify areas for intervention:

- Beginning of the year assessments will be used to set individual and school targets and schedule in intervention classes
- Interim assessments will be administered every 6-8 weeks and analyzed to determine student progress and make adjustments in instruction. The action plans created during this process are assigned to a member of the instructional leadership team for feedback and support in implementation. The instructional leadership team reviews this data and teacher action plans to generate a school action plan to adjust school programming and plan teacher professional development.
- Student progress reports will be communicated to students and their families every 3 weeks. Progress reports will provide a snapshot of student’s progress toward mastery of standards.
- Data-driven strategic re-engagement of standards, (for example, if less than 70% of students demonstrate mastery, whole group re-engagement aligned with upcoming content, if greater than 70% of students demonstrate mastery, small groups of students focus on gaps identified through interim and other formative assessments)
- Weekly, data teams meet during which teachers collaborate to increase intensity of intervention and support in areas where students need additional instruction.

Teachers are responsible for entering student data, analyzing data in data teams, and using student data to plan for instruction and interventions. Teacher leaders use student achievement data to identify targeted professional development topics and work with school leaders to coordinate professional development, as needed.

Every teacher will have at least 90 minutes a day of collaborative planning time. Each core content teacher will have a teaching partner to plan instruction and utilize common assessment to monitor student progress. Common planning will allow teams to:

- Flexibly using standards-aligned, culturally and linguistically appropriate assessments to generate formative data that measures student learning and drives ongoing instructional improvements.
- Regularly and collaboratively analyzing and comparing student work and achievement data from different assessment types (formative, interim, and summative) to:
  - Calibrate their understanding of mastery of standards;
  - Identify instructional practices that are producing results or need improving;
  - Understand student learning progressions; and
  - Quickly and intentionally remove barriers to student learning.
- Ensure language of assessment is aligned to language of instruction and administer assessments to PPF 1 students in Spanish.

School administration will be responsible for collecting and analyzing assessment data. School made data trackers as well as district systems such as Infinite Campus, Parent and Student Portals, and ANet/Illuminate will be used to collect, analyze, and report student assessment data. PARCC, WIDA-Access, interim assessments, short cycle assessments, and weekly performance data will be gathered, triangulated, and analyzed by the principal and deans. Ultimately the principal, with the help of the instructional leadership team, will be responsible for warehousing the data, interpreting the data for classroom teachers, and facilitating professional development based on performance findings.

**Corrective Action**

Student performance data will be used to implement corrective-actions for students and teachers as necessary. McAuliffe Schools will adjust several levers if we fall short of our academic achievement goals. We will closely analyze the data to determine which skill areas and content areas are not meeting our growth objectives. We will also analyze all sub groups to determine which student populations are not meeting growth objectives and complete a root cause analysis before determining next steps. We will refine our curriculum, target specific areas in our coaching, and adjust our intervention model, and provide summer school and tutoring services for our students.

We will also analyze our intervention data on a bi-monthly basis to determine if our interventions are working to meet student growth goals. Our MTSS team will analyze intervention data for specific students who are identified through the MTSS process.
School progress on interim assessments is reported to the School Advisory Board and then to the broader school via the weekly communication from the principal and/or IMO Director.

G. Academic Intervention & Acceleration

Multi-Tiered System of Support (MTSS)

MIS will continue to use a MTSS process to identify the academic and behavioral needs of all students and to provide research-based instruction, interventions and supports. MIS curriculum, instruction consistent with the IB MYP, and assessments (as described earlier in this plan) constitute the first tier of support. Additional intervention and support is provided as needed, based on student progress monitoring data. The flow-chart below describes the process of identifying academic interventions and ensures that every English learner has access to a high-quality ELD block prior to being identified to receive an academic intervention.

Research-based intervention programs currently used at MIS include: Successmaker reading and math interventions, America’s Choice Navigator math intervention, and Orton-Gillingham reading intervention. Additional interventions are selected and used based on individual student needs.

McAuliffe Manual Middle School will complete a needs assessment to identify student needs and ensure that we select a variety of intervention programming that matches student need.

The McAuliffe Manual Middle School schedule, with extended block scheduling and two elective blocks each day, allows for differentiated scheduling of interventions and specialized instruction to support the needs of all students, including students needing ELD, SPED, intervention, and GT programming.

McAuliffe Manual Middle School is committed to a five-step inquiry process to help teams leverage and organize their school improvement efforts and problem solving to meet the needs of individual students. These steps are illustrated in Figure 5:
Figure 5: DPS Inquiry Cycle

These five steps are designed to help teams uncover root causes of student performance challenges (due to academic struggles or strengths), create and implement action plans designed to specifically address the root causes, monitor progress toward goals, and make adjustments to ensure the ultimate purpose of a data inquiry cycle: improved student outcomes. Not all of these steps occur within a single Problem-Solving Team meeting and are described in the table below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Summary</th>
</tr>
</thead>
</table>
| Analyze| • Collect and analyze a body of evidence to assess current state and relevant trends  
       | • Identify possible root causes (hypothesis) for the problem based on the data  
       | • Validate the hypothesis                                                 |
| Plan   | • Determine the student(s) goal statements  
       | • Develop academic and/or instructional behavioral strategies  
       | • Develop the implementation plan                                         
       | • What support will be needed for the person implementing the plan        
       | • Develop a plan for monitoring progress                                  
       | • Determine how the plan will be monitored for fidelity                   |
| Implement| • Implement the action plan as designed                               
       | • Monitor the plan implementation for student progress                   
       | • Monitor the plan implementation for fidelity                           |
| Evaluate| • Review student(s) progress monitoring data                           
       | • Determine whether the plan was implemented as intended                 |

H. Promotion & Retention Policies

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 principal, assistant principal, teachers, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every
six weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, parents as a part of the MTSS process.

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.

I. English Language Learner Instruction

McAuliffe Manual Middle School as an IB MYP school supports IB’s philosophy that “The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission.” (ibo.org)

At McAuliffe Manual Middle School the consent decree is only a minimum standard for serving English Learners, and MIS Manual will do more to serve them.

Learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. (Savignon 1983)

For our students at McAuliffe Manual Middle School to be successful in high school, college, and careers we know they must have the ability to understand diverse perspectives and communicate with people from other cultures. We believe that our English Learners bring this diversity to our classrooms already and their mother tongue deeply adds value and perspectives to our classrooms. As an IB MYP school English Learners will be fully supported to continue to gain English Language Acquisition in a school culture and setting where everyone is learning multiple languages. The aims of the teaching and learning of MYP language acquisition are to:

• gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
• develop a respect for, and understanding of, diverse linguistic and cultural heritages
• develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
• enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
• enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
• enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
• enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
• offer insight into the cultural characteristics of the communities where the language is spoken
• encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
• foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning
Based on the number of ELL’s at Bruce Randolph Middle School that have ACCESS level 1 or 2 (34) and DSST: Cole Middle School ELs that have ACCESS level 1 or 2 (16) we would anticipate that at full build out McAuliffe Manual Middle School would be a Secondary ELA-E program school. If upon enrollment our services need to change based on student ACCESS scores, we will work with ELA to adjust program services and become a Secondary TINLI model.

We will plan special considerations and services given that many of our students have received TINLI services in elementary school (Columbine, Cole, Swansea, Harrington, and Garden Place are all TINLI program schools). In addition to ELA-E programming we will provide and ELA- resource program and services from a qualified ELA-S teacher similar to Bear Valley International School, Laker International School, and Hamilton Middle School. We will use the language allocation guidelines from 5th grade and 6th grade to determine supports needed from our ELA-S resource teacher for our ELs with ACCESS level 1 or 2 or who are off-track on the ACCESS Trajectory report. We will work with ELA to develop a personalized parent brochure that will articulate the development of our ELA services over time. In our first year, our resource teacher will be ELA-S certified to support student’s English content instruction and transition from Spanish to English instruction.

We will establish a daily 45 minute English Language Development (ELD) block that students will have in addition to their literacy block. McAuliffe Manual Middle School believes in intentionally supporting English Learners, especially in the transition from elementary to middle school, through personalized ELD supports based on ACCESS levels. We will work to ensure that staffing supports the ability to differentiate ELD by ACCESS level.

We will offer Heritage Spanish classes for our students whose native language is Spanish. This class will be a part of their IB experience if they chose. Each IB language offered (Spanish, French, and Mandarin) has a variety of levels to meet student’s individual language needs.

**Our commitments to Cultural and Academic Needs of English Language Learners:**

**Language Acquisition team and responsibilities**

The principal (or principal designee) will establish the school’s Instructional Services Advisory (ISA) team. The ISA team will, at a minimum, have the Principal or Principal designee, and ELA-S teacher, and a qualified or on-track to qualify ELA-E teacher.

The ISA team’s focus will be on the achievement of ELS to ensure that ELS are acquiring English and academic proficiency at a rate equal to their native English speaking peers. The ISA team will meet at the start of the school year and every six weeks to:

- Identify and correct EL identification and placement issues
- Ensure collaboration with Special Education team to address the language needs of ELS identified as students with disabilities
- Review English language proficiency and academic progress of each EL using a body of evidence to support decision making
- Monitor ELS in need of intervention in order to address instructional needs
- Recommend placement, ELA program, and services for ELS
- Communicate with parents regarding programming decisions and/or concerns.
Monitor students for two years after their resignation using a body of evidence to ensure students are making appropriate progress or may need to return to ELA program services.

As discussed earlier in the progress monitoring system, our MTSS system will ensure and work collaboratively with the ISA team to ensure that ELs recommended for targeted and intensive levels of intervention have had sufficient access to high-quality ELD and core content instruction by an “on-track” or “fully-qualified” designated ELA teacher.

- Hire an ELA-S teacher leader and resource teacher(s) to support the ISA team, support staff with ELA strategies and program, support the expansion of the school’s implementation of a TINLI program.
- Hire highly qualified paraprofessionals (providing native language supports).
- Ensure full-time elective teachers complete ELA-E certification.
- Hire office staff that are bilingual (Spanish & English) - with all communications in English and Spanish and a parent welcome center open for conversations with staff, other parents, and administrators.
- Hire ELA trained, bilingual (English/Spanish) counselor(s) for supporting students with socio-emotional supports as well as post-secondary readiness.

**Parent Engagement Structures**

We will create and organize a Parent Advisory Committee (PAC) that will allow us to build partnerships with parents and support a positive school culture and climate. All agendas and topics will be posted (in Spanish and English) for all parents to access. The PAC will:

- Review implementation of the McAuliffe Manual Middle School’s ELA program.
- Increase communication between ELA parents, the school, and the district.
- Provide a space for parents to bring their concerns and have McAuliffe Manual Middle School listen to and address concerns.
- Our ELA-S teacher leader and principal will lead the PAC.
- McAuliffe Manual Middle School will ensure that all communications are provided in the parent language indicated at registration (this will include regular communications regarding school programs, activities, etc).
- McAuliffe Manual Middle School will create a safe and welcoming environment.
- Support interested parents in the opportunity to participate in the District Accountability Committee.

**Staff Recruitment**

As described in the staff recruitment process, McAuliffe Manual Middle School will recruit high quality ELA-E teachers, administrators, and para-professionals. As a part of this process we will specifically target recruitment events and outreach to hire bilingual staff and educators as well as highly-qualified ELA-S staff.

Key activities we’ll use during our recruitment process are: nation-wide recruiting events, job postings, and advertisements, developing internal candidates (para-professionals to teachers or associate educators like Ashley Elementary), and partnering with community organizations to support recruitment (Friends of Manual, Project Voyce, etc).
As an IB MYP school, McAuliffe Manual Middle School will develop a Language Policy with the school community, including students, parents, and teachers, around the belief that students will learn a second language while continuing to develop in their mother tongue. The McAuliffe Manual Middle School’s Language Policy will include at a minimum:

**Identification Process and Parent Involvement**

To ensure that our students are accurately identified as English language learners, parents/guardians will fill out the DPS Home Language Questionnaire during the registration process. This paperwork will be collected and entered into our Infinite Campus by the office manager, under supervision of the principal, during registration. Each school year we will meet as a school leadership and administration team to prepare for registration. Staff supporting the ELA registration process will read the ELA Parent Brochure and view the ELA Parent Options video.

McAuliffe Manual Middle School serves its ELL students in accordance with all applicable Federal Laws and Regulations and in compliance with Section 22-24-105 of the Colorado Revised Statutes. The staff of McAuliffe Manual Middle School will adhere to the following plan when ELs register:

- Upon enrollment into the school, all students will receive the DPS Home-Language Questionnaire of languages spoken in the home.
- The McAuliffe Manual Middle School principal will identify an ELA registration point person each year and educators on the school faculty who have instructional expertise and are knowledgeable about ELA academic programs at the school as well as Zone School and Newcomer Center options. The principal and these faculty members will be available to assist parents with questions about their program options during registration.
- During registration we will follow the steps outlined in the 2015-2016 ELA Handbook for Schools:
  - At time of registration, all parents receive Home Language Questionnaires.
  - If parents select a language other than English to any question on the Home Language Questionnaire, parents receive the ELA Parent Brochure and the Parent Permission Form (PPF). Office Manager, under supervision of the Principal, records HLQ information in Infinite Campus and scans and uploads the completed form.
  - Parents view the ELA Options video before completing the Parent Permission Form. Have computer or television set up ready for parent viewing.
  - Principal or ELA registration point person answers parents’ questions and reviews option selected by parents.
  - The principal or ELA registration point person should help connect parents to ELA Zone Schools and provide referrals to Newcomer Centers where appropriate.
  - Parents complete the PPF. Secretary records the PPF information in Infinite Campus and scans and uploads the completed PPF.
  - At registration, parents may only select Option 1 or 2 on the Parent Permission Form (PPF). Make sure you are using the revised PPF that has only these two options available.
  - Waiver of ELA services is only available after a student has been assessed with the W-APT test, assessment results are mailed to the home, and parents confer with classroom teacher or an administrator. Only then can parents opt their child out of ELA program services. Office Manager, under supervision of the Principal, will create a Parent PPF3 Selection Office Log to document date, option selected by parents, name of parents, name of student and grade, and reason for parents’ choice. This auditable document must be filled out completely.
We will ensure that if the parent/guardian completing the form has any questions they have the opportunity to get assistance from trained and knowledgeable staff members familiar with our ELA supports, ELA zone schools, and newcomer centers. The school will provide parents notification of the HTQ, purpose and goals in their language when registering their child. The ELA video will be shown and the principal or ELA registration designee will be available to answer parent/guardian questions about the ELL identification process.

Correct identification of ELA services ensures that each EL at McAuliffe Manual Middle School receives the programming needed for them to be successful. The ISA team will review each provisional EL carefully before making a final determination. Educational programs will be responsive to students’ specific needs, reflecting the program parents selected on the Parent Permission Form, and in compliance with state and federal guidelines. Screening will take place using the Wida-ACCESS Placement Test (W-APT) within 10 days of entering school (4 after the beginning of the school year), be provisionally placed in ELA classes (based on PPF), pending a review of the W-APT results and body of evidence by the ISA team.

The School Assessment Leader, with support from the ELA-S teacher leader, will be responsible for administering the W-APT for new students immediately following registration (within 10 days).

The ISA team will collect a body of evidence and make their identification for each provisional EL within 21 calendar days. Parents will be informed of the identification decision and we will partner with our ELA PAC to make sure parents understand the school’s ELA program option. The Body of Evidence the ISA team will use for placement includes:

- Student’s PPF selection
- Student’s W-APT results
- Other data: WIDA checklist, iStation data, SLO data, formative assessments, and a sample of student writing

Students receiving ELA services will monitor the progress of each EL through our ISA team. We will focus on an ongoing assessment of a body of evidence to ensure that each EL is growing in acquiring language and academic proficiency. McAuliffe Manual Middle School will use regular assessments of reading, listening, writing, and spoken English proficiency through the standard administration of the WIDA-Access test at enrollment and annually, interim assessments 3 times a year, and literacy testing every six to eight weeks (STAR or interim assessments), and other data: WIDA checklist, iStation data, SLO data, formative assessments, and a sample of student writing. Native language will be assessed using

The school will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued. For any parent with limited English proficiency, all school correspondences, written and verbal, are communicated in English and Spanish. Students will not be excluded from any curricular or extracurricular activities based on their level of English proficiency. Students will not be placed in Special Education classes based on their level of English proficiency. The below flow chart captures the new student identification process described above:
Assessment and Placement

If the parent/guardian answers indicate a second language presence, we will follow-up by administering the W-APT within 10 days, but no later than 25 calendar days after registration and will provide ELL services within 30 days of arrival. Parents will be notified about the placement in a Language Instruction Educational Program (LIEP) via letter or meeting within 15 calendar days but no later than 30 days following enrollment.

A fully qualified ELA-S teacher leader (State-endorsed in teaching the culturally and linguistically diverse, has earned a Masters or doctorate degree in teaching the linguistically diverse, or has completed the approved District ELA-S training) will be responsible for the management of the ELA program with oversight and support from the school’s principal. This teacher will lead our Instructional Services Advisory (ISA) Team that will meet regularly to review student data and collect a body of evidence that will be used to determine placement. Data and information collected through this process will be shared with parents in making such decisions. The ISA team will also monitor student progress and be available to teachers and parents who have concerns or questions regarding their student.
Program Design and Curriculum

Consistent with the DPS ELA Program guidelines McAuliffe Manual Middle School will implement a Secondary ELA-E with ELA-S Resource Teacher Program. We want to make sure that students don’t experience a disruption to their ELA services as many of our students participated in TINLI programs at their elementary schools. McAuliffe Manual Middle School program services will include:

- Daily 45 minutes of English Language Development taught by a ELA-E or ELA-S teacher (or on track to be qualified)
- Resource Teacher – ELA-S teacher will provide additional, targeted supports and materials, ELA-S teacher will be supported by Spanish speaking paraprofessionals
- Support in English Content Instruction –Sheltered English instruction with Bridge and Extension strategies taught by an ELA –E teacher
- Native Language Support – Spanish-speaking paraprofessional and Spanish materials
- Heritage Spanish Literacy class – as a part of our IB MYP curriculum
- Bilingual counselors (required to pass all portions of the Spanish Language Proficiency Exam)

Each student will receive grade-appropriate content instruction while acquiring English that is designed to enable them to perform at grade level, reach their full potential, and be on track to graduate from high school prepared for success in life, work, civic responsibility, and higher education.

With guidance and supervision from the Principal and Operations Manager, the ELA-S teacher leader shall be responsible for ensuring HLQs are on file for all students, parent choice (PPF) matches student placement, designating core content teachers per school ELA program needs, nominating ISA team members and establish monthly ISA team meetings, establishing monthly PAC meetings, identifying DAC representative, reviewing ELL lists to ensure proper placement of students at a minimum of 96%, establishing L1 support with Spanish materials, and ensuring a minimum of 45-minute of daily ELD instruction.

Our ELD teachers will be ELA-E or ELA-S qualified and will teach the ELD class using the district adopted ELD curriculum, National Geographic INSIDE, a research-based ELD program aligned to the WIDA standards, includes direct instruction in English language usage and including content vocabulary, survival vocabulary, and, reading, and writing development in English. We will use the eAssessments in INSIDE to monitor student progress. We will also utilize other resources as they become available from the District. Students will be grouped by language levels and will transition from one level to the next based on a body of evidence as described below. Each ELD block will be aligned as much as possible with our Language Arts curriculum and will have a minimum of 50% student talk time and will have the following structures in place based on DPS guidelines and aligned to the LEAP framework:

- Group opening (I1)
- Explicit Teaching and Modeling of Language (I4)
- Check for Understanding (I5) and Adjust Instruction (16)
- Interactive Guided Practice (I2, I3, I7, I8)
- Check for Understanding (I5) and Adjust Instruction (16)
- Application of Language (I3 and I8)
- Check for Understanding (I5) and Adjust Instruction (16)
- Group Closure (I1 and I2).

We will monitor the progress of each EL through our ISA team. We will focus on an ongoing assessment of a body of evidence to ensure that each EL is growing in acquiring language and academic proficiency. McAuliffe Manual Middle School will use regular assessments of reading, listening, writing, and spoken
English proficiency through the standard administration of the WIDA-Access test at enrollment and annually, interim assessments, and literacy testing every six to eight weeks (STAR or interim assessments), and other data: WIDA checklist, SLO data, formative assessments, eAssessments from INSIDE, and a sample of student writing scored with the WIDA writing rubric. We will utilize the WIDA standards to help in our analysis of the evidence of student learning. Through this process the ISA team will reach consensus on whether or not each EL is progressing or needs additional support. If a student is not making adequate academic progress, teachers, in collaboration with the student and their family, will identify actions and supports necessary to improve academic outcomes. The ISA Team will consist of the principal or designated administrator, 2 teachers, at least 1 of whom is fully qualified as ELA-T, ELA-E, or ELA-S.

McAuliffe Manual Middle School will use a significant number of whole-school strategies that strongly support the English Language Development of its students. These strategies are supported by the SIOP model and best practices in sheltered English instruction:

- Flexible groupings and opportunities to collaborate and cooperate in small groups
- SIOP strategies such as building background knowledge, comprehensible input, scaffolding techniques, various question types based on Bloom’s Taxonomy, reciprocal reading, use of graphic organizers, and mental models, word walls, and think-pair-shares or turn-and-talks
- Kagan strategies to provide cooperative learning
- Frequent opportunities for interaction and discussion – intentional academic discourse in classrooms
- Extended school day and year
- Consistent school culture that maximizes time on task for each student and creates a diverse, safe learning environment
- Strong vocabulary instruction within our literacy block and lit-circle block
- Strong classroom visual culture
- Embedded formative assessment strategies and intentional use of DDI to support language development. At our regular data analysis meetings after interim assessments or on a weekly basis we will focus on using ACCESS data and the WIDA standards to plan for differentiated instruction and assessment for our ELs, plan student groupings, and monitor student placement in ELD. We want to make sure that each EL is making progress academically and with language development frequently so we can adjust supports as needed to improve student outcomes.
- Intentional selection of literary texts for their ability to create an immediate connection to the language and cultural experiences of our EL students.
- Intentional culture, decision making and professional development of the Organizing Principles for All Programs in Linguistically Diverse Settings (Commins, Nadeau, Miramontes 24): (1) Active
learning; (2) The primary language foundation; (3) Learning through two languages; (4) Strategies and contexts for second language development; (5) Standards-based differentiated instruction; (6) Instructional Assessment; (7) Sociocultural and political implications; (8) Parents and community; (9) Intercultural competence; and (10) School wide process for decision making.

The principal with support from our ELA-S teacher leader will support teachers in ensuring appropriate accommodations are in place for all ELA students. This person will also support classroom instruction through push in and small group lessons when needed. The principal will seek out and attend regular professional development regarding appropriate assessment and implementation of the ELA program.

**Professional Development and Evaluation**

Teachers at McAuliffe Manual Middle School will participate in professional development and training on effective teaching strategies to support language development and language acquisition, including sheltering and bridging instruction. In addition, professional development will be provided focused explicitly on techniques for building language development with individual students, when and how to provide native language supports, and understanding the SIOP model. Professional Development, based on teacher designation, will include:

<table>
<thead>
<tr>
<th>All teachers and school leaders</th>
<th>ELA-E Teachers</th>
<th>ELA-S Teacher and ELA-S Resource Teacher</th>
<th>School Principal and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent Decree History and Overview</td>
<td>Transitioning Strategies for ELA-E Classrooms Inside Curriculum PD *Designated ISA Team members will attend ISA training</td>
<td>Strategic Use of Two Languages Differentiating Instruction and Assessment for ELs Transition Strategies for ELA-S Classrooms Language Allocation Guidelines Spanish Language Writing Workshop Inside Curriculum PD</td>
<td>ELA-E ISA Training PAC Training AMAO Training Fundamentals of Sheltered Instruction: Featuring the SIOP Model New Self-paced online course from CAL</td>
</tr>
<tr>
<td>The Denver ELA Program Sheltering ELD Language Acquisition and Cultural Understanding Literacy Development for EL’s Understanding the SIOP model IB MYP Language Acquisition AIMS and Objectives</td>
<td></td>
<td>*Designated ISA Team members will attend ISA training</td>
<td></td>
</tr>
</tbody>
</table>

The principal will ensure all teachers are fully qualified. We will have three different types of teacher designations to support our program. If we hire teachers without Master’s degree in ESL/Bilingual Education or a valid Colorado Linguistically Diverse Endorsement, they will work to complete district coursework and be on track for being fully qualified. We expect to have ELA-T elective teachers, ELA-E core content teachers, and ELA-S Resource teachers. It is incredibly important to our students’ success that we provide instruction with qualified or on track teachers in every classroom.
ELA-E and ELA-S teachers will be evaluated to ensure that they are adequately prepared to implement the ELA program and effective delivery of program services resulting in student language development and achievement gains.

**Exiting, Redesignation, and Monitoring Criteria**

The school will implement a collaborative plan for determining whether a student is to be exited/redesignated in accordance with district requirements detailed in the graphic below. The process shall include meaningful collaboration and information about student progress with the parent(s) of students based on a body of evidence that is valid, reliable, and objective data that measures the four language domains and consistent with CDE standards including:

- ACCESS scores (student must have an overall score of 5 or above and their ACCESS literacy score (reading + writing) is 5 or above)
- Position on the ACCESS Trajectory
- Assessments (classroom formative assessments like interims and summative assessments like PARCC)
- Writing samples with scored WIDA rubric (a score of 4 or above is grade-level)
- Report cards demonstrating grades of 3 or above
- Other evidence from core content classroom performance

Students are redesigned when their assessment scores and other evidence demonstrates that they are “Fluent English Proficient” and shows grade-level proficiency. This marks that an English Learner is proficient in English and can meaningfully participate in the school programs and curriculum without ELA supports. Their classroom placement may not change; however, the ELD support will be removed.
Redesigned students are monitored for **two years** by the ISA team to ensure that the student is successful and may be re-entered into ELA services if needed.

The principal, or designated ISA Administrator, oversees and advises the redesignation process in the fall and spring. ISA team members use best practices to evaluate students based on a body of evidence, meets to make redesignation decisions, partners with classroom teachers, informs parents of redesignation decisions and student progress, partners with the PAC, monitors placement lists and informs classroom teachers of their students who are redesignated. Classroom teachers support the process by supporting a body of evidence and stays informed with the work of the ISA team. Parents are included in the process and brings any questions or concerns they have to the ISA team. The ISA team will work with the SIT and IEP teams when evaluating the progress or redesignation of an EL with an IEP. ELs at McAuliffe Manual Middle School will have equal access to Gifted and Talented programs and Special Education programs and services where appropriate. All IEP or 504 meetings will have interpreters for parents who have indicated that their home language is Spanish and all IEP and 504 documents will be translated.

It is a big step for students to move from sheltered instruction to mainstream instruction. That is why monitoring at McAuliffe Manual Middle School is an essential part of the Life Cycle of our English Learners. The ISA team is charged with ensuring that our ELs are making academic progress both in and out of ELA programming and determine what other supports might be needed. Our ISA team monitors all of our ELs (including redesignated students for two years and students who have declined ELA services) both formally and informally throughout the course of the year. Through our regular data team processes and our ISA team document student’s academic performance supported by a body of evidence. It is the role of the ISA team and the principal (or ISA administrator) to indicate if the student is making progress toward equal participation.

**J. Students with Disabilities**

McAuliffe Manual Middle School will comply with all requirements of IDEA.

**Recruitment/Enrollment**

McAuliffe Manual Middle School aims to offer an inclusive school model and will not restrict access to students with disabilities. McAuliffe Manual Middle School will engage in thorough recruiting effort with the enrollment zone the school is located, recruiting all students regardless of special needs. When we discuss the school model at recruitment events we will ensure to talk about our inclusive model, emphasizing that McAuliffe Manual Middle School is a school for all students, regardless if they need extra challenge or support. One of our recruitment strategies is connecting with 5th grade teachers in the enrollment zone and this will include any 5th grade SPED teachers or center program teachers. Once students are admitted, staff members will reach out to families in order to welcome them, learn about the individual strengths and needs of the student, and prepare for excellent service delivery on the first day of school. We are committed to offering quality seats to special education students.

**Identification**

McAuliffe will use its Multi-Tiered Systems of Support (MTSS) process along with our data-driven instruction model described earlier in the curriculum section to monitor the progress of students. Our data team and weekly student focused meetings will allow teachers to engage in a collaborative problem solving process to put interventions immediately in place for students when a concern is identified. Each intervention will be monitored to determine if the intervention is leading to improved student outcomes. Our weekly data team meetings will involve our core content teachers, elective teachers, interventions, ELA-S teachers, and special education teachers. If through this collaborative
problem solving process a student isn’t seeing improved outcomes after a number of different interventions have been tried then the team will formally identify the student for a SIT team process. A SIT team will be identified to participate in this individual student problem solving process. The team will review the challenge(s) the student is having, the interventions that have been tried and the impact of those interventions. The special education teacher, school social worker, or school psychologist will observe the student in both their core content classes and electives. The special education teacher, in collaboration with the SIT team, will make additional recommendations for interventions and monitor the impact of those interventions for 30 to 45 days. More than one intervention will be implemented during this time. At the end of this observation period with the SIT team process the team will then recommend the student to the special education team for full evaluation. Each evaluation will consist of building a broad body of evidence that is valid and reliable. The type of assessments used for the evaluation and who administers the assessment will vary based on the challenge(s) the student is having. The special education teacher at McAuliffe Manual Middle School will lead the evaluation process. At this time the student, their family, and the SIT team will meet to review the body of evidence from the evaluation process and begin developing an IEP if that is what the team decides is in the best interest of the student and their success. The team will ensure that cultural and linguistic diversity throughout the process. If the student is an English learner, than a qualified ELA-S or ELA-E teacher will be on the SIT team. ELs will have their language acquisition services and their area of intervention needs met simultaneously throughout the MTSS process. The team will ensure that the area of need isn’t related to a language need and ensure that any assessments are done during the evaluation process are in their native language as appropriate. The IEP is developed with considering the student’s strengths, results of the evaluation, the concerns of the parent/guardians for their student’s education, and the academic, developmental, and functional needs of the student. IEP’s are shared with the student, parent/guardian, and classroom teachers. IEPs are reviewed annually and re-evaluated triennially.

Monitoring

In addition to our weekly data team process in which evaluation and monitoring of student progress toward IEP goals and academic progress are embedded, McAuliffe Manual Middle School will regularly evaluate and monitor the progress and success of our students during IEP specific meetings conducted twice a year. Students and parents will be a part of these meetings. Students will be regularly assessed through the school and district based assessment systems using a body of evidence, including formative assessments and classwork, observations, interims, and state mandated tests. This general education data will be triangulated with progress monitoring data through bi-monthly assessments in their intervention courses, including success marker, aims web, or other norm referenced progress monitoring tools identified in chosen intervention programs. Students with disabilities will be provided the appropriate accommodations or modifications in all classrooms or assessments based on their needs and the requirements of their 504 or IEP plan. The special education teacher will share this information with the instructional support team and school instructional leader during weekly data team meetings at least on a bi-monthly basis.

The McAuliffe Manual Middle School leadership team will ensure strong and intentional implementation of the MTSS and SIT process in order to avoid any misidentification. The leadership team will regularly monitor disaggregated data specific to special education and intervention programming to ensure all students are meeting designated growth targets. The leadership team will review discipline data, review IEP documents, and any identification data that would indicate a disproportionate representation of ELS or by ethnicity groups to determine if programs are meeting the needs of students and areas for improvement in the MTSS or SIT process. The leadership team will participate and observe data teams and SIT teams to evaluate their effectiveness and ensure impact on student outcomes. Special Education
teachers will be evaluated by the principal on a frequent bases using LEAP and the DPS Student Services “Look-for’s.” Programming and processes will be adjusted as necessary to increase effectiveness.

**Staffing and Professional Development**

MIS staffing for special education programs will be based on the needs of students and their identified disabilities. The special education team will consist for special education teachers, paraprofessionals, interventions teachers, and other related service providers. Special education teachers will be licensed and qualified to provide specialized instruction and interventions to students with disabilities. We will recruit a team that has experience working with students from similar cultural and socio-economic backgrounds. We will follow the caseload guidance from the district in making staffing decisions.

McAuliffe Manual Middle School professional development will include an overview of the MTSS and SIT process, progress monitoring, and specific strategies for differentiation based on student accommodations and modifications in their students’ IEP. Special education teachers will also have specific district training and be given the opportunity to pursue additional professional development based on their needs and specific areas of concentration.

**Program Plan**

MIS offers a continuum of services to meet the needs of students with mild and moderate disabilities. Special education services provided to students with disabilities range from accommodations and academic interventions to specialized instruction provided by a special education teacher and/or service provider inside or outside the general education classroom as described in the IEP. These services include direct instruction outside of the general education classroom, integrated instruction and support inside the general education classroom, behavior interventions, and consultation with classroom teachers. Students with IEPs are included in the general education classroom to the maximum extent possible to meet their individual learning needs. Special Education providers “push in” to general education classrooms. These integrated services are tailored to the needs of the students, as identified in the IEP, and therefore they vary. Special education teachers may collaborate with the general education teacher to differentiate the lesson, co-teach, provide instruction to a small group for a mini-lesson, support individual students and groups during independent practice, integrate interventions or multimodality supports such as classroom visuals and manipulatives into instruction, provide ELL support, provide accommodations, and support assistive technology. Direct services outside of the general education classroom are mostly reserved for targeted instruction of discrete skills with remediation and research-based programs.

Research-based intervention programs currently used at MIS include: Success Maker reading and math interventions, America’s Choice Navigator math intervention, and Orton-Gillingham reading intervention. Additional interventions and specialized instruction are selected or developed by special education teachers based on individual student needs.

The MIS schedule, with extended block scheduling and two elective blocks each day, allows for differentiated scheduling of interventions and specialized instruction to support the needs of students with mild and moderate disabilities.

**Serving Students with Severe Disabilities**

MIS is open to hosting one center-based program at each school site based on the enrollment zone needs. McAuliffe Manual Middle School will work with the district to determine the most appropriate program, design, and implementation plan to serve the school, community, and district needs.
K. Gifted and Talented Students

MIS identifies Gifted and Talented (GT) students using the multiple criteria and assessments made available by the district to ensure that all students are equitably identified for GT. Our staff and GT teacher will be responsible for identifying equity in the identification process to ensure that historically underrepresented groups of students are not disadvantaged in the identification process. A .25 GT teacher is responsible for coordinating the identification of GT students, the development and monitoring of Advanced Learning Plans, and ensuring that programming is designed to meet the unique needs of each individual student.

Our gifted students are challenged and engaged through our rigorous curriculum and enrichment programming. Because students identified as gifted and talented (G/T) will not be isolated in classes with others identified as G/T, they will learn to work in diverse groups and to collaborate with students who have other talents and interests. McAuliffe International Schools offer many opportunities for all students, including students who are gifted and talented, to engage in academic enrichment activities. Advisory time and electives offer MIS students enrichment opportunities such as: NaNo Wrimo, Semantics Bee, Geography Bee, Good Readers Book Club, Night of the Notables, Object Study, Shakespeare Festival, Destination Imagination, Mathletics, National History Day 7th graders, and US Constitution Day project 8th graders, and Independent Study for 8th graders. In addition, after school enrichments include topics such as: coding, robotics, guitar, cooking, architecture and design, and sewing classes.

Advanced Learning Plans are developed for students identified GT and progress is monitored through our data team analysis of interims and state assessments and through GT teacher monitoring of ALP goals. Effectiveness of the GT program is evaluated based on GT student progress on ALP goals and academic growth measures. McAuliffe Manual Middle School recognizes that students of color are often underrepresented in GT programs. We will ensure that all students are assessed for GT through not only the district mandated assessment process but through our DDI process and regular opportunities for additional assessments based on student observations and performance tasks.

L. Supplemental Programming

Mental, Emotional, and Physical Health

McAuliffe International has counselors (required to pass all portions of the Spanish Language Proficiency Exam) on site to serve the academic and social emotional needs of our students. Our counselors facilitate the identification and delivery of services to support the individualized needs of students, from mental health services to health care. McAuliffe also has a Critical Needs Committee that supports the needs of our most vulnerable students; including but not limited to obtaining: eye glasses, uniforms, weekly meals, and additional support as needed.

In addition, counselors facilitate the development of ICAP curriculum to prepare students for high school and college and take all sixth graders to a college campus (UC Boulder, Colorado State) for a guided tour and to expose students to higher education opportunities and get them excited about college and their career pathways. MIS counselors also set up an involved and consistent service curriculum in the community. Students go to local elementary schools to read to elementary school children, prepare meals for families at the Ronald McDonald House, and sing at veteran’s facilities. Counselors also organize a yearly service day where all students participate in projects to support local organizations in the community.

Extra-curricular Activities
McAuliffe International offers services, extracurricular activities, and embedded specials courses that address the needs of the whole child. McAuliffe specials courses include: drama, engineering, visual arts, band, choir, physical education, orchestra and foreign languages (French and Spanish). Furthermore, MIS provides opportunities for students to participate in extracurricular activities aligned to STEM subjects including: a robotics team, mathematics team, and chess club. These extracurricular programs and embedded specials ensure that students’ diverse interests and needs are supported and given opportunities to flourish.

Our school year culminates in our Outdoor Education Camp for 6th and 7th graders. McAuliffe offers multiple optional travel opportunities for students. This past year, students participated in a number of educational trips including: a New York City/Broadway trip, organized by our Drama teacher and a trip to France and Spain, organized by our Spanish teacher. Trips are paid for by families, but McAuliffe staff and parents organize fundraising efforts and scholarships to make these trips accessible to as many students as possible. Upcoming student trips include:

- An 8th grade trip to Washington, D.C.
- A trip to London, organized by our Drama and Language Arts teachers
- A STEM-themed trip to England
- A Broadway and the Arts Metro trip to New York City for 2016
- Conservation in Costa Rica in 2016

McAuliffe supports a wide breadth of middle school athletic programs that will continue at the second site. McAuliffe participates in all sports offered in the Denver Public Schools Prep league. We also offer intramural sports including ultimate Frisbee, golf and street hockey. The MIS athletic director will organize athletics programming at both MIS campuses.

**Summer School**

MIS students in need of additional extended learning opportunities are enrolled in summer programming with community-based partners such as Open World Learning, Girls Minority Engineering Program, and academic tutoring programs. MIS students are also eligible to participate in summer programming offered by the District.
Section IV: TEACHING

McAuliffe Manual Middle School will follow DPS protocols to ensure all core content teachers are “Highly Qualified” both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA).

A. Teacher Recruitment and Hiring

Teacher Qualifications

MIS Network core content teachers will be required to hold a Colorado license. Students will receive core academic instruction by teachers who meet the criteria for “Highly Qualified” in accordance with the Elementary and Secondary Education Act (ESEA). Licensed or non-licensed personnel may be hired to provide supplemental instruction and enrichment. Fingerprinting and background checks will be required for anyone who supervises students. Because of our emphasis on global and inquiry-based learning through the International Baccalaureate program, we select educators from various backgrounds and experiences who understand the IB principles, demonstrate cultural competencies, and can lead students to success through a rigorous curriculum. MIS looks for teacher applicants who show evidence of prior success in leading students to high levels of achievement such as: intentionality, strong classroom management and systems, rigorous instruction, ability to engage all students, and positive rapport with students.

At McAuliffe Manual Middle School we know that good teaching matters and that it is the single most important school-based factor that advances student learning. In multiply, multi-year studies across the country researchers have found that when students have a teacher who produces high achievement results (high performing) significantly outscore students who have a teacher who produces low achievement results (low performing) by up to 52 percentile point differences. Researchers conclude that “...these residual effects studies make it clear that not only does teacher quality matter when it comes to how much students learn, but for better or worse, a teacher’s effectiveness stays with students for years to come.” (Linking Teacher Evaluation and Student Learning). McAuliffe Manual Middle School will aggressively recruit top candidates who have experience as a high performing teacher in an urban setting. Our criteria for candidates are: mission compatibility, demonstrated student achievement with a similar student population, the capacity to communicate and work effectively across differences of language, race, class, gender, and sexual orientation (among others), communication skills, and work ethic/resilience. In addition, the hiring team will screen thoroughly at every stage for cultural competence, specific experience with our student demographics (experience with English learners) and review a variety of factors and experiences that predict authentic relationships and success with students.

Recruitment and Selection Process

To identify, recruit and hire effective educators, McAuliffe Manual Middle School posts open positions in January. Our goal is to complete the entire recruitment, interview, and selection process by spring break.

To create a pool of qualified, high-quality applicants, we identify candidates through existing staff referrals, conduct searches and interviews outside the state through Skype and phone communication, use DPS HR systems, and recruit candidates with international experience by drawing from international schools. McAuliffe Manual Middle School recruiting efforts will take full advantage of our local and
national partners and online job boards. Some of these include: Teach for America alumni, Denver Public Schools and a variety of local and national universities and schools of education. MMMS has partnered with the Denver Fellows Program and the Relay Graduate School of Education teaching program to help create an internal pipeline of teachers, especially for math and science. Fellows will complete 1 year of the Denver Fellow Program and high-performing fellows will be invited to return to MMMS for a second year. During the second year, fellows will complete their course work to achieve licensure with Relay while taking on additional responsibilities in classroom instruction. Fellows would then transition in their 3rd year with MMMS to the classroom and receive support from Relay during their first year of teaching while they complete their master’s degree.

After the founding staff is hired, a temporary hiring committee will be constructed for each vacant position. The hiring committee will make recommendations on candidates with final determination to be made by the school principal. To the extent possible, the hiring committee will include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. The hiring committee for McAuliffe Manual Middle School’s founding teaching team will consist of members from the founding MIS campus, including the executive principal. Applicants with promising resumes complete written questions, and then will be called for 30-minute phone screens, and applicants that pass this screen will be invited for in-person, full-day interviews that involve teaching a sample lesson, observing a lesson and meeting with members of the hiring committee. All candidates will be required to pass a DPS background check, which will be conducted through the district HR process.

McAuliffe Manual Middle School focuses on cultural competence at each stage of the hiring process as well as in professional development of new and existing staff. Through written questions, phone screens, and in-person interviews, staff members are asked to demonstrate cultural competence, as defined as the capacity to work effectively across differences. Examples may include positive experiences across lines of race, gender, class, and sexual orientation among colleagues, knowledge of privilege, bias, and racism and a commitment to anti-racist teaching and actions, and effective coalition building among families and community. Once a part of the team, all McAuliffe Manual Middle School staff members will participate in cultural competence training sessions at multiple times throughout the course of the year. If any teacher is hired that doesn’t have an ELA qualification all teachers will engage in the appropriate district training and be on track for fully qualified ELA certification as described in the English Language Learner section of the plan.

B. Teacher Retention
McAuliffe Manual Middle School will implement the following research-based strategies to promote teacher retention:

- New teacher orientation
- Teacher coaching and mentoring
- Differentiated roles teacher leaders provide support to new staff
- Opportunities for professional growth and leadership development
- Collaboration and team building
- Mid-year planning meetings with each teacher to discuss future plans

The McAuliffe Manual Middle School teacher retention rate goal is 90%.
C. Teacher Coaching

Feedback, coaching, and professional development are an integral part of the success of McAuliffe Manual Middle School. Administrators support teachers by reviewing student academic data, supporting management, and supporting implementation of school-wide cultural and instructional norms. McAuliffe Manual Middle School will use Doug Lemov’s *Teach Like a Champion* book, as a primary resource for instructional strategies and teachers will be regularly coached on the implementation and refinement of these techniques. In addition, teachers will receive content-specific coaching and training using Doug Lemov’s coaching strategies in *Leverage Leadership* and protocols and tools from the observation and feedback course at the Relay Graduate School of Education. Both MIS schools will use the LEAP teacher effectiveness rubric as a framework for prioritizing growth goals and providing professional development, coaching, and support.

Teachers will receive feedback at least every two weeks. The principal and assistant principals will be the assigned evaluators conducting formal observations and feedback and evaluating performance based on the LEAP teacher effectiveness rubric two times a year. Teachers will receive frequent (every other week) informal observations and feedback as well as coaching and support from their evaluator or a teacher leader/teacher effectiveness coach. Review of instructional plans and student achievement data will be a regular part of the supervision and coaching conversations as a way to ensure that DDI is having impact on instruction and improving student outcomes.

### McAuliffe Manual Middle School Observation and Feedback Expectations:

2 Full scored observations **Plus an additional 4 scored observations on EVERY Teacher** between the start of the school year and the end of the third observation window.

<table>
<thead>
<tr>
<th>Window 1: 9/7 – 11/20</th>
<th>● 1 full scored observation for every teacher by the end of the first window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Window 2: 11/30 – 2/19</td>
<td>● 2 scored partials for every teacher by the end of the second window</td>
</tr>
<tr>
<td>Window 3: 2/22 – 5/13</td>
<td>● 2 additional scored partials by the end of the third window and/or</td>
</tr>
<tr>
<td></td>
<td>● 1 full scored observation for every teacher by the end of the last window</td>
</tr>
<tr>
<td>Bi-monthly Coaching Sessions</td>
<td>1:1 coaching meetings with teachers focused on observation feedback, analyze of student work and data, and support with instructional planning</td>
</tr>
<tr>
<td></td>
<td>Coaching conversations will be entered in the school’s observation tracker to ensure streamlined support for each teacher</td>
</tr>
</tbody>
</table>
The school principal is the primary instructional leader who will support coaches and teachers and ensure rigorous, targeted and reflective instructional practices.

The principal of McAuliffe Manual Middle School will work with the executive principal to norm instructional coaches across campuses. Both principals will appoint members to the Cross-Campus Curriculum and Instruction Team (CC C&I Team) described in the leadership section of this plan. The team will meet monthly and will focus on:

- Calibration of LEAP observations and coaching sessions. The team will discuss supports or professional development needed to improve teacher effectiveness based on trends seen across campuses. This will include the use of videotape where coaches will tape their feedback conversations as well as the observation so that the CC C&I team can provide each other feedback to improve their coaching skills and calibrate expectations across campuses.
- Development/selection of interim assessments
- Review performance data
- Discuss implementation of instruction and share best practice
- Create any shared PD between campuses
- Plan and conduct instructional rounds within each building
- Facilitate collaboration between teacher teams in designing lessons

In addition to the calibration of instructional coaches during the CC C&I meetings, the McAuliffe Executive Principal will coach and hold accountable the principal of McAuliffe Manual Middle School to rigorous instruction.

D. Teacher Evaluation

At MIS, we seek to create a transparent evaluation process to ensure that teachers have a clear understanding of expectations and standards that they will be evaluated on.

MIS will continue to use LEAP as the foundation for teacher evaluation, including student outcomes in evaluations. Observation and feedback cycles of coaching on critical instructional levers, will further support the LEAP framework and district priorities.

While the principal holds ultimate evaluation authority as the Instructional Leader, the evaluation portfolio will be shared among the principal, assistant principals, and highly-effective teacher leaders trained as LEAP evaluators. Caseloads will be determined each year based on the size of staff and the number of LEAP evaluators. A sample caseload when McAuliffe Manual Middle School is fully built out is: the principal and assistant principal will responsible for the evaluation of 12 teachers each. The LEAP-trained teacher leaders will evaluate six teachers each.

Teacher evaluations will be used not only to assess teacher performance at the end of the year, but also to guide teachers’ professional development. Should a teacher receive a less than effective rating on an evaluation, an improvement plan with clear growth goals and benchmarks will be put in place to assist the teacher in improving their practice.

Teacher dismissal procedures will be consistent with the employment terms in the Innovation Plan. All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract for the following school year. Annual contract status may be maintained as long as the teacher
continues to receive effective or distinguished ratings. Annual contracts can be non-renewed at the end of the contract term for any lawful reason.

During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R. During the school year, a teacher on an annual contract may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

Our talent management strategy, identified by best practice with DPS Talent Management best practices, is summarized in the diagram below:

**E. Professional Development**

MIS provides comprehensive professional development (PD) and support to teachers through annual PD at the start of the year, daily team time, weekly meetings with instructional coaches, monthly PD and staff time, aligned PD days to interim assessment analysis, and optional PD for individual teacher development and growth. McAuliffe Manual Middle School will be supported by the founding MIS campus with shared PD. Professional development topics will be determined based on school-wide goals and data analysis, individual teacher goals, and implementation of the school plan and mission. PD's will be planned using the Living the Learning Cycle from Relay Graduate School of Education. The cycle consists of:

- Planning clear objectives to PDs that are high-leverage, practice-focused, measurable, and doable
- A series of air-tight activities that allow for teachers to interact and draw their own conclusions (model inquiry-based learning that IB MYP calls for)
- Small group and Large Group Sharing
- Framing the sharing to create common language for the core principles of the PD session
• Time for teachers to practice the techniques in the PD and plan implementation in lesson plans
• Time for teachers to individually reflect on impact and next steps

Shared PD

Teachers and staff at the MIS founding campus and McAuliffe Manual Middle School will have shared professional development throughout the school year. Shared PD’s will focus on analysis and action planning from shared interim assessments on blue/green days or during staff meetings on a monthly basis. The shared calendar and schedule across campuses will allow for frequent shared PD’s. Shared PD will be especially important to ensure McAuliffe Manual Middle School is sufficiently supported in implementing MYP and the increased rigor of an inquiry-based curriculum. The Cross-Campus Curriculum & Instruction (CC C&I) leadership team will be responsible for developing, leading and evaluating professional development offerings during this shared time.

Annual Start of the School-year PD

We offer Professional Development and team building for a week prior to beginning the school year. The focus for this will be determined each spring collaboratively with staff and the CC C&I team, and based on student achievement data. In our opening year of McAuliffe Manual Middle School this PD time will focus on:

• McAuliffe Manual Middle School mission and values
• Implementation of the MIS model and experience
• School Culture
• Classroom Culture, Routines, Systems, and Management
• Focus on ELA-E expectations, strategies and supports
• Formative Assessment Strategies and Data-Driven Instruction
• Supporting all of our students: getting know IEP’s and ALP’s ... PD for strategies and supports to meet student goals

Weekly Team Time and PD

Our daily teacher schedule offers at least 90 minutes of collaborative team time for embedded PD. Content and grade level teams meet daily to discuss curriculum, content, pedagogy and methodology. Once a week data teams are facilitated to review and analyze current data, create common assessments and discuss instructional strategies to meet identified needs of all students – including our English learners, students with disabilities, and GT students. Teams also meet once a week with the leadership to discuss students concerns and progress monitor interventions through our MTSS process.

At McAuliffe Manual Middle School we believe that the time teachers spend outside of the classroom in PD and planning is the foundation of success for what happens in the classroom.

Weekly Observation and Feedback

Teachers will be provided with frequent feedback on instruction through a weekly observation and feedback cycle with their assigned evaluator and teacher leaders / coaches. Individualized professional growth plans will be guided by information from observations, analysis of lesson plans, and student progress data.

Ongoing PD – Monthly Release Time and Interim Assessment Analysis & Action Planning
We meet as a staff once a month for PD. A major focus of this time will be to focus on implementing IB MYP. The founding MIS campus commits to supporting this PD to ensure the school becomes an accredited IB World School. The campuses will share an MYP coordinator position to support this work. The other focuses of this monthly time will be on PD workshops led by the McAuliffe Manual Middle School principal or executive principal, assistant principals, teacher leaders, district staff, or outside experts. Workshops will be chosen based on the instructional needs of students based on student achievement data, teacher goals, or needs identified in observations.

Immediately following interim assessments, teachers will meet for a half to a full day without students to collaboratively analyze student achievement on interim assessments and plan for the following instructional cycle. Teachers will plan for: re-engaging concepts that were not mastered, re-grouping students based on data, planning small-group targeted instruction, revising lesson plans and curricular materials, and identifying professional development needs. Since both campuses will have shared interim assessments, grade-level content teams from both campuses will do this work collaboratively. Interim assessment (IA) analysis provides valuable information for students, parents, and educators on students’ progress towards mastery of standards. Using high-quality, rigorous assessments, teachers are able to do deep analysis of results and student work to adapt and differentiate instruction to meet student needs. These actions, rooted in evidence of student success and areas of growth, drive great teaching and higher student achievement results. Interim Assessment analysis is part of a data-driven culture that defines a higher bar for rigor for all students.

**Additional PD Options**

Additional professional training and development opportunities will be offered outside of the regular calendar and schedule. These classes will align to the school’s plan and priorities to offer staff options for expanding their expertise to new areas or deepening their learning. Examples include Spanish classes for educators and more in-depth technology integration classes.

**Evaluation of PD**

The MIS Network will evaluate effectiveness of professional development on an ongoing basis. Teachers will give direct feedback after each PD session to determine what supported their work and the PD’s ability to immediately impact their instruction in order to identify ways to make professional development more effective. These exit tickets will also allow staff to provide input on next steps, resource needs and any additional instructional support they need. The effectiveness of PD will also be assessed by observing practices put into place from PD sessions, calibration through coaching alignment, and most importantly, continued student growth in achievement in all content areas. Facilitators of PD will be evaluated and provided feedback using Relay Graduate School of Education’s Leading Adult PD rubric that focuses on: PD plan; Pacing and Time Management; Small group/large group discussion, reflection, and framing; time for and effectiveness of teacher practice; plan for follow-up after PD; and tone.

### Sample McAuliffe Manual Middle School Professional Development Plan

<table>
<thead>
<tr>
<th>Date, Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 days prior to all teacher PD August 4th and 5th</td>
<td>New Teacher Orientation (all teachers for McAuliffe Manual Middle School’s founding year)</td>
</tr>
<tr>
<td></td>
<td>- School Mission and Vision</td>
</tr>
<tr>
<td></td>
<td>- Team Building</td>
</tr>
<tr>
<td></td>
<td>- Staff Core Values</td>
</tr>
<tr>
<td></td>
<td>- McAuliffe Experience</td>
</tr>
</tbody>
</table>
| 5 days prior to start of year | August 8<sup>th</sup>  
| Overview of IB MYP  
| School Culture Routines  
| Classroom Management & Transitions  
| Unit Planning | August 9<sup>th</sup>  
| Classroom Management & Transitions  
| Teach Like A Champion Strategies  
| Focus on ELA-E expectations, strategies and supports | August 10<sup>th</sup>  
| Instructional Focus Areas: Rigor, Urgency & Checks for Understanding  
| Formative Assessment Strategies and Data-Driven Instruction  
| Supporting all of our students: getting know IEP’s and ALP’s ... PD for strategies and supports to meet student goals | August 11<sup>th</sup> and 12<sup>th</sup>: 6<sup>th</sup> grade orientation and teacher planning |
| 2 ½ hours on the last Friday of every month  
| (note: same time as founding MIS campus to allow for cross-campus collaboration and shared PD) | IB MYP Unit Development Work  
| PD Workshops  
| - Cultural Competency and Equity  
| - School Culture Routines  
| - Teach Like a Champion Techniques  
| - ELA-E strategies, sheltering, and differentiation | Interim Assessment Analysis and Action Planning |
| 2 times a week | Data Team Meetings:  
| - Data analysis and planning  
| - MTSS: Student concerns, problem solving  
| - Progress Monitoring: English learners, students with disabilities, and GT | Content Team Meetings:  
| - Curriculum and lesson planning  
| - Instructional strategies |
- Implementation of action steps from DDI
- Differentiation, targeted small group instruction, and individual student support to meet the needs of all learners: English learners, students with disabilities or identified GT

Section V. GOVERNANCE & FINANCE

A. Governance Philosophy

McAuliffe at Manual is a new school replicating the McAuliffe International School model, and will report to the McAuliffe at Manual Executive Principal who reports to a District Instructional Superintendent. McAuliffe at Manual will follow district policies, state statutes, and collective bargaining agreements. However, to meet the needs of all students and to achieve the academic performance goals outlined in this plan, McAuliffe at Manual will engage founding staff and families in identifying any necessary flexibility required to design and implement policies and procedures that align with the school vision and mission and a rigorous educational program that includes.

McAuliffe at Manual parents/guardians, teachers and community members will be active participants in the school’s governance structure through the Collaborative School Committee (CSC), the School Leadership Team (SLT) and other school committees. These committees will seek input from school stakeholders on school decisions, empower the school community voice, identify and address concerns, hold school leaders accountable for progress toward school goals, celebrate and publicize successes, and raise money and advocate for the school.

Collaborative School Committee (CSC)

The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process.

Positions assigned by the principal:
- 1 Principal
- 3 Other

Positions elected by majority vote (serving 1 year terms):
- At least 3 Teachers
- At least 4 Parents
- At least 1 Support Staff Member

The CSC shall have the following responsibilities:
- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following:
- Advising on the school’s annual budget
- Advising on the school’s master calendar and schedule
- Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

In order to build community and cross-school partnerships, the School will work with the leadership and staff at Manual High School to identify at least one member of the Manual school community to serve on the CSC.

The number of members of the CSC will be determined by the Principal. If the CSC has more than the above-described members, the CSC will ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the CSC will represent a cross-section of the school community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

**Election of Members:**

The school will hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member will be appointed by the other members of the CSC. If a vacancy arises on the CSC, the remaining members of the CSC will fill the vacancy by majority vote.

**Duties:**

In accordance with state statute, the CSC will:

- Act as the school accountability committee for the school.
- Recommend to the Principal priorities for spending school moneys. The Principal will consider the CSC’s recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education. The CSC will send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.
- Advise the Principal and the Instructional Superintendent concerning the preparation of a school improvement plan, and submit recommendations to the Principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.
- Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.
- Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the Principal and principal evaluations.
- Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee’s activities to increase parent engagement must include, but need not be limited to:
• Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
• Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
• Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:

• Participate in the day-to-day operations of the school.
• Be involved in issues relating to individuals (staff, students, or parents) within the school.
• Be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings

The CSC will publicize and hold a public CSC meeting at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school’s performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

Other School Committees:

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

• School Personnel Committee
• School Culture Committee
• Student Recognition Committee
• Technology-Integration Committee
• Parent/Family Engagement Committee
• Parent-Teacher Student Association
• Teacher Appreciation Committee
• School Fundraising Committee

B. Budget & Policy Narrative

Funding Priorities
McAuliffe Manual Middle School resources will be allocated to provide for a well-rounded liberal arts education for all students. Our funding priorities will be for hiring and retaining great teachers, supporting an intentional culture of high expectations and extending learning time.

Revenues

A 5-year balanced budget projection was developed by the Principal, in collaboration with Evan Mellman, the District Budget Partner, and Kurt Dennis, the principal at McAuliffe International School at Smiley, using startup fund and SBB allocations provided by the District.

Additional resources that the school will seek, including school improvement grants, philanthropic gifts, and donations, are not factored into the budget to ensure conservative budgeting practices. In addition to revenues outlined in the budget projection, the school may budget based on actual versus average teacher salaries, recuperating approximately $200,000 in school based discretionary funding to support the plan; however, the plan is not reliant on any prospective savings from actual salaries.

The School plan leverages financial efficiencies between McAuliffe International School and McAuliffe at Manual. In Year-1 the two schools will share a campus as Smiley. These efficiencies include shared PD, specials, and athletics.

The majority of the school’s revenues come from student based budget allocations and supplemental district, state, and federal funding outlined in the 5 year budget projection.

Additional start-up funding is provided by the district in Year 0, Year 1, and Year 2 of the budget to cover the costs associated with starting up a new school prior to full enrollment. Once at full enrollment, the School’s revenues will cover expenses.

Revenues from McAuliffe at Manual and McAuliffe International School will cover the cost of shared staff and resources proportional to the student enrollment at the school.

Revenues from grants and donations will be pursued but are not included in the budget projections. McAuliffe International School has a history of successful fundraising through local businesses and parent groups. In addition, McAuliffe International School has established relationships with local and national funding organizations.

Expenses

The majority of McAuliffe at Manual expenses are associated with staffing costs. Teachers work the same number of hours as district teachers and receive the same compensation.

IB costs including annual fees and national training are paid by the district. The IB MYP Coordinator provides internal professional development for school staff.

Fundraising is the primary source of revenues to cover the costs of expeditions and field trips.

Costs of licensing for software and online learning tools are included in the budget.
Financial Management

McAuliffe leadership works with the DPS Budget Office to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity. The Principal with Oversight from the Executive Principal will directly manage the school budget.

Contingency Plans

If revenues are lower than expected, staffing cuts to save money will occur first with non-instructional staff. Should our enrollment fall short of our projection, we would move to extended block schedule. This would allow us to offer all of the elements of the school model while at the same time cutting 1 math, 1 language arts and 1 elective teacher (roughly $200,000 in savings).

Appendix N: 5 Year Budget Projection Worksheet

C. Facility

In response to the Call for New Quality Schools, McAuliffe at Manual is requesting to be located on the Manual Campus in 2017-18 after being incubated for 1 year (2016-17) at the Smiley Campus alongside McAuliffe International School.
Section VI. MMMS WAIVERS & REPLACEMENT POLICIES

MMMS Request for Innovation Status
8/8/2016

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

<table>
<thead>
<tr>
<th>Policy Waived</th>
<th>Area of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WAIVER REQUESTS - DPS BOARD POLICIES</strong></td>
<td></td>
</tr>
<tr>
<td>School Proposal</td>
<td>BDF-R4: Collaborative School Committees</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There shall be at each school a Collaborative School Committee (CSC).</td>
</tr>
<tr>
<td></td>
<td><strong>Membership:</strong></td>
</tr>
<tr>
<td></td>
<td>Each CSC shall consist of at least:</td>
</tr>
<tr>
<td></td>
<td>three parents or legal guardians of students enrolled in the school</td>
</tr>
<tr>
<td></td>
<td>one teacher who provides instruction at the school</td>
</tr>
<tr>
<td></td>
<td>the principal or the principal's designee</td>
</tr>
<tr>
<td></td>
<td>one person from the community</td>
</tr>
<tr>
<td></td>
<td>one adult member of an organization of parents, teachers and students recognized by the school</td>
</tr>
<tr>
<td></td>
<td>The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.</td>
</tr>
<tr>
<td></td>
<td>A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.</td>
</tr>
<tr>
<td></td>
<td>To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.</td>
</tr>
<tr>
<td></td>
<td><strong>Election of Members:</strong></td>
</tr>
<tr>
<td></td>
<td>Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC.</td>
</tr>
<tr>
<td></td>
<td>If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.</td>
</tr>
<tr>
<td></td>
<td><strong>Duties:</strong></td>
</tr>
<tr>
<td></td>
<td>In accordance with state statute, the CSC shall:</td>
</tr>
<tr>
<td></td>
<td>1. Act as the school accountability committee for the school.</td>
</tr>
<tr>
<td></td>
<td>2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC’s recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.</td>
</tr>
<tr>
<td></td>
<td>3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.</td>
</tr>
<tr>
<td></td>
<td>4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or</td>
</tr>
</tbody>
</table>
turnaround plan, if either is required.
5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations.
6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee’s activities to increase parent engagement must include, but need not be limited to:
   - Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
   - Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
   - Assisting school personnel to increase parents’ engagement with teachers, including but not limited to parents’ engagement in creating students’ READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:
1. participate in the day-to-day operations of the school;
2. be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings
The CSC shall publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school’s performance, improvement, priority improvement, or turnaround plan, whichever is applicable.
If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

Replacement Policy
The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process.

Positions assigned by the principal:
- 1 Principal
- 3 Other

Positions elected by majority vote (serving 1 year terms):
- At least 3 Teachers
- At least 4 Parents
- At least 1 Support Staff Member

The CSC shall have the following responsibilities:
- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following:
- Advising on the school’s annual budget
- Advising on the school’s master calendar and schedule
- Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

<table>
<thead>
<tr>
<th>KHBA: Sponsorship Programs</th>
<th>Governance / Budget</th>
</tr>
</thead>
</table>

**Policy**

The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KH8, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program. The Superintendent or his designee shall have the authority to enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students. Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues. Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement. All sponsorship activities will comply with district policies.

**Replacement Policy**

The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget. The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.
2. The sponsorship will not alter any district owned resources unless permission is granted by the district.
3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.
4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants).
5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>IKE / IKE-R: Promotion, Retention, and Acceleration of Students</th>
<th>Education Program</th>
</tr>
</thead>
</table>

The Board of Education recognizes that high expectations and standards for student achievement are necessary to ensure that students are well prepared for the next level of their education. The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial.

**Definitions**
“Promotion” means the process of advancing a student to the next grade at the end of the current school year. “Retention” means the process of having a student repeat a grade. “Acceleration” means the process of moving a student ahead one or more grades.

**Individual Learning Plans**

Teachers shall assess the teaching and learning process on a continual basis and identify students early in the school year who are not making adequate progress toward achieving the District’s academic standards. Teachers may choose to implement an individual learning plan for each student who is not making adequate progress toward achieving the District’s academic standards.

**Promotion/Retention/Acceleration**

Before considering whether to retain or accelerate a student, District staff shall consider and document each of the following factors:

- Academic skills;
- Maturity;
- Evidence of academic growth;
- Chronological age;
- Language proficiency;
- Special education status;
- Attendance record/truancy;
- Transiency;
- Previous grade retention or acceleration; and
- Likely success in completing the academic work at the next grade level.

After considering and documenting the above factors, the principal shall make a recommendation whether to retain or accelerate the student, however, a student shall not be retained or accelerated unless the principal has made such a recommendation and the student’s parents/guardians agree with the recommendation. Retention and acceleration shall be used sparingly when special circumstances warrant, and retention due to social, emotional or physical immaturity shall be used on a very limited basis. A student’s parents may appeal a principal’s decision to retain or accelerate a student in accordance with regulations adopted by the Superintendent.

**Replacement Policy**

Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, including school formative and interim assessments for math grade-level standards mastery and growth resulting in a 4 or above for the course according to the MMMS IB MYP grading criteria. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.

- If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees.

All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.

**School Proposal**

**GCF/GDF: Staff Recruitment/ Hiring**

**Teaching: Human Resources Management: Hiring**

**Hiring**

There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates...
who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act. All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.

The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.

Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district. Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.

**Background checks**

Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant’s fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
</table>
| The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.  
- The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.  

The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements).  

Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA). Core content areas under ESEA include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music).  

The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. Background checks will be administered using the existing systems and processes for the district. The School shall conduct reference checks. |
# Collective Bargaining Agreement Articles Waivers

## WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

### School Proposal

**Article 1-7: Definition of “School Year”**

**Educational Program: Calendar & Schedule**

- The term “school year” as used in these Articles shall mean the officially adopted school calendar.

**Policy**

- The term “school year” as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.

**Replacement Policy**

- Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.

### School Proposal

**Article 2-4-1: Request for Waivers**

**Governance: Management**

- The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.

**Policy**

- The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.

**Replacement Policy**

- The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.

### School Proposal

**Article 5-4: School Leadership Team**

**Governance: Leadership**

- Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot.

- The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.

**Replacement Policy**

- The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process.

**Positions assigned by the principal:**

- 1 Principal
- 3 Other

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

- At least 3 Teachers
- At least 4 Parents
- At least 1 Support Staff Member

The CSC shall have the following responsibilities:
- Meeting at least once a month
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following:
  - Advising on the school’s annual budget
  - Advising on the school’s master calendar and schedule
  - Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 8: Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article Summary</th>
<th>Educational Program: Calendar &amp; Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article 8 - Professional Standards</td>
<td></td>
</tr>
<tr>
<td>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</td>
<td></td>
</tr>
<tr>
<td>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</td>
<td></td>
</tr>
<tr>
<td>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</td>
<td></td>
</tr>
<tr>
<td>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</td>
<td></td>
</tr>
<tr>
<td>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</td>
<td></td>
</tr>
<tr>
<td>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</td>
<td></td>
</tr>
<tr>
<td>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</td>
<td></td>
</tr>
<tr>
<td>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</td>
<td></td>
</tr>
<tr>
<td>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</td>
<td></td>
</tr>
<tr>
<td>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</td>
<td></td>
</tr>
<tr>
<td>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</td>
<td></td>
</tr>
</tbody>
</table>
The District’s scheduled student school contact day will not be extended without applying the due process of collective bargaining.

8-3 Planning Time.
Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student school contact day.

8-7 Non-Teaching Duties.
8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.

- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.
- The School has the authority to establish or replace any necessary committees that support the Innovation Plan.

8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.

8-2: The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan.
8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional directed common planning time.
8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.

- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.
- The School has the authority to establish or replace any necessary committees that support the Innovation Plan.

8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.

8-2: The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan.
8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional directed common planning time.
8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.

- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.
- The School has the authority to establish or replace any necessary committees that support the Innovation Plan.

8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.

8-2: The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan.
8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional directed common planning time.
8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.

- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.
- The School has the authority to establish or replace any necessary committees that support the Innovation Plan.

8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.

8-2: The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan.
8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional directed common planning time.
8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.
employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.

10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.

10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.

10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.

10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4

10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.

10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.

10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.

10-2: The school has only one type of evaluation which applies to all teachers. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.

10-3: Timeline: All teachers will be evaluated at least once annually.

10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.

10-4-1: Evaluators will receive approved teacher evaluation training but will not be required to hold a state administrator license.

Plan for Improvement

When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal’s supervision within the designated period of time. The plan of improvement will list the areas for improvement that the teacher will be required to improve on to the satisfaction of
the Principal and/or Assistant Principal. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right.

10-5-3: **Formal full observations are recommended to last one class period** (typically 45-60 minutes) and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</th>
<th>Leadership: Human Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible. 11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate. 11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt. 11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5 During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher’s personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately. 11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</td>
<td></td>
</tr>
</tbody>
</table>

| Replacement Policy | The school will follow the district’s basic fairness and due process guidelines in handling complaints against teachers, administrative leave, and issuing corrective action to employees at the Innovation school. |

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 13-7 Hiring timelines</th>
<th>Teaching: Human Resources Management: Hiring &amp; Staff Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Summary</td>
<td>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...Key dates and activities:  • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</td>
<td></td>
</tr>
</tbody>
</table>
School’s Replacement Policy

- Schools report vacancies. (Article 13-17) Vacancies are posted.
- Teachers apply to transfer for vacancies. (Article 13-18)
- Schools review qualified applicants’ applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)
- Assignment of unassigned non-probationary teachers. (Article 13-194)
- End of open market staffing cycle.

13-7. The innovation school will not adhere to the district staffing cycle.
- It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website.
- In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.
- The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers (with the exception of ADA placements).

Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to determining probationary or non-probationary status.

School Proposal

<table>
<thead>
<tr>
<th>Article 13-8 Personnel Committee &amp; 13-10 Reduction in Building Staff (RIBS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching: Human Resources Management: Hiring &amp; Staff Assignments</td>
</tr>
</tbody>
</table>

Article Summary

13-8 Personnel Committee.
13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.
13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.
13-8-3 Teacher members will be chosen by the faculty.
13-8-4 The Personnel Committee will make decisions by consensus...
13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...
13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.

13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of teaching assignments at a school, or when a Collaborative School Committee decides fewer teaching assignments are needed in a department, grade level or ELA/specialty area.
13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.
13-10-3 The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The Personnel Committee shall notify the affected consideration group as soon as possible. Teachers will not be required to reinterview for their positions if they are not in an affected consideration group.

13-10-3-1 For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.

13-10-3-2 Each teacher may reside in only one consideration group.

13-10-3-3 Excluding job share teachers, contract teachers who are assigned to a school less than full-time, shall be accorded the same transfer rights as other teachers in the consideration group.

13-10-4 Teachers on approved leaves where their positions are being held in accordance with Appendix B shall be considered equally for the purpose of reduction.

13-10-5 The Personnel Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for 44 of 99 Reduction in Building Staff, the Personnel Committee shall include the following:

- Teachers in the consideration group may choose to vacate an assignment.
- Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process.
- All members of the consideration group must be interviewed by the Personnel Committee.

13-10-6 The Personnel Committee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Committee is unable to reach consensus, the principal will decide which candidate will be reduced.

13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.

13-10-8 Teachers who are involuntarily transferred are expected to actively participate in the teacher staffing process. The District may pursue consequences for teachers who are directly placed for three (3) consecutive years who have not actively participated in the teaching staffing process.

13-10-9 Leaves/Job Share/Retirement. See related Articles 22, 25 and 31-16.

13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, the school leader shall establish a hiring committee which will be constructed by the principal in consultation with the CSC to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

13-10. The principal, with consultation from the CSC, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal and the principal will make RIBS decisions based on school determined criteria including performance and professionalism.

14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of
design and implementation following the guidelines set forth below.
14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.
14-1-1-1 Summer school teaching positions shall be posted.
14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.
14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.
14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.

<table>
<thead>
<tr>
<th>Replacement Policy</th>
<th>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Proposal</td>
<td><strong>Article 20: Procedures for Conducting Reduction in Force</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teaching:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Human Resource Management: Staffing</strong></td>
</tr>
</tbody>
</table>
| Policy            | 20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.
20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.
20-2-2 The District will send a registered or certified letter to the teacher’s last known permanent address. It shall be the teacher’s responsibility to notify the District of any change in their permanent address.
20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.
20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule. |
| Replacement Policy | The Innovation School will not participate in the district Reduction in Force process and will not be required to accept direct placement of district employees who have been reduced. New staff members will be employed at the school based on their qualifications and position requirements. |
| School Proposal   | **Article 32: Extra Duty Compensation** |
|                   | **Teaching:** |
|                   | **Human Resources Management: Compensation** |
| Article Summary    | See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules. |
| School’s Replacement Policy | The School has the authority to determine its own compensation structure for additional work provided the school submits a replacement policy to their CSC and HR for annual review ensuring sustainability, transparency and equity. |
- The School has the authority to establish its own compensation system to provide **stipends** as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.
- The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan. In no event shall this determination be made later than the date of the final budget submission for the following school year, on or around April 1st.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 7: Grievance Policy</th>
<th>Teaching: Human Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Summary</td>
<td>6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous</td>
<td></td>
</tr>
<tr>
<td>School’s Replacement Policy</td>
<td>The school shall maintain the following Grievance Policy: 7-1 Definitions. 7-1-1 A &quot;grievance&quot; shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School’s Employment Contract or the School’s Employee Handbook. 7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable. 7-1-3 The term &quot;grievance&quot; shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook. 7-1-4 An &quot;aggrieved person&quot; is a school staff member asserting a grievance. 7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation. 7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement. Information. The School agrees to make available to the aggrieved person and the aggrieved person’s representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</td>
<td></td>
</tr>
</tbody>
</table>
Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

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

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

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

7-4 Rights of Teachers to Representation.
All teachers who file a grievance shall do so with full knowledge and assurance that they are entitled to be represented by the Association and/or the Association's designee(s) if they so choose. Level One representation will normally be provided by the Association's building-level Association Representative.

7-5 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.
<table>
<thead>
<tr>
<th><strong>School Proposal</strong></th>
<th><strong>Policy</strong></th>
<th><strong>Replacement Policy</strong></th>
</tr>
</thead>
</table>
| Colorado State Statutes:  
Section 22-9-106: Local Board Duties  
Concerning Performance Evaluation for Licensed Personnel | (1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.  
(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education. | The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.  
- The School in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth.  
- The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive approved training in evaluation skills by the district personnel or school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.  
- Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.  
- All teachers will receive at least one formal evaluation each year and will receive the
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. ● The principal, in consultation with the CSC, will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales provided the school submits a replacement policy to their CSC and HR for annual review to ensure sustainability, transparency and equity. For all unique job descriptions, the Principal in consultation with the CSC and HR shall determine the rate of pay during the budget cycle each Spring for the following year. ● The school will use support staff positions that have been established by the Board, when applicable. When unique support staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.</td>
<td></td>
</tr>
<tr>
<td>School Proposal</td>
<td>Section 22-32-109(1)(g): Handling of Money</td>
<td>Governance: Budget</td>
</tr>
<tr>
<td>Policy</td>
<td>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</td>
<td></td>
</tr>
</tbody>
</table>
In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account.

The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school.

The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.

### School Proposal

<table>
<thead>
<tr>
<th>Section 22-32-109(1)(n)(I): Schedule and Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.</td>
</tr>
</tbody>
</table>

### Replacement Policy

The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.

- School has the authority to determine the number of professional development days, days off, and late starts/early release days.
- In accordance with the innovation plan, the school’s principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.
- The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

### School Proposal

<table>
<thead>
<tr>
<th>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be</td>
</tr>
</tbody>
</table>
| **Replacement Policy** | The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.  
  - In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, **the length of time the school will be in session** during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.  
  - The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. |
| **School Proposal** | **Section 22-32-109 (1)(n)(II)(B): School Calendar** | **Educational Program:**  
  **Calendar and Schedule** (B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days. |
| **Replacement Policy** | The school has the authority to **develop its own annual calendar** that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.  
  - **No later than 60 calendar days before the end of the school year,** the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.  
  - Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.  
  - A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.  
  - In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract. |
<p>| <strong>School Proposal</strong> | <strong>Section 22-32-109(1)(t): Determine Educational Program and Prescribe</strong> | <strong>Education Program</strong> |</p>
<table>
<thead>
<tr>
<th>Policy</th>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DPS Board authorizes the school to <strong>develop an educational program that aligns to the mission and vision</strong> of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</td>
</tr>
<tr>
<td>• Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted.</td>
</tr>
<tr>
<td>• The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</td>
</tr>
<tr>
<td>• The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC.</td>
</tr>
<tr>
<td>• Substantive interim changes must be approved by the Principal and District Staff.</td>
</tr>
</tbody>
</table>

| School Proposal |
| Policy |
| Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards |
| (aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407; |

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DPS Board authorizes the school to <strong>develop an educational program that aligns to the mission and vision</strong> of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</td>
</tr>
<tr>
<td>• Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted.</td>
</tr>
<tr>
<td>• The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</td>
</tr>
<tr>
<td>• The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC.</td>
</tr>
<tr>
<td>• Substantive interim changes must be approved by the Principal and District Staff.</td>
</tr>
</tbody>
</table>

<p>| School Proposal |
| Policy |
| Section 22-32-109(1)(jj): Identify Areas in Teaching: |</p>
<table>
<thead>
<tr>
<th>Policy</th>
<th>which the Principal/s Require Training or Development</th>
<th>Human Resource Management: Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>(jj)</td>
<td>To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.</td>
<td></td>
</tr>
</tbody>
</table>

| Replacement Policy | |
|--------------------| |
| In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school. |
| In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan. |
| The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. |
| District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan. |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers’ aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Replacement Policy</th>
<th>The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● All core content teachers shall meet the federal Highly Qualified (HQ) requirements.</td>
</tr>
<tr>
<td></td>
<td>Core content teachers shall possess a valid Colorado license and subject matter</td>
</tr>
</tbody>
</table>
### School Proposal

**22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel**

- **Teaching:** Human Resource Management: Staff Dismissals

---

### Policy

(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:

- **(h)** To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32-5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32-5-103 (3), or to a school in an innovation school zone, as defined in section 22-32-5-103 (4).

---

### Replacement Policy

In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader.

- All dismissals that occur during the school year must follow procedures established in District policy GDQD and regulation GDQD-R. Teachers may be have their contracts terminated or non-renewed for a lawful reason.

---

### School Proposal

**22-32-126: Employment and authority of principals**

- **Leadership:** Management

(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.

(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.

(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.

(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.

(5) **(a)** The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.

**(b)** Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student’s parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student’s parent or guardian. The discipline code shall also establish procedures to allow the student and the student’s parent or guardian to challenge the accuracy of the disciplinary information.

---

### School’s Replacement Policy

In the event of a change in leadership, the priority is maintaining building leadership.
that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

- Principal candidates are provided to the CSC and superintendent or his/her designee from the district’s principal hiring pool using the LEAD in Denver evaluation process.
- The district superintendent or his/her designee will manage the principal selection process in collaboration with the CSC and shall recommend at least two final candidates to the superintendent for hiring.
- The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the proposed candidates meet his/her approval.
- In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee.
- Interviews and selection follow the DPS Human Resource hiring procedures.

**School Proposal**

**Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception**

(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher’s license or authorization issued pursuant to the provisions of article 60.5 of this title.

(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.

(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.
Replacement Policy

The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.

- The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan.

School Proposal

Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision

Teaching:

Policy

(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.

(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher’s or chief administrative officer’s employment contract at any time.

(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:

(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or

(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.

(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of:

(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or

(II) One-twelth of the annual salary specified in the employment contract.

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher’s demonstrated effectiveness and qualifications, which review demonstrates that the teacher’s qualifications and teaching experience support the instructional practices of his or her school.
(III) Repealed.

(III) [A] Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

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

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

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

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

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

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

(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.
(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student’s violation of the school district’s conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.

(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher’s disciplinary or performance records pursuant to paragraph (a) of this subsection (4).

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
</table>
| All faculty are initially hired on at-will status even if they previously acquired non-probationary status in the District prior to being hired at the school. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract for the following year. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.

Teachers with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year observation component may be terminated or may continue employment under at-will status at the discretion of the school principal.

Annual contracts can be non-renewed at the end of the contract term for any lawful reason.

During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R. During the school year, a teacher on an annual contract may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

- Teachers leaving employment at the school and transferring to a position in another District school shall be subject to the District's policy regarding transfers from innovation schools in determining their probationary or non-probationary status.

The principal has the authority to make employment offers to qualified candidates at any time.

The School will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment.

- The School has the right to refuse the placement of teachers in Limited Term Assignments. The School may be required to accept transfers that are being placed under the District's compliance with the American's with Disabilities Act (ADA). |
|----------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| **Statute Description** | (1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.  
(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobatory status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.  
(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year. | |
| **School’s Replacement Policy** | All teachers are hired with at-will status, even if they acquired nonprobationary status in the District prior to being hired at the school. "At will" means teachers may be dismissed mid-year or at the end of the year for a lawful reason.  
Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.  
Teachers with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year observation component may be terminated or may continue employment under at-will status at the discretion of the school principal.  
Annual contracts can be non-renewed at the end of the contract term for any lawful reason.  
The district HR office will work with the school to ensure teacher offer letters are consistent with the approved innovation plan. | |
| Statute Description | (1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization. (2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position. (3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties. (4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher’s employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits. (5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school. |
| School’s Replacement Policy | The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service using the district salary schedule as a base. The school will accept transfers that are being placed under District compliance with the Americans with Disability Act (ADA). |
| School Proposal | Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal |
| Teaching: Human Resource Management: Dismissals | A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S. |
| Replacement Policy | All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. Teachers with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year observation component may be terminated or may continue employment under at-will status at the discretion of the school principal. |
Annual contracts can be non-renewed at the end of the contract term for any reason.

During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R. During the school year, a teacher on an annual contract may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

### School Proposal

**Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review**

Teaching:

Human Resource Management: Dismissals

### Statute Description

1. Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.
2. The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.
3. If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer’s recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.
4. (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher’s written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the
hearing officer.
(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.
(c) Expenses of the hearing officer shall be paid from funds of the school district.
(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.
(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.
(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.
(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.
(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.
(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.
(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.
(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.
(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.
(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.
(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the following recommendations: The teacher be dismissed or the teacher be retained. A
recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

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

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

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

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

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

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

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

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

(l) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or
(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.
(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).

**Replacement Policy**

The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher’s employment during the school year. In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.

During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R.

**School Proposal**

### Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule

(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.

**Replacement Policy**

The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the CSC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR for review to ensure sustainability, transparency and equity.

- Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.

**School Proposal**

### 22-63-402. Services - disbursements

No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for
services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher’s license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher’s license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.

Replacement Policy

The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.

School Proposal

<table>
<thead>
<tr>
<th>22-7-1207: Advancement – decision – parental involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Program: Promotion, Retention and Acceleration of Students</td>
</tr>
</tbody>
</table>

Policy

(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...

(a) except for students with disabilities substantially impacting their progress developing reading skills;

(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;

(c) the student is completing a second school year at the same grade level.

(2) Written notice to parents shall include:

(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...

(b) ...work with the parents to schedule a meeting...

(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.

(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at eh next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,

(b) ...the parent, teacher, and other personnel shall decide whether the student will
advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.

(5) parents will be given written notification of the decision to retain or not retain the student...

(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...

(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will follow the school’s replacement policy IKE/IKE-R regarding retention and promotion of students. Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments. The principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by the any member of the school community.</td>
</tr>
<tr>
<td>● If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees.</td>
</tr>
<tr>
<td>● All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries</th>
<th>Teaching: Payment of Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR to ensure</td>
<td></td>
</tr>
<tr>
<td>School Proposal</td>
<td>sustainability, transparency and equity.</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>22-33-102(1) Definition of &quot;Academic Year&quot;</strong></td>
<td>Education Program: Calendar</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>As used in this article, unless the context otherwise requires: (1) &quot;Academic year&quot; means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>“Academic year” refers to the year as it is established by the innovation school’s developed academic calendar for the School. The calendar will be posted available to the public by May 1st for the following school year. The school’s CSC will provide input into the calendar.</td>
<td></td>
</tr>
</tbody>
</table>

**Compensation Philosophy**

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