



Abraham Lincoln High School  
*College and Career Academy*

2020 Innovation School Application

# Innovation Application Table of Contents

Cover Page for Colorado Department of Education and Checklist	1
Letter from School Leader and Design Team	3
Innovation Plan Executive Summary	4
Support for the Plan	10
Innovation Plan Renewal Process - In 3 years	11
Section I: Teaching	15
Teacher Recruitment, Hiring, and Retention	15
Teacher Coaching	20
Teacher Evaluation	23
Professional Development	24
Pedagogy: Student Engagement and Mastery, and Instructional Strategies	26
Section II: Leadership	35
Leadership Sustainability	35
Organizational Structure	43
Leadership Coaching and Evaluation	46
Section III: Educational Program	47
Curriculum	53
Assessment	56
Academic Intervention and Acceleration	60
English Language Acquisition	61
Special Education Instruction	66
Culturally Responsive Education	69
School Calendar and Schedule	73
Section IV: School Culture	76
Parental Involvement	84
Student Discipline Policy	87
Classroom and School Management	88
Student Investment	88
Section V: Governance	91
Collaborative School Committee CSC	91
Oversight	93
Employment Policies	93
D. Budget Narrative	95
E. District Systems and Supports	96
Section VI: Waivers	98
UVA Partnership - Scope of Work	105



# Cover Page for Colorado Department of Education and Checklist

**School Name:** Abraham Lincoln High School

**School District:** Denver Public Schools

**Contact for Innovation Plan (Name, Title, and Email):** Antonio Esquibel, Principal, [Antonio\\_Esquibel@dpsk12.org](mailto:Antonio_Esquibel@dpsk12.org)

Please answer the following questions to help CDE review the Innovation Plan as efficiently as possible.

**Is this plan for a new school or an existing school?** Existing School

**Has the school applied for status as an Alternative Education Campus (AEC)?** No

**Has the school been assigned to a Priority Improvement or Turnaround plan?** Yes - Year-5 State Accountability

**Is the school a recipient of the federal School Improvement Grant (1003(g))?** No

An Innovation Plan **must be submitted along with the following documents:**

- A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board for its approval;
- A separate document listing the state laws and State Board rules that the school is seeking to waive, as well as “replacement plans” for each of those waivers (i.e., a description of the manner in which the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- A separate document showing the school’s prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An Innovation Plan **must include the following components:**

- A statement of the school’s mission and why designation as an Innovation school would enhance the school’s ability to achieve its mission;
- A description of the innovations the school would implement;
- A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school’s calendar. Other examples of programs/policies/documents that may be affected include the following:
  - o the research-based educational program the school would implement;
  - o the length of the school day and year at the school;
  - o student promotion and graduation policies;
  - o assessment plans; or
  - o staffing and/or compensation plans;
- The school’s prior year budget (if an already-existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving;
- An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any;
- Evidence that a majority of the administrators employed at the school consent to designation as an Innovation school;
- Evidence that a majority of the teachers employed at the school consent to designation as an Innovation school. (Note: for a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the Innovation school. The approval must be gathered by means of a secret ballot vote.)
- Evidence that a majority of the school accountability committee for the school consent to designation as an Innovation school
- A statement describing the level of support for designation as an Innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school.
- A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovations.

## Letter from School Leader and Design Team

It is with great excitement that we present you with this Innovation Plan for Abraham Lincoln High School for your review and approval. On October 4, 2019, the State Review Panel recommended that ALHS pursue innovation status with a pathway approach designed to support a diverse group of learners. Through this process, we engaged with stakeholders to create a plan for a College and Career Academy within our school model that blends the high school experience with a college-going and career exploration culture. We will continue as a comprehensive high school, but with a new and innovative focus to support all students. Through partnerships with local colleges, universities, and employers, this model allows students to take free college-level courses and career experiences while in high school, and creates an intentional pathway that leads to a college degree.

ALHS is designed to serve all students, and specifically aims to provide quality programming and opportunities for English language learners, first-generation college-bound students, students of color, students with disabilities, and students from low-income households. We believe that this innovative college and career model is a transformative opportunity for students to gain access to college credits throughout their high school experience to ultimately enhance future opportunities by removing barriers and encouraging access to college and rewarding careers. Schools focused on advanced academics are proven to result in higher rates of graduation, postsecondary enrollment, and postsecondary attainment for our students. At ALHS, we are ensuring that all students have access to a rigorous and relevant high school experience.

This school plan is put forward as a model for a high quality, equity focused, secondary school grounded in best practices in college and career access and education. It was developed with diverse stakeholders within the ALHS community. We formed a Lancer Leadership Cadre, a current CSC and SLT that includes parents, community members, and subject matter experts. In fall 2019, leaders from ALHS gathered feedback from students, staff, and families in order to better capture the priorities, values, and beliefs of the community. This engagement helped us discover what is most important to the community when it comes to student readiness: an ideal school is one that is fun, respectful, safe, welcoming, helpful, supportive, successful, caring, and engaging. We integrated these priorities in the collaborative design process, which has made our plan stronger. We would like to thank our community partners, parents, students, faculty, staff, and DPS support partners for all of the assistance, ideas, and support found within this plan. As we progress with our State and District Priority Improvement Planning, we look forward to our continued work with local stakeholders, as well as our Partnership with University of Virginia, as we begin the implementation of this work.

We are confident that with your support and partnership, we will make Abraham Lincoln High School a model for high schools across the state!

Thank you,

Antonio Esquibel, on behalf our our school community  
Principal  
Abraham Lincoln High School

## Innovation Plan Executive Summary

<b>School</b>	Abraham Lincoln High School
<b>Grades Served</b>	9th - 12th (with access to college courses through grade 14 through P-TECH)
<b>Model / Focus</b>	Comprehensive High School with a College and Career Academy Model
<b>ELA Program</b>	TNLI
<b>Region</b>	Southwest Denver
<b>Primary Contact</b>	Antonio Esquibel, Principal, <a href="mailto:Antonio_Esquibel@dpsk12.org">Antonio_Esquibel@dpsk12.org</a> 720-423-5050

### Vision

Our vision is to develop leaders for college, career, and our community. For our students to meet these expectations they will be confident, responsible, respectful, and persevere in their pursuit of success.

### Mission

Our mission is to raise expectations, open doors, and provide equitable access to rigorous learning and personalized support so that every student has the opportunity to earn an Industry Certificate, Associate's Degree or up to sixty college credits, and to graduate ready for college, career, and life.

### Projected Enrollment

Through this Innovation plan Abraham Lincoln High School (ALHS) intends to serve students in grades nine through twelve (with access to college courses through grade 14) and provide students the option to obtain credits leading toward or culminating in an Associate's Degree. This innovation plan is designed to support students who are historically underrepresented in higher education. ALHS will continue to support and include current students focused on ensuring all students meet graduation requirements. The school will have the capacity to enroll at least 1,300 students as enrollment demand continues to increase.

### Student Demographics

FRL	SPED	ELL	Hispanic / Latino	African American	White	Other
91.1%	10.1%	72.7%	89%	3%	3%	6%

### Enrollment Forecast

	2019-20 (current)	2020-21 (Y1 innovation)	2021-22 (Y2 innovation)	2022-23 (Y3 innovation)	2023-24	2024-25
<b>9</b>	344*	<b>325**</b>	325	325	325	325
<b>10</b>	243	340	<b>325</b>	325	325	325
<b>11</b>	185	240	330	<b>325</b>	325	325
<b>12</b>	199	185	240	325	<b>325</b>	325
<b>P-TECH Y13</b>	N/A	N/A	N/A	N/A	<b>25***</b>	<b>25</b>
<b>P-TECH Y14</b>	N/A	N/A	N/A	N/A	N/A	<b>25</b>
<b>Total</b>	<b>971</b>	<b>1090</b>	<b>1220</b>	<b>1300</b>	<b>1325</b>	<b>1350</b>

\*Our 9th grade enrollment has already increased dramatically in this first year of new leadership from 290 to 344, an 18.6% increase

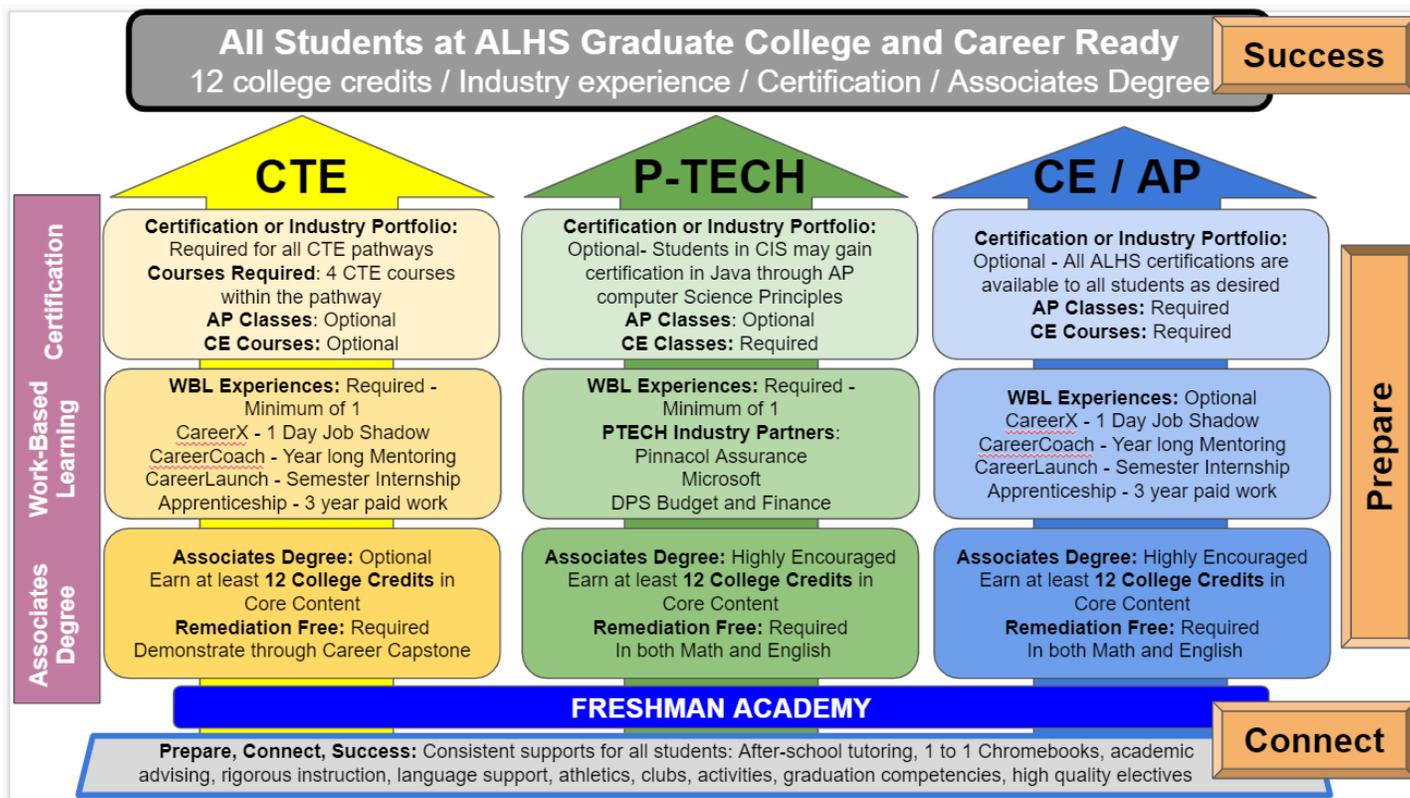
\*\* Beginning in 2020 9th and 10th grade will be our first group of students that may apply to participate in the P-TECH Academy, and expect that a small percentage of these students may elect to continue through Year 13 and 14 in the program. At the end of their 9th grade year students will officially apply into the P-TECH.

\*\*\*Not all students in the P-TECH will require additional coursework in years 13 or 14.

### Innovative College and Career Academy Educational Model

ALHS will ensure that all students graduate from high school ready for college and career, as defined by Denver’s high school graduation guidelines<sup>1</sup>. In addition, ALHS students will graduate having attained college credit through concurrent enrollment. We will do this by offering students the choice to pursue one of three permeable pathways (CTE, P-TECH, or Concurrent Enrollment/ Advanced Placement) that result in tuition free, transferable college credit. Through this model, students will have access to the following:

- 1. 12 Guaranteed Transfer Credits** - All students will earn at least twelve college credits that will transfer toward an Associate’s Degree and/or a Baccalaureate Degree at public Colorado Higher Education Institutions. They can pursue up to 60 college credits.
- 2. Industry Certificate** - Students may obtain a Career or Industry Certificate that will transfer toward an Associate or Baccalaureate Degree.
- 3. Associate’s Degree** - Students may earn an Associate’s Degree that can transfer toward a Baccalaureate Degree.



<sup>1</sup> <http://thecommons.dpsk12.org/Page/1495>

<p><b>CTE Pathway-</b> Students that choose a CTE Pathway engage in the DPS CareerConnect, a program that offers students relevant workplace and industry experience where they earn college credit while in high school. There are 2 ways students participate.</p>	<p><b>In School, through CTE Classes:</b> CTE classes allow students to earn academic credit and gain industry skills all during the regular school day and are offered in 5 different industry pathways:</p> <ol style="list-style-type: none"> <li><b>1. Tech-Connect:</b> Computer Programming, Web Design, Game Design, Robotics</li> <li><b>2. Creative-Connect:</b> Graphic Design, Video Production, Digital Photography, Drawing + Painting, Ceramics, and Sculpture</li> <li><b>3. Maker-Connect:</b> Advanced Manufacturing, Drafting, and Woodshop</li> <li><b>4. Education-Connect:</b> Early Childhood Education, Secondary Education, Human Services, Child Development</li> <li><b>5. Ace-Connect:</b> Various Career Preparation Classes for Students on Individualized Learning Plans</li> </ol> <p><b>In the Workplace, through workplace experiences:</b> ALHS offers 4 programs to gain workforce experience outside of school, during the school year:</p> <ol style="list-style-type: none"> <li><b>1. Grade 9: Career X: Industry Exploration:</b> One half-day visit to one of Colorado's top companies so students can explore and experience their workplace.</li> <li><b>2. Grade 10 &amp; 11: Career Coach Mentoring:</b> Year-long mentoring where students are matched with an industry professional to meet 4 times per semester for help developing college and career plans.</li> <li><b>3. Grade 10, 11, and 12: Career Launch Internships:</b> Students work for 1 semester in the industry they are studying, eligible for financial rewards and academic credit based on performance.</li> <li><b>4. Grade 11 and 12: Career Residency / Apprenticeship:</b> Students are paid to work part-time in the industry of their choice while taking free classes at UCD or CCD to earn a 2 year degree/ half the credits toward a 4 year degree.</li> </ol>
<p><b>Pathways in Technical Early College High Schools (P-TECH) Business Academy</b></p> <p>Students in 9th grade will apply into the P-TECH pathway, of which a diverse and representative number of students (approximately 25-50) will be selected to participate every year, and some of these students may continue through grades 13 and 14 to continue with college or concurrent coursework culminating in their Associates Degree while still funded in high school.</p>	<p>Our P-TECH program focuses on the Business Academy which emphasizes Computer Information Systems and the Business component for a career in Information Technology and/or Business culminating in an <b>Associate of Arts in Business</b>, an associates degree that sets the foundation for a wide array of Bachelors Degree programs like Marketing, Computer Information Systems, Accounting, Finance, International Business, and more. Students in the P-TECH may also acquire a certification in JAVA making them immediately marketable to employers upon graduation. The P-TECH program is a unique cohort opportunity for students to work in a small learning environment focused on working toward their Associates Degree with multiple opportunities for exposure to career opportunities.</p> <p>Our concurrent enrollment (CE) college-level courses and course sequence are provided through the Community College of Denver, for which we are currently working to provide even more course offerings as a satellite campus at ALHS. CCD will provide individual student supports and advisement on industry certifications and course progressions based on students' individual career interests.</p> <p><b>Industry Partnerships</b></p> <p>We will partner with a variety of organizations in order to provide our students with work based learning experiences such as job shadowing, mentoring, internships, and apprenticeships; these wraparound experiences in various careers in business technology are provided through newly established partnerships with:</p> <ul style="list-style-type: none"> <li>● Pinnacol Assurance</li> <li>● DPS Finance Department</li> <li>● Microsoft</li> </ul>

<p><b>CE/AP Pathway</b> Students that select this pathway will primarily focus on exploring Advanced Placement and Concurrent Enrollment courses and will be well situated to achieve up to 60 college credits, an Associates Degree, or Industry Certificate that can ultimately lead to a four year college degree.</p>	<p><b>CE/AP: Accelerated route (early enrollment).</b></p> <ol style="list-style-type: none"> <li><b>1. Application with CCD to be additional campus location (in progress)</b></li> <li><b>2. Track to earn an associates in 4 years</b></li> <li><b>3. 20 offerings for CE Courses in Course Catalog</b></li> </ol> <p>Students in the CE/AP pathway will have access to 49 Concurrent Enrollment sections and 20 individual courses.</p> <p><b>Concurrent Enrollment:</b> Every senior will have the opportunity to graduate with at least 12 Concurrent Enrollment (CE) college credits. Students will be offered the most permeable classes needed to be positioned to acquire a majority of 2 or 4 year degrees. These course offerings include ENG 121 English Composition I, MAT 120 Math for Liberal Arts (non-STEM) or MAT 121 College Algebra (STEM), COM 115 Public Speaking, and HIS 121 US History to Reconstruction. We believe these 4 college courses will at a minimum prepare students to be college and career ready. This includes the option of acquiring college credits through our university partners during college summer session. Students interested in courses in Spanish may also access concurrent enrollment courses through our partnership with Metro State University and can achieve a minor in Spanish through this course sequence. In addition, to support culturally relevant curriculum, students will have access to Ethnic, Gender and multicultural college level courses.</p> <p><b>Advanced Placement:</b> ALHS is expanding the Advanced Placement offerings during the 2020-2021 school year. This includes beginning to offer AP classes in Economics, World Geography, Environmental Science, Calculus, &amp; Psychology. These courses will maximize the opportunity for students to obtain college credits at the 9<sup>th</sup> and 10<sup>th</sup> grade level which hasn't been done in years past. This will also give students the opportunity for students to obtain college credits while at ALHS for college courses we are unable to provide with our own college instructors. All students will have the opportunity to enroll in AP courses.</p>
---	---

Note: Regardless of pathway option, all students will have the ability to access Concurrent Enrollment courses through our partnership with the Career College of Denver, Metro State University, and through the CU Succeeds Program. All of which are partnering with Lincoln in the implementation of this Innovative College and Career Academy Model at ALHS.

**Throughout this Innovation Plan ALHS has strategically designed a transformative approach to support the implementation of the College and Career Academy Model. These unique and innovative approaches include:**

- 1. School Model:** Comprehensive High School with permeable pathways focused on College and Career (P-TECH, CTE, and Advanced Placement/Concurrent Enrollment)
- 2. Industry Partnerships:** Microsoft, DPS Finance Department, Pinnacol Assurance
- 3. Concurrent Enrollment:** University Partners (Community College of Denver, Metro State University, and the CU Succeeds Program)
- 4. 9th Grade Academy:** Year-long cohort experience for all 9th graders to acclimate the high school and college and career readiness approaches, with an additional week of onboarding in the summer
- 5. Advisement:** *Lancer Family* provides small group experiences of less than 15:1 student to advisor ratios
- 6. Flex Block Course** Provide those students who need additional content to be blocked daily (significantly behind grade level) and for those students and courses that do not need to be blocked. More flexibility.
- 7. Added Professional Development:** Increased teacher planning time from 350 min/week to 450min/week; Increased teacher Professional Learning Community time from 148 min/week to 225 min/week, providing an early release day weekly for teacher collaboration and planning

8. **Elective Offerings:** Revised schedule to provide students with an additional elective offering daily (continue to offer electives that are making an impact on our students)
9. **City Year Partnership:** Maximum of 12 City Year Residents embedded in core classes to support with student culture, engagement and academic success
10. **Denver Math Fellows:** Close the opportunity gap by providing small group math instruction for our highest need students in order to accelerate their academic growth in preparation for college and career.
11. **Jobs for the Future (JFF):** Teacher Hiring Support
12. **MYTECH:** All students have access to 1:1 laptops to students for 21st century learning including communication, collaboration, critical thinking, and creativity.
13. **University of Virginia:** UVA Partnership for Leaders in Education will provide significant support and accountability to the school and district in order to ensure the effective implementation of this innovation plan and related instructional systems.

#### **Freshman Academy:**

The Freshman Academy of ALHS is established to help incoming ninth graders in their transition to high school. The research is clear that the most important year of high school is the 9th grade year. The long term goal of the academy is to increase the graduation rate among high school students at ALHS and to ensure they graduate college and career ready. The Academy seeks to improve student success by providing a structured atmosphere that emphasizes discipline and establishes high expectations for its students. Our goal is to prepare students academically, socially and emotionally for the future and to prepare them to become life successful. 9th Graders are assigned to a team of teachers and there are four teams in the Academy. All Academy core classes will be housed on the third floor of ALHS. We believe that keeping students in a central area of the building will cut down on attendance issues and tardies. The Freshman Academy will run from August until May (entire school year).

#### **Advisement/Lancer Family:**

All students will participate in a small 15:1 Advisement Monday, Wednesday, and Friday. This aligns directly to creating a culture of advisement, as described in this section. Advisement will be strategically placed at the beginning of each of these three days in order to frame priorities for students through individualized advising and group information sessions. On Tuesday advisement is replaced with "Tuesday Tutorial" where students go to the teacher they most need support and receive additional time and instruction.

#### **City Year:**

Starting in fall 2020, ALHS will partner with City Year Denver. The partnership with City Year will allow ALHS to focus resources toward priority elements of the Innovation plan: student culture, engagement and academic success. City Year is an AmeriCorps program focused on closing the achievement gap for highly impacted groups of students. Corps members will support 9th and 10th grade students with attendance monitoring and engagement, socio-emotional support, and support in math and literacy. Additional whole school supports will be provided through school-wide events and activities, recognitions and whole class support in English Language Acquisition.

#### **UVA:**

To help support, accelerate, and ensure successful implementation of this plan and related leadership and instructional systems and structures, we are deepening our partnership with the University of Virginia Partnership for Leaders in Education. The UVA-PLE will provide the necessary support to ensure this plan for school improvement is actualized. The UVA-PLE program has shown strong results in working with other DPS schools. The UVA-PLE's transformative and tailored leadership development increases the capacity of district and school teams to shape their own future and achieve lasting improvements in student learning. Through multiyear executive education and on-site partnership, UVA drives organizational learning and collaboration that empowers teams to heighten focus, improve internal ways of working and confront difficult problems. Our participation in this program has already begun to drive school improvements.

For these reasons, ALHS will be a strong school option for any student, and especially for our students who have been traditionally underrepresented in higher education.

### **Why Innovation Status at Abraham Lincoln High School?**

Over the past several years Abraham Lincoln High School has not provided the quality of educational opportunities necessary to ensure that our students are truly college and career ready. While we are making progress, it is necessary to dramatically accelerate this progress and Innovation Status with deep support from the University of Virginia in implementing the plan will allow for our school to rapidly increase outcomes and opportunities for our students.

ALHS has entered a required state accountability action to ensure our students receive the educational experiences needed for them to be prepared for college and career. Over the past several years we have not provided the level of academic programming and supports needed to break this pattern of low performance and this innovation plan specifically is designed to ensure clarity of focus and leverages school-based flexibilities to dramatically improve outcomes and opportunities for our students.

	2015	2016	2017	2018	2019
<b>DPS SPF</b>	Accredited On Priority Watch	Accredited On Priority Watch	Accredited On Priority Watch	Accredited On Priority Watch	Accredited on Watch
<b>State SPF</b>	Priority Improvement Plan	Priority Improvement Plan (lowered due to DPS request)	Priority Improvement Plan (lowered due to DPS request)	Priority Improvement Plan	Priority Improvement Plan

### State Review Panel (SRP) Recommendation:

The State Review Panel reported that our school is showing strong early indicators of capacity to lead improvements in academic achievement and growth and has a strong partnership with the University of Virginia in supporting the implementation of an aligned comprehensive innovative plan focused on ensuring strong instructional systems and coherent alignment, which are core to this innovation plan design as well as maintaining deep support for implementation and oversight from the University of Virginia. At the same time, after 5 years of low overall school performance, this innovation plan targets the root causes of this persistent low performance also detailed in the State Review Panel’s report which include a lack of aligned school-wide instructional systems with a coherent design that provides all stakeholders with clarity around:

- Identified rigorous course offerings
- Focused educational pathways (i.e. AP courses, concurrent enrollment, and industry certifications)
- Aligned staffing with the course/pathway offerings
- ELL Supports (i.e. SIOP)
- Aligned assessment strategy (assessment calendar, interims, platform, data analysis)

The SRP has recommended that Abraham Lincoln High School create an Innovation plan to support rapid and sustained academic achievement for all students. The school has determined, with collaboration from our faculty and staff leadership along with all staff members, a comprehensive innovative design with aligned waivers aimed at making the biggest impact for success. This Innovation plan leverages intentionally diverse approaches to education to improve educational performance by providing our school with greater school autonomy and managerial flexibility. In addition, it provides our school and principal with greater control over levels of staffing, recruitment and hiring, scheduling and educational programming with the goal of achieving improved student achievement. It is clear at this point that flexibility with an assessment strategy, curricular adoption, professional development opportunities, staffing based on new school programming and changes to school calendar will benefit us the most. Innovation will align to the new vision of Abraham Lincoln High School supporting how our students will experience multiple touch points within college and career to guarantee high school graduation and overall college and career success. In addition, Abraham Lincoln High School will continue with the UVA Partnership to support and monitor the 90 day plan specific to instructional infrastructure including curriculum, assessments, data driven instructional systems and professional development to drive accelerated improvements in student growth and achievement. The UVA’s recommendations will be based on their proven expertise, knowledge and evidence based practices.

### Requested Waivers/ Flexibilities and Rationale

In order to be implemented effectively, the school innovation plan requires waivers in the following areas:

<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● Allow <b>school to determine PD</b> for Teachers and School Leaders and not require staff to attend district PD when it is not aligned with the school needs</li> </ul>
<b>Calendar</b>	<ul style="list-style-type: none"> <li>● Allow school to modify the school calendar to <b>add additional school days for the ALHS 9th Grade Academy</b> students and teachers with pro-rated additional pay</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Allow the school to <b>modify DPS Teal Days</b> to align with the school’s assessment schedule</li> <li>● Allow the school to <b>determine interim and formative assessments</b></li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>● Allow the school to <b>better define its educational program</b> including curriculum, course offerings, textbooks, unit planning, pacing guides, CTE pathways, college partnerships</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>● Allow the school to recruit and <b>hire early</b> / outside of the DPS timeline</li> <li>● Allow <b>refusal of limited term assignments</b> of staff from district</li> <li>● Allow schools to create <b>unique roles</b> based on the school-model</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>● Allow <b>school-determined additional stipends</b> for added responsibilities, incentives</li> <li>● Allow financial <b>sponsorships/grants without DPS overhead charges</b></li> </ul>

### Support for the Plan

This Innovation Plan is the culmination of significant input from our school community including staff, students, administration, and families. Hence, this school plan is put forward as a model for a high quality, equity focused, secondary school grounded in best practices in college and career access and education. It was developed with diverse stakeholders within the ALHS community, including school staff and experts from the following teams: College and Career, Planning, Finance, English Language Acquisition, Gifted and Talented, Post-Secondary Success, Southwest Region, Teacher Leadership and Collaboration, Curriculum and Instruction, Data Driven Instruction, University of Virginia Partnership for Leaders in Education, Tiered Supports, Human Resources, and Inflexion. We established an infrastructure that effectively collects feedback and input from the community and translates it into our school plan. We will continue to create engagement activities, establish leadership advisory groups and set aside resources to prepare parents and other community members to become school advocates and leaders themselves.

**Our Design Team** - The principal formed a Lancer Leadership Cadre, a current CSC and SLT that includes parents, community members, and subject matter experts. This team helped the leader solicit community input to inform decision making including the following.

- Refining the identity and vision so that they reflect community values;
- Selecting key elements of school culture;
- Identifying specific postsecondary pathways (i.e. business, technology, medical) based on regional availability and community demand;
- Prioritizing elective academic courses;
- Prioritizing extracurricular options, including but not limited to after school programs and student clubs;
- Developing student and family engagement strategies;
- Researched and visited schools that exemplified best practices for English Learners and first generation college bound students;
- Identifying community partners to provide elective and extracurricular options, wraparound supports, and other school supports; and
- Providing input on the overall program model and aligned waiver requests.

**Focus Groups and Design Sessions** - In addition to leading the design team, the Principal and members of the Cadre team led family and student focus groups and design sessions throughout the fall and winter of the 2019-20 school year. Not only were these sessions intended to inform some or all of the decisions listed above, but they also contributed to recruitment and enrollment efforts.

In fall 2019, leaders from ALHS gathered feedback from students, staff, and families in order to better capture the priorities, values, and beliefs of the community.

- **They received responses from 708 stakeholders, including 596 students, 69 staff members, and 43 family and community members.**

Feedback was collected in both English and Spanish through an online survey and in-person sessions conducted by ALHS leadership. Inflexion staff analyzed the feedback to identify trends and synthesize commonalities across the stakeholder groups. In the survey and sessions, stakeholders were asked to: describe an ideal school; describe the characteristics, skills, mindsets, and behaviors students need in order to prepare for their futures; and identify the unique personality of ALHS and the traits most valued in the community by creatively imagining their school as an animal and describing how it represents the school. These questions help us discover what is most important to the community when it comes to student readiness. Some themes that emerged include: ALHS students, staff, and community members believe an ideal school is one that is fun, respectful, safe, welcoming, helpful, supportive, successful, caring, and engaging. They described a student that is ready for life after graduation as someone with the following characteristics, behaviors, and mindsets: have the ability to THINK deeply about what they are doing; KNOW contextually why they learn; ACT purposefully to achieve their goals; and GO successfully through life's transitions. These attributes are central to our college and career model.

### **Innovation Plan Renewal Process - In 3 years**

The school staff, CSC, and administration will assess the impact of the Innovation Plan through the state designated renewal process after 3 years of implementation. During the 2022-2023 school year these groups will assess the innovation plan to determine if innovation status is necessary for ongoing and continuous improvement. Any changes has to be approved by greater than 60% of teachers as well as approval from the school's administrators, and the CSC. This process will include dedicated time with staff to review the plan and assess each waiver. These meetings will include a review of the waivers with representatives from the DCTA and district staff prior to holding a staff vote. Once a plan is finalized the teachers will have 2 weeks to review the final draft prior to voting on approving or declining ongoing Innovation Status.

**Expected Outcomes as a Result of Innovation Status - Detailed in our UVA 90 Day Plan and UIP**

**SAT/PSAT Combined Status**

<b>EBRW</b>	<b>Current Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
All Student Groups	26.4%	33.4%	40.4%	47.4%
ELL	6.3%	13.3%	20.3%	27.3%
Black	31.6%	37.6%	44.6%	51.6%
FRL	25.2%	32.2%	39.2%	46.2%
Hispanic	25.3%	32.3%	39.3%	46.3%
White	62.5%	69.5%	76.5%	83.5%
SwD	5.6%	12.6%	19.6%	26.6%

<b>Math</b>	<b>Current Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
All Student Groups	14.6%	21.6%	28.6%	35.6%
ELL	5.6%	12.6%	19.6%	26.6%
Black	5.3%	12.3%	19.3%	26.3%
FRL	14.5%	21.5%	28.5%	35.5%
Hispanic	13.9%	20.9%	27.9%	34.9%
White	25.0%	32.0%	39.0%	46.0%
SwD	1.9%	8.9%	15.9%	22.9%

- *In order to meet these status goals, we aim to achieve an MGP of 50 or more in each of these categories.*

**Four-year Graduation Rates**

<b>Graduation Rates</b>	<b>Current Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
All Students	73.3%	80.3%	87.3%	94.3%
ELL	68.9%	75.9%	82.9%	89.9%
FRL	73.7%	80.7%	87.7%	94.7%
SWD	55.9%	62.9%	69.9%	76.9%

**ACCESS**

<b>ACCESS</b>	<b>Current Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Proficiency	41.2%	51.2%	61.2%	71.2%
Growth	57	65	65	65

**College and Career Academy (CCA) Implementation Guidelines and Benchmarks**

To ensure that ALHS achieves these outcomes for our students, we align all aspects of our school design to the following evidence-based best practices.

CCA Quality Benchmark	ALHS Implementation
Scale up to serve students who have been historically underrepresented in higher education.	ALHS will recruit and enroll first generation college-bound students and students who are historically underrepresented in higher education, including students in poverty, students of color, students with disabilities, and language learners.
Create a school design and culture that fosters an inclusive, enriching, supportive educational experience for all students and families.	ALHS will foster a culture characterized by five cornerstones: creating a college-going culture, cultivating advisement and personalization, promoting multiculturalism and inclusion, fostering relational communities, and providing holistic support. The cornerstones apply to student and families; families are authentically engaged throughout the school.
Partner with an institute of higher education (IHE) to provide all students free, rigorous college and career experiences.	ALHS will solidify IHE partnerships and will enter into an MOU with IHE(s). IHE(s) will support postsecondary pathways by providing concurrent enrollment opportunities.
Provide a rigorous course of study that enables all students to successfully master DPS graduation requirements and graduate with free, transferable college credit.	ALHS will provide all students access to open, flexible, and permeable postsecondary pathways: 12 guaranteed transfer credits, Industry Credential, and an Associate's Degree. All students will graduate with at least twelve transferable college credits. Students may enroll for a fifth and sixth year to complete their selected pathways for free if they are part of the P-Tech Academy Pathway. All instructional structures and strategies are designed to ensure that the target population can be successful in postsecondary pathways of their choosing.

<p>Promote effective rigorous professional practice grounded in data to ensure each student is supported on a pathway to graduation.</p>	<p>ALHS will utilize pedagogy rooted in best practices for supporting first generation college bound students. Teachers will have ample time for collaboration and planning, primarily through Professional Learning Communities that will utilize data-driven instruction. Teachers will also receive individualized coaching using data-driven inquiry cycles. Finally, teachers will engage in weekly professional development aligned to school-wide instructional and improvement priorities.</p>
--	--

**Timeline for Implementation:**

The following actions will take place to support the implementation of the plan.

**2019-2020 School Year:**

1. Finalize the P-Tech Partnerships and course offerings
2. Communicate the Innovation Plan with staff, families, students, and feeder middle schools
3. Winter: UVA Instructional Coherence Session, and updating the school’s spring 90 day action plan.
4. Spring: UVA Site Visit on Instructional Coherence, DDI, Observation/Feedback, PD, Instructional Planning, Coaching. UVA will conduct a full site visit and coaching session on the implementation of this plan and associated big rocks. Through this process UVA will support the regional team and school leadership team in conducting a Foundational Systems Analysis and plan to achieve “Deep” execution of these systems over the next two years.
5. Spring: Lincoln’s ILT will evaluate curricular choices and adopt core content curriculum with support from the DPS Curriculum and Instruction team and input from UVA.
6. Summer: UVA Summer Session focused on instructional leadership, plan implementation, and 90 day plan priorities for fall semester. Over three days, district leadership teams and principals focus on further leveraging strengths to build on success, addressing gaps in implementation, innovating to promote change and reinvigorating change efforts.

**Ongoing During the 2020 and 2021 School Years:**

1. The regional team including the Regional Instructional Superintendent will conduct 60 day Continuous Improvement Cycles to assess the impact of the school’s innovation plan and related 90 day action steps.
2. The Tiered Supports team will hire an Improvement Science Partner who will be on the Lincoln staff and will implement a research study on the effectiveness of implementing this innovation plan and the supports needed from the district and UVA in order to effectively support the implementation of the plan. Monthly the Improvement Science Partner will meet with UVA, district Instructional Superintendents, and the Tiered Supports team to identify the status of this improvement effort. During these meetings these groups will identify additional support needed as determined.

UVA will provide targeted coaching and support the school leader and leadership team through the partnership detailed throughout this application, of which a detailed scope of work is attached in the appendix.

## Section I: Teaching

### A. Teacher Recruitment, Hiring, and Retention

At ALHS we aspire to attract and retain top talent that are committed to the success of our school and have the instructional skills and competencies to implement our innovative school model. Our current teacher retention rate is on the rise and through this innovation plan with targeted support including providing significant additional planning and PLC time to teachers we aspire to continue to make progress in retaining our teachers.

2016-17 to 2017-18	2017-18 to 2018-19	2018-19 to 2019-20	Goal: 2019-20 to 2020-21	Goal: 2020-21 to 2021-22	Goal: 2021-22 to 2022-23	Goal: 2022-23 to 2023-24
68%	78%	88%	90%	95%	95%	95%

#### Teacher Recruitment & Hiring Process

ALHS cultivates a highly qualified, vision and values-aligned, collaborative teaching team. Cultivating such a team requires a year-round commitment to identifying, finding, recruiting, supporting, and sustaining the right people. Through innovation status we waive the district hiring timelines and post for positions when they are known. This hiring flexibility will help ensure we have access to top talent and are able to be fully staffed as early as possible. As a participant in the UVA Cohort, ALHS has a dedicated HR partner to rapidly respond to any HR needs as they arise.

At ALHS, recruitment starts with clarity about fit. Throughout all aspects of recruitment, hiring, and retention the school prioritizes the following characteristics.

**Values and Mindset** - ALHS prioritizes hiring teachers who are aligned with the school's mission, vision, and values. For example, our hiring processes screen for alignment with: values of pride in cultural identity and access for historically underrepresented students; culture cornerstones like personalization, college culture, and multiculturalism; and key aspects of the school's culture including restorative justice approaches. Further, ALHS prioritizes hiring teachers who demonstrate specific mindsets aligned to positive culture and improvement, including growth mindset and collaboration. ALHS has reached out to over 700 stakeholders asking them about their perspective on these characteristics which have formed the basis for our look-fors in our hiring process.

**College and Career Academy** - Our College and Career Academy is a unique high school designs, different from many traditional high schools in significant ways. To ensure team members are able to support implementation of the model with fidelity, the school prioritizes hiring teachers and staff who have experience with and who have shown success in high schools where concurrent enrollment, CTE and AP are infused. Pedagogical practices are often student-centered; therefore the hiring process screens teacher practices through observation of teaching. The hiring team looks for evidence of eight teacher behaviors identified as best practice by Jobs for the Future (JFF):

- Forming positive relationships with students
- Personalizing learning for students
- Providing appropriate levels of challenge with supports
- Promoting social emotional growth and positive identity development
- Supporting anytime, anywhere, and real world learning
- Using technology to support learning
- Providing clear, timely feedback and support
- Promoting student autonomy and independence

**Student Equity and Opportunity** - ALHS is committed to serving first generation college bound students and other students who are historically underrepresented in higher education. The school prioritizes hiring teachers and staff members who:

- Value working with first generation college bound students and other students who are historically underrepresented in higher education
- Demonstrate asset-based and culturally-competent orientations when talking about students of color, language learners, and other aspects of diversity
- Articulate a clear value for and understanding of educational equity
- Have a track record of success in achieving academic and whole child success with similar student populations
- Are certified in English Language Acquisition ELA-E (English) and ELA-S (Spanish)

**Diversity and Representation** - As an extension of our focus on equity, ALHS also prioritizes hiring and retaining a staff who reflect the student body. There is strong evidence showing that students benefit when they learn from teachers and form relationships with staff who reflect their racial and cultural identities.<sup>23</sup> In alignment with the research base, ALHS proactively recruits and takes measures to support and retain teachers who reflect the racial, cultural, and linguistic backgrounds of our student population. ALHS also recognizes that diversity and representation cannot be merely symbolic; the school needs to ensure that there are systems and structures in place to promote inclusion and ensure diversity benefits staff and students. In this spirit, the school commits to:

- Sharing a value statement about diversity and representation on the staff
- Using culturally responsive hiring strategies
- Cultivating a culturally competent professional environment
- Ensuring staff of color and bilingual staff are represented in leadership positions within the school and have the opportunity to express voice
- Providing opportunities for growth and advancement for staff of color
- Using feedback about staff culture, including multicultural inclusion, to continually improve the school's culture and professional environment

ALHS works with the DPS Human Resources, Deputy Superintendent of Schools Office, and the Office of Career and College Success teams to recruit talented staff. This team develops and implements specific hiring strategies to recruit ELA-S teachers suited for this model, acknowledging that this is critical to the success of so many students at the school. ALHS also adheres to all common and shared practices for recruitment across the high school network. In addition to keeping measure with district and network practices, the school takes strides to ensure it can attract and retain a teaching force aligned to its college and career model.

The NAPCS published a comprehensive report on best practices in teacher recruitment pipelines.<sup>4</sup> Denver Public Schools was one of ten school systems that contributed to the findings in the report, which included both districts and charter management organizations, and identifies best practices. Through this plan ALHS is leveraging these practices in the following ways.

<b>Best Practices for Teacher Hiring used at ALHS</b>		
<b>Description</b>	<b>Tactics</b>	<b>Lead(s)</b>
<p><b>Track and analyze data</b> Use data to anticipate hiring needs, measure the success of recruitment tactics, and continually clarify priority qualifications by studying the teacher attributes that correlate with student success.</p>	<ul style="list-style-type: none"> <li>● Use data to anticipate number of expected positions to be filled annually</li> <li>● Study return on investment for different recruitment strategies to prioritize those that are successful</li> <li>● Study teacher qualifications against teacher impact to clarify the most important qualifications for recruitment</li> </ul>	AP Principal
<p><b>Create a calendar and start early</b> The school creates a year-round recruitment and hiring calendar that ensures a strong pipeline of qualified candidates</p>	<ul style="list-style-type: none"> <li>● Create an annual calendar of recruitment milestones and events</li> <li>● Start as early as possible</li> <li>● Engage staff and families in year round recruitment efforts via social media and personal networks</li> </ul>	AP SLT Principal

<sup>2</sup> <http://ftp.iza.org/dp10630.pdf>

<sup>3</sup> <http://releases.ihu.edu/2016/03/30/race-biases-teachers-expectations-for-students/>

<sup>4</sup> <https://www.incschools.org/wp-content/uploads/2016/06/National-Best-Practices-INCS-White-Paper.pdf>

<p><b>Online marketing is key</b> Create a strong online presence by articulating a clear identify, value proposition, and brand that attracts values-aligned teachers.</p>	<ul style="list-style-type: none"> <li>● Work with the DPS Communications Department to develop a strong brand identity, website, and virtual materials</li> <li>● Work with the DPS Human Resources Department to post openings on all traditional posting sites and through all traditional media</li> <li>● Utilize social media and other channels strategically to target desirable candidates</li> <li>● Designate one or more individuals to keep online content updated</li> </ul>	Principal AP Marketing Coordinator
<p><b>Pipeline programs</b> Identify internal and external talent pipelines to source teachers who have desirable qualifications.</p>	<ul style="list-style-type: none"> <li>● Work with the DPS Human Resources Department to identify priority pipelines, including DPS teacher pipelines and local partners</li> <li>● Prioritize hiring Teacher Residents to create an internal “grow your own” pipeline of highly qualified teachers aligned with the school’s vision, mission, and values and who fit with the pathways model. This strategy further supports the school model by lowering student:teacher ratios.</li> <li>● Work with external partners (i.e. Jobs for the Future) to identify teacher candidates aligned to the pathways model</li> <li>● Tap internal networks by engaging teachers, staff, families, and partners to identify possible teacher candidates</li> <li>● Collaborate with the local initiative Make Your Mark <sup>5</sup>to identify teacher candidates of color</li> </ul>	Principal AP
<p><b>Approach Job Fairs as a gateway</b> Research suggests that job fairs are good branding opportunities, but do not consistently result in qualified veteran teacher hires. The school uses job fairs to promote the school, while also utilizing the strategies at right to recruit qualified veteran teachers.</p>	<ul style="list-style-type: none"> <li>● Participate in all DPS Job Fairs to promote the school’s vision and values</li> <li>● Host Visitor Days for prospective families and prospective teachers</li> <li>● Host open Community Events and invite prospective candidates</li> </ul>	Principal AP
<p><b>Implement a rigorous hiring process</b> Utilize a multi-stage, data-driven process to ensure strong fit, requisite experience, and alignment to the hiring priorities</p>	<ul style="list-style-type: none"> <li>● Candidates submit a resume and cover letter for review by an internal hiring committee</li> <li>● Candidates do an initial interview screen (phone or skype) to assess initial fit</li> <li>● Candidates conduct in-person interviews with teachers, students, and staff</li> <li>● Candidates deliver a sample lesson. Teachers and administrators observe using a rubric aligned to priority teacher strategies. Teachers, administrators, and students provide feedback</li> <li>● Leadership checks references</li> <li>● Students and staff are involved in all aspects and stages of the hiring process.</li> </ul>	Principal AP Personnel Committee

**Selection Process and Criteria:** As shown in the table above, ALHS utilizes a rigorous and multi-part selection process. The district takes strides to ensure that the selection process is not biased, utilizing proven methods to manage bias in the hiring process<sup>6</sup>, studying recruitment and hiring data for patterns that may reveal bias, and soliciting feedback from candidates (hired and not hired) about their experience in the process. It is important to note that this process includes multiple opportunities for staff, student, and parent input. These stakeholders’ perspectives can be especially vital to ensuring that candidates are a good fit for the school, that they are positioned to establish strong relationships with all stakeholders, and that there is strong buy-in and support from the entire school community for new hires.

<sup>5</sup> <http://equity.dpsk12.org/block/make-your-mark-denver-2/>

<sup>6</sup> <https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process>

Opportunities for input include in person interviews and instructional observations. Leadership takes staff, student, and family input seriously in making all hiring decisions and shares all decisions transparently. The selection process seeks to ensure that teachers’ qualifications are aligned with the school’s mission, vision, values, and educational model, and that all teachers are highly qualified. Qualification requirements include:

- All teachers hold a valid Colorado teaching license.
- Additional instructional staff, including paraprofessionals, hold licenses appropriate to their roles. ALHS prioritizes hiring these supplemental staff to create an internal pipeline of teachers who understand and are aligned to the school model, and also to reduce the student:teacher ratio in classrooms, thereby promoting personalization.
- When staff in non-core teaching positions are needed to support the school model these roles may be developed.
- The school places priority on hiring teachers who hold a Master’s Degree in their content area, who hold a Master’s Degree and have completed at least 18 credit hours of coursework in their content area, or who agree to pursue 18 credit hours of credit in their subject area. **This allows teachers in the school to teach concurrent enrollment courses as Adjunct Professors associated with the school’s IHE**, which is beneficial to the school for two primary reasons: this makes it easier for students to take college courses on the high school campus, and this ensures that the school can more easily align instructional and pedagogical strategies across high school and concurrent enrollment courses for a more consistent and coherent student experience.
- The school ensures that the staff includes an adequate number of teachers (based on enrollment figures) who hold ELA-E/S certification.
- The school ensures that the staff includes an adequate number of Mild/Moderate teachers (based on enrollment figures) who can provide supports for Special Education.
- The school seeks to hire teachers who hold Gifted and Talented certification.
- Anyone teaching career and technical courses has a Career and Technical Education license.
- Given the school’s model, students take some concurrent enrollment courses from Professors or Adjunct Professors employed by the IHE(s). While the high school does not have a say in teacher hiring or qualifications at IHEs, memorandums of understanding (MOU) with IHEs entail mutual agreements about teacher quality and performance, shared planning and professional development, and other forms of collaboration that support alignment between educators at the high school and at the IHE.

Each stage of the selection process described above is utilized to assess specific aspects of a prospective teacher’s fit and qualifications.

ALHS Teacher Hiring Process			
Selection Stage	Activities	Qualifications	Participants
<b>Resume and Cover Letter</b>	<ul style="list-style-type: none"> <li>● Review resume and cover letter; rank and sort based on qualifications and initial fit; invite top applicants to screen</li> </ul>	<ul style="list-style-type: none"> <li>● Certification / Licensure</li> <li>● Relevant coursework</li> <li>● Relevant professional experience</li> <li>● Record of academic outcomes</li> </ul>	Principal/AP
<b>Interview Screen</b>	<ul style="list-style-type: none"> <li>● Phone screen with initial candidates to assess fit</li> </ul>	<ul style="list-style-type: none"> <li>● Vision, mission, values alignment</li> <li>● Focus on equity</li> <li>● Mindsets</li> </ul>	Principal/AP
<b>In-Person Interviews</b>	<ul style="list-style-type: none"> <li>● Interview with student hiring committee</li> <li>● Interview with staff hiring committee</li> <li>● Interview with leadership</li> <li>● Interview with parents</li> <li>● Review of Innovation Plan with leadership and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant professional experience</li> <li>● Vision, mission, values alignment</li> <li>● Focus on equity</li> <li>● Mindsets</li> </ul>	Students Staff (PSC) Admin rep, Parents (PTA/CSC, PAC)

<b>Sample Lesson</b>	<ul style="list-style-type: none"> <li>● Deliver sample lesson</li> <li>● Reflect on feedback with principal/AP and/or STL</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional and pedagogical alignment</li> <li>● Focus on equity mindsets</li> </ul>	Staff Leadership Students
<b>Reference Check</b>	<ul style="list-style-type: none"> <li>● Principal / AP calls references</li> </ul>	<ul style="list-style-type: none"> <li>● Vision, mission, values alignment</li> <li>● Focus on equity</li> <li>● Mindsets</li> </ul>	Principal/AP

## Teacher Retention

ALHS places high priority not only on hiring the right people, but also on keeping the right people. The school draws on multiple bodies of evidence about teacher retention to devise a strategy to retain the right people in the right roles, thereby contributing to positive academic outcomes and culture. As made standard in the DPS LEAD framework, teacher retention is factored in to the annual evaluation of the school principal and assistant principal. The school focuses on retention by prioritizing the following retention strategies:

1. Provide ample opportunity for teachers to exercise voice and leadership through:
  - a. PLCs and department teams
  - b. surveys, focus groups, and other feedback mechanisms throughout the school year
  - c. Input on school policies and involvement in all major decision making processes including hiring
  - d. distributed and participatory leadership and teacher leadership roles
  - e. pathways for teachers to take on additional responsibilities and experience professional growth
2. Cultivate a school culture where teachers trust and collaborate with parents through:
  - a. opportunities for teachers to work closely with parents, including but not limited to student led conferences, home:school communication, and parent events
  - b. opportunities for joint problem solving with parents
  - c. making parent communication a key part of the Advisor’s role
3. Cultivate a school culture where teachers trust and respect leadership through:
  - a. ensuring teachers have access to principal
  - b. hiring principal and leadership team for their ability to promote positive staff culture, teacher voice
  - c. hiring principal and leadership team for their ability to model school values
  - d. multiple forms of feedback to the principal and leadership team to promote their professional growth
4. Cultivate a school culture where teachers trust and collaborate with their peers through:
  - a. hiring teachers on the basis of their alignment with the school’s vision and values
  - b. hiring teachers on the basis of their positive mindsets, including growth mindset and collaboration
  - c. opportunities for teachers to collaborate in grade level teams and department teams, PLCs, and other committees
  - d. creating a culturally competent professional community where teachers feel respected and included (ensuring representation by staff of color in all teacher leadership roles, ensuring that staff of color have voice in school decisions and opportunities to provide feedback to leadership; and ensuring that leadership models leverage diversity as a creative and strategic asset for the school)
5. Ensure teachers have the support and resources they need to succeed through
  - a. providing teachers with access to instructional resources and seeking outside partnerships when additional resources are needed
  - b. providing teachers with instructional assistance, coaching, and feedback to feel supported
6. Ensure teachers feel that they are doing meaningful and impactful work through
  - a. prioritizing vision and mission on a daily basis to reinforce meaningful work in the school culture
  - b. celebrating successes in the school and recognizing teachers for contributions to student learning and success
  - c. identifying common challenges in the school and engaging teachers in creative and collaborative problem solving

## B. Teacher Coaching

### Coaching, Professional Learning Communities, and Professional Development

Through this Innovation Plan ALHS is committed to creating a culture of professional learning and growth for all teachers and staff, in service of creating a culture of learning and growth for all students. The school implements this culture of professional learning and growth as three related areas of practice that are all situated within the context of common improvement priorities for the school: **individual coaching, professional learning communities, and professional development.** Coaching is the most highly individual of these three elements, and it provides job embedded improvement opportunities that are essential for teacher growth and development. Coaching allows teachers to set personal growth goals related to school growth goals, connecting individual improvement with schoolwide improvement.



Professional learning communities (PLCs) provide the time, space, and structure for meaningful teacher collaboration, which simultaneously improve instructional planning and implementation and support collegial professional culture. PLCs play a key role as a link between team/department planning and schoolwide goals; teams/departments have the shared accountability for interpreting schoolwide instructional strategies and putting them into action using data to monitor progress. Finally, high quality professional development provides opportunities for the entire school to engage in shared learning related to schoolwide priorities. Though there are ample opportunities for differentiation and personalization within schoolwide professional development, it nonetheless serves the purpose of building common language, knowledge, and skill to clarify and enact schoolwide priorities. Together, these three areas of professional support lead to improved instruction and increased student success.

On an annual basis the Instructional Leadership Team (ILT) sets school wide priorities that drive coaching, professional learning communities, and professional development. These priorities are directly tied to our 90 Day Plan Priorities with UVA and are included in our unified improvement plan (UIP) to ensure alignment. Priorities are defined within the three domains shown below.

- **Instruction and Pedagogy** - Which of the school’s priority instructional strategies (the instructional and pedagogical framework) will the school use to drive improvements in student learning and development?
- **Professional Practice** - What technical and professional skill sets related to instruction, student support, and classroom management will the school seek to improve and develop to drive improvements in student learning and development?
- **Culture** - What aspects of the school’s culture (values, discipline, and culture cornerstones) will the school seek to improve and develop to drive improvements in student learning and development?

Example PLC Topics Include:

Instruction & Pedagogy	Professional Practice	Culture
Active learning strategies	Integrated Content Language Development (ICLD) Data driven instruction	Family engagement
Responsive rigor strategies	Culturally responsive classroom management	Restorative practices
Culturally responsive teaching	Integrating special education, ELD, and GT support strategies	Whole child supports and trauma informed care

Personalization and acceleration	1:1 Chromebook access for every student including instruction and classroom management with 1:1 chromebooks	Advisement
----------------------------------	---	------------

Prior to the start of the year (during the UIP process and again during the summer) the ILT, with facilitated support from our UVA partner, studies student performance data from the previous year, incoming eighth grade student data, and teacher performance data (LEAP evaluations and coaching data) to anticipate specific challenges and opportunities for improvement. Using a root cause analysis protocol, the team identifies specific instructional, professional, and cultural areas that may be contributing to identified challenges. Based on their analysis, the team identifies overarching priorities for the school. These priorities inform individual teacher development (coaching), team development and instructional planning (PLCs), and specific topics for schoolwide professional development. At the end of each quarter, the ILT engages in another round of data-driven analysis. They analyze staff feedback to identify opportunities for improvement in the delivery and facilitation of coaching, PLCs, and professional development. Further, the ILT analyzes recent student and teacher performance data to adjust schoolwide focus areas as needed, and to identify specific topics for professional development for the coming quarter. In this way, all professional improvement strategies align to the school’s common instructional model, expectations for professional practice, and culture, but specific topics and focus areas are determined strategically at key milestones in the year to ensure that coaching, PLCs, professional development topics are relevant to teachers and aligned to student needs.

### Teacher Coaching

Teacher coaching is critical for improving the quality of instruction and pedagogy and improving the professional culture in the school, both of which are essential for student and school success. The school uses the LEAP recommended and supported continuous improvement approach to supporting educators. All coaching and feedback cycles have three goals:

- Build a culture of academic excellence and continuous learning for all students and teachers
- Build the professional capacity of all staff and teachers
- Model the school culture of inclusion and relationships to ensure teacher retention

The ILT is responsible for conducting teacher coaching and receive support from UVA in implementing teacher coaching strategies. The ILT includes the Administrative Team and Senior Team Leads (STL). To ensure that each teacher is able to receive adequate support from her or his coach, the ratio of coach to educator does not exceed 1:6. Even at full enrollment, the projected number of teachers in core subjects, electives, and special support positions still allows the school to maintain this coaching ratio.

The school aims to provide coaching observations (different from LEAP observations) for all educators once a week. Each teacher will receive 12 observation and feedback/coaching cycles per year. Adjustments may be made to this weekly schedule based on individual teacher needs and may result in more frequent or less frequent visits. However, no teacher will be observed less frequently than twice a month. Teachers have 90 minutes daily dedicated to planning (45) and coplanning (45) each day of the week. Coaching occurs weekly or biweekly during the coplanning window, per a schedule created by the ILT and by individual coach/teacher pairs.

## ALHS Coaching Cycle

ALHS coaching cycles are aligned to the LEAP timeline and ensure teachers have opportunities to continue to grow their teaching practice in ways that are timely, personalized, and related to their personal goals as well as to school and district goals. As shown in the diagram, the learning cycle utilizes a three-step process undergirded by differentiated supports at each stage. All members of the ILT serve as coaches and receive training in coaching strategies and supports from the district.

Teachers and coaches work together to **set an intention** for their personal practice. As previously described, the ILT sets schoolwide goals and identifies instructional priorities which inform teacher intentions for coaching. Teachers set personal goals aligned to the team goals, and these individual goals formulate a teacher's intentions for a year-long personal growth plan. As the year continues, teachers engage in shorter coaching

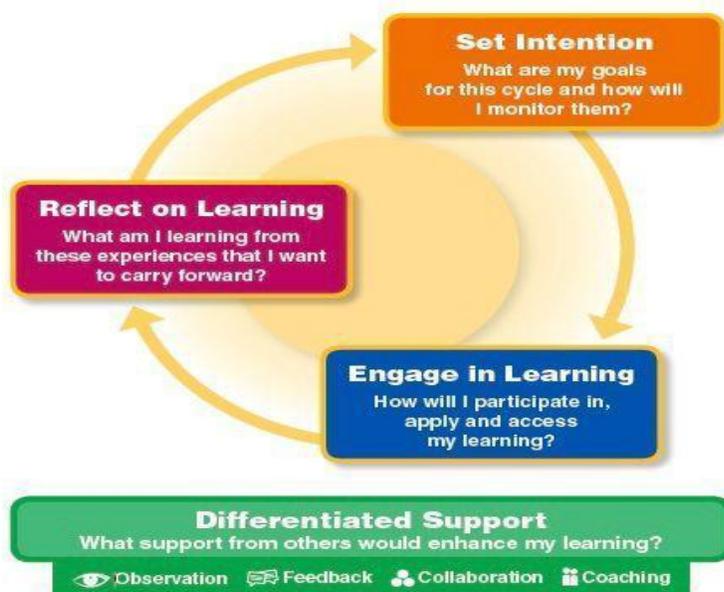
cycles that allow them to pursue their own goals by incorporating frequent and timely feedback and data. In each of these shorter learning cycles, a teacher works with their coach to identify a specific instructional change that they believe will result in greater student success in their classroom, aligned to their year-long goal. They formulate a hypothesis about why this specific change is likely to result in an improvement for students, to visualize and verbalize what success looks like if this hypothesis is accurate, and to develop clear plans for what they will do differently and how they measure the impact of their actions.

Teachers and coaches **engage in learning** throughout shorter coaching cycles that occur throughout the year. Teachers enact the instructional changes laid out in their intentions. The role of the coach during this stage is usually to observe practice and collect observational feedback that can support the teacher's eventual reflection. The teacher, during this stage, is actively engaged in the instructional strategies articulated in their intention, and in collecting feedback about student engagement and learning.

Teachers and coaches **reflect on learning**. Together, they study multiple sources of data: the coach's observational feedback, student data collected by the teacher, and the teacher's own reflections. This data-driven reflective process results in greater clarity about the teacher's original hypothesis (did this change result in the desired outcome?), greater clarity about instructional strategies to be sustained, and greater clarity about the next learning cycle. In other words, as a result of this process, teachers should be clearer about changes they want to make a core part of their practice, and should have new questions to explore through a subsequent learning cycle.

Just like classroom instruction is personalized for students, coaching supports are personalized for teachers. Throughout the year-long coaching cycle and each shorter coaching cycle, the coach continually adjusts her or his approaches to meet the needs of the teacher, engaging teacher input at every stage. Therefore, in each step of the cycle the teacher receives tailored support that meets their needs. The school defines the specific coaching protocols that it uses, the Principal is the instructional leader in the school, the Principal has some creative license in defining the specific strategies that coaches use to support teacher growth and development. Examples of coaching protocols that might be used include the following:

**Relay: Six Steps for Effective Feedback along with the Get Better Faster Coaches Guide-** This approach highlights six steps that a facilitator would take in planning and hosting an effective feedback conversation after an informal observation. This template is used to highlight strengths of the lesson, guide teachers and the coach in creating actionable, bite-sized feedback, encourage planning of the feedback, and determine when the follow-up to the feedback can take place.



## Coaching Support and Data

All observation and coaching sessions are entered in a tracker (Whetstone) in order to monitor growth from week to week. The tracker is reviewed at least once a month by the ILT. Individual coaches and the ILT analyze data in the aggregate to look at overall improvement across the school related to school-wide goals, set at the start of the year. The team also looks at disaggregated data to understand individual teacher growth and improvement, and to collaboratively problem solve if or when there is evidence that feedback is not resulting in improved practice. If a teacher is identified as making little to no growth, ILT members brainstorm next steps and new approaches for the coach and the Principal prioritizes spending time with that coach and teacher pair. The school leader co-observes, collaboratively plans feedback and observes the feedback session. Finally, the ILT serves as a community of practice for coaching, helping each individual coach grow and improve in their ability to support teachers. The Principal and AP are primarily responsible for identifying necessary supports for coaches, and call upon district supports as necessary to be sure that coaches have the resources and supports they need.

### **C. Teacher Evaluation**

ALHS utilizes DPS LEAP policies and procedures for the annual evaluation of teachers, including evaluation tools, standards, and processes that meet the intent of Colorado Statute. Accordingly, 50% of a teacher's evaluation is based on student academic growth. Policies and procedures for teacher evaluation are communicated in the teacher handbook, at schoolwide professional learning sessions, and during the beginning of the year 1:1 meetings with the school leadership and educators. All teachers are expected to participate in the observation, professionalism, student perception survey, and student data components of the LEAP system.

Professional growth and evaluation of our teachers is the shared responsibility of the Instructional Leadership Team. Each member of the ILT (Principal, AP, Deans, Senior/Team leads) serves as an evaluator under the DPS TLC model; the Principal has the primary responsibility over the entire evaluation process. These evaluators are assigned to teachers based on areas of expertise.

Hiring practices at the school prioritize a diverse range of skill sets and expertise on the ILT, with a significant focus on a demonstrated track record of success with ELA-E and ELA-S students and with proficiency in the language of instruction in the ELA-S classrooms. Furthermore, the school seeks to hire all Senior Team Leads with experience in developing educators to deliver high quality instruction to diverse student populations.

Each evaluator conducts formal evaluations at least twice per year, including a detailed observation protocol for a full-period observation and a partial observations. Additional observations may be conducted during the year to provide explicit feedback on areas of growth and development as measured by LEAP indicators and in alignment with district, school, and educator goals. Teachers meet with their assigned evaluator for a mid-year and an end of year evaluation to formally discuss the indicators identified in the LEAP framework. In addition, the mid-year and end of year evaluation incorporate a review of their student performance data. Teachers are given a rating based on the observations during the year and student performance data. In addition, goals are set to guide teachers as they continue to develop in their profession.

Observations and performance review conversations are scheduled one month in advance. The principal schedules additional meetings with each ILT member to provide coaching and feedback on their observation and debrief meetings to ensure high quality practices and norming across the ILT. In addition, the ILT members record all observations into a school-designed tracker which is monitored by the Principal. This spreadsheet is aligned to Leverage Leadership best practices as recommended by DPS best practices. The observation tracker is used both to monitor the individual performance and development of a teacher over time as well as to identify school-wide trends. This information is used to inform both individualized coaching and staff-wide PD offerings.

If a teacher or staff member is identified during observations (formal or informal), LEAP evaluations, and/or LEAP professionalism as not meeting expectations in an area(s) or not making adequate growth in a given time period, additional conferences are held with the assigned evaluator and principal to determine (1) if a plan of improvement with regular monitoring is needed and (2) what targeted areas with LEAP and/or the DPS Professionalism Framework need improvement. If an improvement plan is necessary, the teacher and the school will follow the provisions of Article 10 of the collective bargaining agreement. The principal consults with the Instructional Supervisor and DPS HR Partner regarding performance management plans and possible termination of an employee if warranted by cause.

#### **D. Professional Development**

Professional development at ALHS consists of professional learning communities (PLC) and professional development (PD). ALHS will use innovation status to increase collaborative planning and professional learning time. Through this plan we have increased teacher weekly planning time from 350 minutes to 450 minutes and increased teacher PLC time from 148 minutes to 225 minutes per week. In addition, ALHS will opt out of District PD, when appropriate, to ensure that all PD that is provided to teachers and leaders is focused on the school's priorities and innovation plan education program.

The school-wide LMS (Schoology) will be used to house the school PD communication, collaboration and to model effective use of the platform for teachers.

#### **Professional Learning Communities**

Professional collaboration through PLCs provide ample time, space, and structure for teachers to analyze student data, engage in instructional planning, and set shared and individual goals for practice (aligned to coaching cycles). PLCs are organized by grade level or content area, as appropriate during build out, and led by a Senior Team Lead (STL) or PLC Leader. PLCs will meet daily for 45 minutes during a co-planning period (see Sample Master Calendar) as planned by PLC Leaders. PLC schedules are set annually by the ILT. Each PLC will be led and facilitated by a PLC Leader.

The following are the guiding principles for ALHS PLCs:

1. Educators in PLCs have shared mission, vision, values, and goals and benefit from: clarity regarding their shared purpose; a common understanding of the school they are trying to create; collective communities to help move the school in the desired direction; and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
2. Collaborative teams focus on learning and work together interdependently to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning and collaboration in order to improve professional practice and get results.
3. Collective inquiry teams relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practices is an essential part of each team's decision-making process.
4. Action orientation and experimentation turn learning and insights into action. PLCs recognize the importance of engagement and experience in learning and in testing new ideas; they learn by doing.
5. Commitment to continuous improvement, not the status quo, helps members of each PLC find better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of: gathering evidence of current levels of student learning; developing strategies and ideas to build on strengths and address weaknesses; implementing strategies and ideas; analyzing the impact of the changes to discover what was effective and what was not; and applying the new knowledge in the next cycle of continuous improvement.
6. Results orientation helps PLC members assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice. The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

PLCs utilize student data to address common problems of practice, identify team and individual improvement priorities, and engage in common planning time to ensure coherent and aligned practice. PLCs meet weekly and are responsible for the following:

- Review formative and interim assessments for data-driven instruction
- Collaboratively plan for instruction and assessment in their discipline
- Study student data to observe trends related school-wide and team improvement goals
- Utilize the DPS inquiry cycle to set team-wide goals and strategies
- Identify interventions and corrective actions for individual students in need of additional support in alignment with MTSS protocols

As described in the MTSS subsection, PLCs utilize a tiered model to identify specific students in need of additional support. Working with the Student Success Team (SST) when necessary to assess whole child needs and supports, PLCs ensure that all students have the supports they need to succeed.

PLC leaders share PLC progress with the ILT on a weekly basis to ensure that there is alignment across PLCs. Specifically, this process ensures that PLCs share certain common protocols and implement DDI with equal rigor and fidelity, provide opportunities to share improvement priorities and strategies, and ensure that the entire ILT can talk about specific students who are receiving targeted interventions through MTSS. Teachers have the opportunity to give feedback on the PLC structure at least twice in the year.

### **Professional Development**

Professional Development (PD) aligns to the school’s instructional model, culture, and expectations for professional practice. As described earlier in this section, the ILT sets specific topics for PD at key milestones throughout the year; all PD responds to schoolwide priorities, and targets specific content or skills that are directly related to themes or problems of practice revealed by student and teacher data. Further, PD provides opportunities for teacher leadership and mirrors the instructional and pedagogical practices that are expected in classrooms, including personalization and active learning. ALHS will continue to ensure its teachers are compliant with District ELA PD requirements.

Professional development takes place every week for one hour during early release on Thursdays. The ILT and PD leadership team is primarily responsible for planning the professional development calendar and identifying facilitators. To establish a professional culture of collaboration and distributed leadership, teachers (including but not limited to STLs) and other members of the staff are given opportunities to facilitate professional development within their areas of expertise. ILT is responsible for preparing staff PD facilitators and ensuring quality. ILT also leverages district and external partners to facilitate professional development. District-led trainings might include culturally responsive education, parent engagement, and ELD. There will be opportunities to include Instructional Rounds and Learning Lab professional learning in addition to the weekly Thursday PD time.

Whenever possible, professional development models the instructional and pedagogical expectations for classroom practice that will be grounded in both Integrated Content Language Development (ICLD) and Culturally Responsive Teaching: it is personalized, active, and relevant to teachers. This is important because it reinforces the instructional and pedagogical model, and builds teachers’ capacity to implement the model by allowing them to experience it as learners. Personalization may include opportunities for PLCs to collaborate to apply concepts to their work, or may include differentiated opportunities for novice and more experienced teachers. Active learning may include instructional strategies that allow for rich discussion, text-based analysis, and active teamwork such as Learning Labs and or Instructional Rounds. Relevance may include a focus on culturally responsive adult teaching strategies and opportunities for connections between teachers. Weekly professional development is accompanied by opportunities for teacher recognition (Lincoln Way Award) and celebration to maintain a positive professional culture.

### **Teacher Orientation**

All teachers participate in summer orientation and planning to prepare for the school year. Orientation includes time for regrounding in the school culture and expectations, team instructional planning, family engagement, foundational professional development, and individual planning and preparation. Orientation days fall within the allowable days as set by the District and DCTA. The ILT is responsible for planning orientation. Staff also gathers for a new semester orientation during allotted days in January.

### **PD Calendar**

Specific topics are determined by the ILT, as explained above. The table below shows a hypothetical sequence for development opportunities for teachers.

<b>Timeline</b>	<b>Frequency</b>	<b>Time</b>	<b>Sample Topics</b>
June / July	Annually	4 hours	ILT Planning for PD
August	Annually	1 day	New Teacher Orientation <ul style="list-style-type: none"> <li>- Innovation Plan</li> <li>- Student &amp; Staff Handbooks</li> </ul>

			<ul style="list-style-type: none"> <li>- DDI &amp; PLCs</li> <li>- District ELA Training</li> </ul>
August	Annually	1 day	<p>All Teacher Orientation - monthly cycle deepening teacher content knowledge in prioritized areas such as:</p> <ul style="list-style-type: none"> <li>- Innovation Plan Overview</li> <li>- School Culture</li> <li>- Culturally Responsive Instruction</li> <li>- Integrated Content Language Development (ICLD)</li> <li>- College and Career focused on engagement &amp; classroom rigor</li> </ul>
Aug-May	Weekly	1 Hour Early Release	<p>ILT Determined PD Topics:</p> <ul style="list-style-type: none"> <li>- Advisement / Pathways</li> <li>- Instructional Rigor</li> <li>- Scaffolding &amp; Acceleration</li> <li>- School Culture</li> <li>- Culturally Responsive Instruction</li> <li>- Integrated Content Language Development (ICLD)</li> <li>- College and Career focused on engagement &amp; classroom rigor</li> </ul>
Aug-May	Daily	45 Min PLCs	<p>Grade Level / Content Teams</p> <ul style="list-style-type: none"> <li>- Data Driven Inquiry</li> <li>- Problems of Practice</li> <li>- Collaborative Planning</li> </ul>
Aug-May	Weekly	45 Min Coaching	<p>Individual Coaching</p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Feedback</li> <li>- Planning</li> </ul>
Aug-May	Weekly	90 minutes ILT Mtg	ILT meeting focused on observations, feedback, coaching and overall instructional priorities.

#### E. Pedagogy: Student Engagement and Mastery, and Instructional Strategies

As a result of this innovation plan our school’s pedagogy and instructional philosophy align to ensure that all students have the resources and supports to succeed in any and all of these pathways, and specifically on the pathway of their choosing. Furthermore, the school’s pedagogy and instructional philosophy ensure success is not just *possible* but *probable* for the students it serves. A college and career academy concept is specifically designed to support first generation college-bound students and other student groups historically underrepresented in higher education, including students in poverty, students of color, and students whose first language is not English.

The school-wide LMS (Schoology) allows for mastery reporting, tracking and offers an organizational path for personalized learning and differentiated instruction.

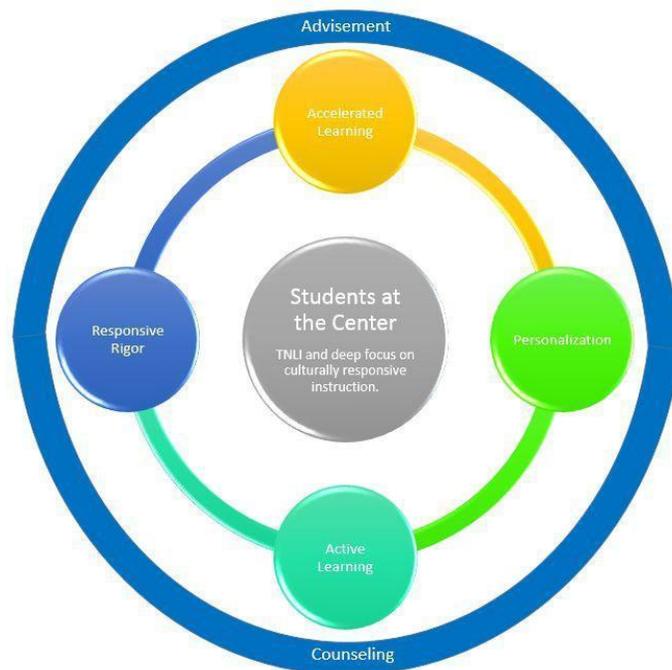
To ensure all students can succeed on these pathways, the models will provide rigorous and personalized learning experiences including academic, social, and emotional support. The Quality Benchmarks Framework states the following:

*“The High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma, obtain certifications, or earn an associate’s degree, or earn at least 60 credit hours toward a baccalaureate degree. The High School shall provide students with academic, social, and emotional support in their course of study.”*

To ensure ALHS meets this quality benchmark, the school utilizes a pedagogical and instructional framework rooted in evidence-based best practices. Specifically, the school implements instructional and pedagogical structures and strategies proven to help first generation college-bound students and other student populations historically underrepresented in higher education achieve success in rigorous courses of study.

The framework depicted here and described in this section represents an integration of best practices for college and career readiness and for serving students who are historically underrepresented in higher education. Because instructional leadership is one of the most critical priorities for a school leader, the Principal is responsible for building upon this framework every year to develop greater specificity for staff training and development. She or he will revisit this framework and define detailed instructional practices, priorities, and expectations upon hiring and annually thereafter. The framework presented here captures current best thinking about pedagogy and instruction depict an integrated pedagogical and instructional framework.

The pedagogy and instructional model at ALHS places **students at the center**. All aspects of the school's learning and teaching model anticipate the needs of first generation college-bound students and other students historically underrepresented in higher education, and are flexible enough to meet the unique needs of each and every student in the school.



**Accelerated learning** provides an overarching structure for all learning and teaching: to ensure students who enter high school behind grade level can succeed in rigorous postsecondary pathways, the school enacts instructional structures and supports that simultaneously mitigate learning gaps and move students forward toward high-level learning outcomes. All 9th grade students will experience a year long 9th Grade Academy that will ensure students are supported and pushed toward academic excellence. This also provides venues for students who excel academically to access challenging, rigorous coursework at their preferred pace. **Personalization** provides a foundation for all learning and teaching: all instructional strategies are flexible to meet the needs of each student and empower students to be leaders and decision-makers in their own educational experience.

**Active learning** and **responsive rigor** comprise the instructional strategies utilized in the school. Active learning practices ensure all students are deeply engaged in cognitively demanding work. These practices are adapted from the Common Instructional Framework<sup>7</sup> (CIF) utilized by Jobs for the Future (JFF). Responsive rigor clarifies culturally responsive strategies that ensure learning and teaching practices promote success for all students while honoring their personal and cultural identity development. These practices are adapted from the Ready for Rigor<sup>8</sup> framework utilized by Dr. Zaretta Hammond.

All pedagogical and instructional approaches are supported by **advisement** and **counseling**, which serve to ensure that students have what they need to succeed. Advisement provides students with strong student:teacher and peer:peer relationships and builds critical non-cognitive and self-regulatory skills necessary for personal and academic success.

<sup>7</sup> <http://www.jff.org/services/early-college-design-services/common-instructional-framework>

<sup>8</sup> <http://ready4rigor.com/wp-content/uploads/2015/02/READY-FOR-RIGOR.pdf>

College counseling ensures that students make informed choices about postsecondary pathways, while guidance counseling ensures students have adequate social and emotional support to thrive.

All pedagogical and instructional principles align to the DPS Leading Effective Academic Practice (LEAP) framework to ensure that practices are consistent and coherent with DPS expectations for learning and teaching. This section describes the pedagogical and instructional strategies shown in the framework below, including the evidence base that links the strategies with success for the student demographics the school anticipates serving, key instructional practices, and alignment with the LEAP Framework.

### **STRUCTURE AND FOUNDATION: Acceleration and Personalization**

The college and career model will ensure all students can graduate high school with a diploma and with free, transferable college credit. Doing so means placing students on rigorous academic pathways and providing them with opportunities to enroll in college-level work as early as their freshman and sophomore year. This model also shares a commitment to serving first generation college-bound students and other student demographics historically underrepresented in higher education. In our current system, these are the students who are disproportionately likely to be behind grade level in reading, writing, math, and other core learning subjects. They are not behind because of innate differences in ability, but rather because during their elementary and middle school years they were more likely to attend lower performing schools, be assigned to newer and/or less qualified teachers, and experience family and life circumstances that correlate with academic challenge. Too often, schools that serve students who are behind grade level place them into less rigorous coursework based on their current level of proficiency and do little to help them catch up. As a result, students engage in lower level coursework that provides less rigorous learning experiences and culminates in lower levels of readiness for college and career. ALHS ensures that students who enter high school behind grade level can succeed on rigorous academic pathways and thrive in college-level work. This requires moving students forward toward college-level work while simultaneously mitigating learning gaps. All 9th grade students will be assessed during the first week of the school year specific to college readiness via Accuplacer.

Personalization provides a foundation for acceleration. To ensure all students can succeed and thrive on rigorous postsecondary pathways regardless of prior performance, students need teachers to meet them where they are in their learning, provide timely and differentiated supports, and continually empower them with choice and agency to sustain their intrinsic motivation to learn.

- **Moving Students Forward while Mitigating Gaps-** In Colorado, accessing concurrent enrollment courses to gain college credit requires achieving specific Accuplacer scores and/or passing specific courses. The required scores and courses are agreed upon at the state level. Each incoming 9th grader takes the Accuplacer exam to determine learning levels upon entry, and works with their college counselor and/or advisor to determine a course of study that allows them to either meet Accuplacer or course passage requirements in alignment with their desired pathway. Ideally, students meet these requirements by the tenth grade in order to begin concurrent enrollment in the tenth or eleventh grade. Students are assessed annually, beginning in the ninth grade, to develop and update their personalized course of study. In addition, an AP pipeline will be created so that all students will have access to additional rigorous coursework that will be a component within the three pathways. In some schools, assessing learning levels could lead to placement in courses that offer lower levels of study. At ALHS, students may be placed in to higher-level courses even if they lack some of the prerequisite skills. For example, a student who wants to pursue an Associate's Degree but is behind in math is not placed into remedial math or Algebra I, as this course placement would make it very challenging (if not impossible) for the student to pass the Accuplacer or pass Algebra II in time to enroll in college level courses, on track to an Associate's. Instead, that student would be placed into Algebra II *and* signed up for additional and supplemental supports. Additional and supplemental supports might include accessing 1:1 help during math

class from an AVID tutor and enrolling in a Math Lab class in Flex Block two days a week where she or he would utilize online programs and access 1:1 support from a Math Fellow or teacher to make up learning gaps and accelerate in Algebra II.

- **Meeting Students Where They Are** - Meeting students where they are means knowing where a student is in her/his learning in order to provide them with the right supports to advance. At its core, this is a practice of data-driven instruction. Teaching staff utilize highly responsive data practices to assess individual students' current learning levels. Sources of data that support this practice include diagnostic and formative assessments, tests and quizzes, student work, and online teaching tools that allow for fast and fine grained assessment of specific knowledge and skills. Teachers engage in data study individually *and*, as described in the TEACHING section of this application, teachers also have opportunities to collaborate in professional learning communities. Utilizing data, teachers diagnose and address individual students' learning gaps and challenges. More detail on data driven instruction practices is available in the TEACHING section.
- **Timely and Differentiated Supports** - Based on assessment of student learning, teachers provide personalized supports that help students advance. Flexible instruction and intensive supports are available to students both in and out of class to ensure they have the resources and support they need to succeed in challenging coursework. Differentiated supports available in class include online tools and programs, 1:1 or small group tutoring, and peer tutoring. Differentiated supports available outside of class include a variety of supports and interventions available during Flex Block: 1:1 supports from interventionists and tutors, 1:1 supports from ELD teachers, supplemental supports from GT specialists, and additional course enrollment. From a pedagogical perspective, providing timely and differentiated supports means moving away from a one-size-fits-all, stand and deliver method of teaching in which all students "receive" the same content and have access to the same supports. Classroom instruction is flexible to ensure students can be met where they are in their learning and accelerated forward with the resources and supports that are right for them.

Personalization is challenging. ALHS's unique staffing model allows core classes to be staffed with more than one instructor. Specifically, as discussed in the teaching section of this plan, the school staffs one teacher and one supporting paraprofessional, or ELA Zone teacher in every core content classroom. These positions work alongside classroom teachers, lowering student:teacher ratios and providing individual or small group instructional supports to students as needed. Including other specialists serves additional purposes, including creating a pipeline of teachers into the school.

**Choice, Agency, and Motivation** - Choice is a core aspect of personalization, and it is also critical to engagement and motivation. Researchers show the positive impact of giving students voice related to instruction and learning experiences. Voice and choice increase engagement and motivation, which in turn lead to increased academic performance. "Time and again, research has shown that the more educators give students choice, control, challenge, and collaborative opportunities, the more motivation and engagement are likely to rise. The enhancement of agency has been linked to a variety of important educational outcomes, including: elevated achievement levels in marginalized student populations, greater classroom participation, enhanced school reform efforts, better self-reflection and preparation for improvement in struggling students, and decreases in behavioral problems<sup>9</sup>." Personalizing learning for students is not just a matter of matching students with the right supports at the right time. It is also about empowering students to make choices about their learning at all levels. As is discussed in the section on advisement, one way that students express choice is by selecting their postsecondary pathway. At a more micro level, students have the opportunity to express choice in what and how they learn as they learn to access flexible resources strategically. In addition to benefiting engagement, this builds each student's readiness for college and career.

---

<sup>9</sup> <https://studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice/>

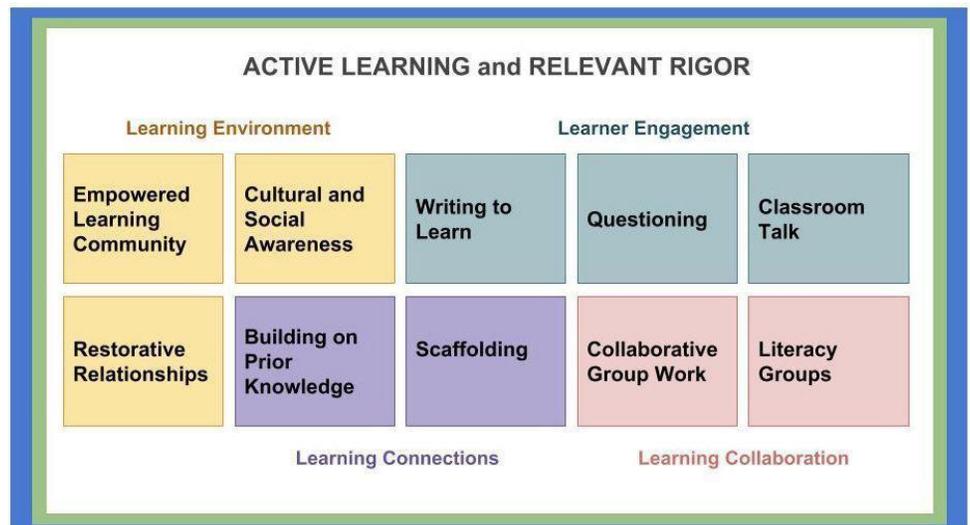
## INSTRUCTIONAL PRACTICES: Active Learning and Relevant Rigor

Jobs for the Future (JFF) is a national leader in college readiness design, implementation, technical support, and research. The organization leads the field in the expansion of high quality models that achieve success for first generation college-bound students and other student demographics historically underrepresented in higher education. JFF articulates a Common Instructional Framework<sup>10</sup> (CIF) that identifies six core teaching strategies common across high quality models: classroom talk, writing to learn, questioning, scaffolding, collaborative group work, and literacy groups. Integrated Content Language Development (ICLD) will be the foundational resource for all instructional practice that supports language learners in accessing rigorous course content. All principles are described below, and mapped to the LEAP framework.

Dr. Zaretta Hammond is a national expert in culturally responsive teaching and practice, as described in the CULTURAL COMPETENCY subsection. Her instructional framework, Ready for Rigor<sup>11</sup>, explains how teachers can use specific strategies to ensure all students can learn at high levels. Her framework emphasizes instructional moves and strategies for creating strong, responsive learning environments and promoting connections that build relevance and increase success in learning. These two strategies are highly important for engaging, motivating, and supporting students of color and other students who have been historically underrepresented in higher education. Dr. Hammond's framework focuses on creating an empowered learning community, promoting cultural and social awareness in all aspects of learning, cultivating restorative relationships between teachers and students and among peers, and building all new learning on students' prior learning and knowledge.

ALHS integrates Dr. Hammond's framework and the CIF with Integrated Content Language Development (ICLD) as the foundation, to ensure all instructional practices and aspects of the learning environment are culturally responsive and designed to support the student population that the school serves.

The model below, which links directly to the overall instructional model shown earlier in this section, integrates strategies from both frameworks and clusters them into four areas: learning environment, learning connections, learner engagement, and learning collaboration. **The framework below integrates all ten principles into a single instructional model.**



**LEARNING ENVIRONMENT** - Students at ALHS are supported in learning environments that promote emotional well being, cultural and social awareness, and positive relationships. All factors contribute to increased engagement, motivation, and learning.

<sup>10</sup> <http://www.jff.org/services/early-college-design-services/common-instructional-framework>

<sup>11</sup> <http://ready4rigor.com/wp-content/uploads/2015/02/READY-FOR-RIGOR.pdf>

<b>Empowered learning community</b> (Ready for Rigor)	Learning is a social process <sup>12</sup> . Learning happens best in healthy and supportive environments that promote mental and emotional wellbeing <sup>13</sup> . Teachers can create strong learning communities by creating clear rituals and routines that uphold shared expectations for conduct, honoring cultural norms, and supporting mental and emotional health.
<b>Cultural and Social Awareness</b> (Ready for Rigor) (ICLD)	As referenced above, teachers can create positive environments when they honor cultural norms. Even more, teachers can contribute to student success when they actively engage students to think critically about their personal and cultural identities in the context of history and society. Critical consciousness about race, culture, and identity can help students overcome internalized racism and lowered self-expectations, increasing engagement, motivation, and academic outcomes.
<b>Restorative Relationships</b> (Ready for Rigor)	Students are more engaged and motivated to learn when they believe that they are known and respected by teachers and peers <sup>14</sup> . Teachers must take the time to build positive relationships with each and every student, based in deep understanding of who they are, their values, and their purpose for learning. At ALHS, relationships are facilitated by small learning environments (i.e. advisory) and a lower student:teacher ratio in the classroom (through City Year, DPS Teacher Residents, fellows, paraprofessionals, etc).
<b>LEARNING CONNECTIONS</b> - Students at ALHS are supported to connect new knowledge and skill to prior knowledge, including personal and cultural identity and context. This practice increases relevance and help students remain engaged within their zones of proximal development.	
<b>Building on prior knowledge</b> (Ready for Rigor) (ICLD)	Learning sciences show that all new knowledge builds on prior knowledge and context <sup>15</sup> . Instructional strategies make explicit connections to prior knowledge, including what students have already learned in the context of their high school coursework, and also in terms of what they know from their lives. Cultural and contextual connections between new academic content and students' personal and cultural identities can promote positive learning outcomes.
<b>Scaffolding</b> (CIF) (ICLD)	Like building on prior knowledge, scaffolding helps student to connect prior knowledge and experience with new information and ideas. In addition, scaffolding strategies help students step by step with increasingly more difficult tasks and concepts to ensure that they are continuously learning. Scaffolding ensures that students are cognitively engaged in their zones of proximal development
<b>LEARNER ENGAGEMENT</b> - Students at ALHS engage in writing, inquiry, and dialogue to deepen learning and promote academic achievement. These active learning strategies promote personalization, because they allow teachers to engage students - independently or in groups - through a variety of different learning activities depending on need and preference.	
<b>Writing to Learn</b> (CIF)	Writing allows students to experiment with written language on a daily basis. Writing can often be inaccessible for students, especially for language learners. Frequent, low stakes engagement with writing as a core part of the learning experience is a vital strategy to increase students' fluency and mastery of writing conventions. Writing to learn can also be a way to help students deepen their thinking and reflection.
<b>Questioning</b> (CIF)	Questioning challenges students and teachers to use inquiry to deepen cognitive engagement and further intellectual inquiry. Teachers create opportunities for students to investigate and analyze their own thinking, their peers, and the thinking reflected in the content they encounter in their learning.

<sup>12</sup> A body of evidence by researchers such as Mary Immordino-Yang and Wentzel and Watkins has been developed based upon the sociocultural theories of Lev Vygotsky.

<sup>13</sup> [https://www.keepeek.com/Digital-Asset-Management/oced/education/the-nature-of-learning\\_9789264086487-en#page1](https://www.keepeek.com/Digital-Asset-Management/oced/education/the-nature-of-learning_9789264086487-en#page1)

<sup>14</sup> [https://deansforimpact.org/wp-content/uploads/2016/12/The\\_Science\\_of\\_Learning.pdf](https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)

<sup>15</sup> [https://www.keepeek.com/Digital-Asset-Management/oced/education/the-nature-of-learning\\_9789264086487-en#page1](https://www.keepeek.com/Digital-Asset-Management/oced/education/the-nature-of-learning_9789264086487-en#page1)

<b>Classroom Talk and Academic Discourse</b> (CIF) (ICLD)	Classroom talk creates space for students to articulate their thinking and strengthen their voices. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. This practice increases student voice which, as previously shown, increases engagement, motivation, and achievement. As above, classroom talk can also be an effective strategy for language learners, as it exposes them to language to accelerate their fluency. The DPS ELA department recommends that at least 50% of student time is spent practicing speaking in English.
<b>LEARNING COLLABORATION</b> - Students at ALHS collaborate to learn. Collaborating supports the strategies for learner engagement and contributes to a positive learning environment. Collaborating also supports students to develop critical social, academic, and professional skills needed for college and career. Strategic groupings, which can be either heterogeneous or homogeneous depending on the purpose and need, can accelerate and deepen learning for both high and low proficiency students.	
<b>Collaborative Group Work</b> (CIF) (ICLD)	Students engage in learning by constructing group solutions, texts, experiments, or works of art. Students are grouped intentionally, with each student held accountable for contributing to the group work.
<b>Literacy Groups</b> (CIF)	Literacy Groups provide students with a collaborative structure for understanding a variety of texts, problem sets, and documents by engaging them in higher level discourse. Students actively probe the meaning of the text or problem set.

### Advisement / Lancer Family

Advisement and counseling are critical elements of the ALHS school culture and academic model. Advisement builds social, emotional, and self-regulation skills which are critical for student success in college and career. Students participate in advisement daily. Advisement classes are designed to be small, with typically 10-15 students and 1 advisor, so that they cultivate strong relationships and promote high levels of engagement. Advisories are also skills-based; they focus on helping students develop the interpersonal and intrapersonal skills needed to succeed in rigorous academic pathways and in college and career. Because they are skills-based, advisement classes are organized by grade level so that content is developmentally appropriate. In addition, ELL students are thoughtfully grouped with other ELL students and with native English speakers to promote inclusive relationships and comfort conversing socially. In addition, advisement classes focus on community building and relationship building. They prioritize time for community building and relationships to students feel connected and supported. Community building activities promote social and emotional awareness and personal and cultural identity awareness, helping students understand and have pride in who they are as individuals, including their cultural backgrounds and identities. Finally, Individual Career and Academic Plans (ICAP) are developed during advisement classes. To support this, students study college and career through topics like navigating college applications and financial aid, creating a resume, and conducting an interview.

### Advisement Core Competencies

<ol style="list-style-type: none"> <li>1. Setting Goals</li> <li>2. Collaboration and Feedback</li> <li>3. Self-Management</li> <li>4. Leadership</li> <li>5. Knowing Yourself</li> <li>6. Transition to Post Secondary</li> <li>7. Stress Management</li> <li>8. Interpersonal and Presentation Skills</li> </ol>	<p><b>Curriculum Resources</b></p> <ul style="list-style-type: none"> <li>Jobs for the Future Curriculum (JFF)</li> <li>IBM Workplace Curriculum (IBM)</li> <li>College Board Curriculum (CB)</li> <li>Culturally Responsive Education (CRE)</li> <li>Ultimate High School Survival Guide Lessons (HSSG)</li> <li>First in the Family Lessons (FF)</li> </ul>
--	---

9th Grade Foundations	10th Grade	11th Grade	12th Grade
JFF Goals: D4, D5 JFF Pathways: E1, E2, E4 IBM Communication: <a href="#">1-2</a> , <a href="#">1-4</a> IBM Collaboration: <a href="#">2-1</a> , <a href="#">2-5</a> IBM Motivation: <a href="#">7-2</a> CB: <a href="#">9-10 Curriculum</a> HSSG: <a href="#">6-1</a>	JFF Pathways: E5, E6 IBM Communication: <a href="#">1-6</a> , IBM Analytical Thinking: <a href="#">3-1</a> IBM Leadership/Responsibility: <a href="#">4-5</a> IBM Self-Management: <a href="#">6-3</a> IBM Motivation: <a href="#">7-1</a> CB: <a href="#">9-10 Curriculum</a>	IBM Communication: <a href="#">1-5</a> IBM Collaboration: <a href="#">2-2</a> , <a href="#">2-3</a> , <a href="#">2-4</a> CB: <a href="#">11-12 Curriculum</a>	IBM Analytical Thinking: <a href="#">3-2</a> IBM Leadership/Responsibility: <a href="#">4-3</a> , <a href="#">4-4</a> CB: <a href="#">11-12 Curriculum</a>

### 9th Grade Academy (year long)

The 9th grade year is very important for high school success. Students need support to transition academically and socially from middle school, orient to and understand the high school model and expectations, develop key success skills, address academic gaps that could hinder advancement, and begin planning for postsecondary pathways. To ensure the 9th grade experience addresses these developmental needs, the school provides all ninth grade students with common foundational experiences as part of a “9th Grade Academy.” The 9th Grade Academy will be housed in a specific location within the high school to ensure maximum support and resources. 9th Grade Academy includes the following focused supports and experiences.

#### All 9th Grade Students:

- begin the school year one week earlier to have a strong transition from 8th to 9th grade
- take the Accuplacer Exam
- work with their advisor to create their Individual Career and Academic Plan (ICAP)
- work with their advisor to identify specific individualized academic supports that can address learning gaps identified in the Accuplacer assessment, including:
  - Specific course offerings
  - Academic interventions
  - Flex block supports
- gain early exposure to all possible postsecondary pathways. This may occur through experiences such as:
  - Interviews with upperclassmen representatives (when school is fully built out)
  - Conversations with professionals
  - Job shadows
  - College visits
- engage in core skill development in an advisement class. 9th Grade Advisors receive additional training on supporting middle-to-high school transitions.
- students and their families are invited to attend special events designed for 9th graders, including:
  - Supplemental events and meetings during orientation
  - Social events to promote relationship building
  - Supplemental workshops on college readiness
- are additionally supported by:
  - 9th grade Student Success Team (Admin, Counselor, Attendance Liaison, Dean of Student Services)
  - Counselor who will loop with the class until graduation

### Counseling

Learning happens best when students are socially and emotionally supported. While not every student needs to access counseling supports, counseling supports are valued and considered a priority in this school model. The School Counselors and Psychologist and Dean of Student Services lead the school's approach to counseling under the management of the Principal (year 1) and other administrator (Year 2 and beyond). Supplemental supports are made available to students through the Student Success Team (SST). The SST aligns and coordinates supports for students with more intensive social and emotional needs using a data-based approach. Moreover, teachers are trained to ensure that classroom environments are socially and emotionally safe. Teachers utilize Dr. Hammond's Ready for Rigor framework to create learning environments that are socially and emotionally safe for learning. Advisement classes include opportunities to develop social and emotional self-knowledge and skills.

## Section II: Leadership

### **Support from University of Virginia Partnership for Leadership in Education (UVA-PLE)**

A significant additional support ALHS will be receiving this year is participation in the University of Virginia's Partnership for Leadership in Education (UVA-PLE) Cohort 16 with four other DPS intensively tiered schools. The UVA-PLE program has shown strong results in working with other DPS schools. Through three years of partnership, PLE will support DPS and ALHS leadership to build collective leadership capacity and shift the paradigm, generating lasting gains in achievement. Recognizing that there is no one formula to transform a school, PLE partners with district and school leaders to identify their unique needs and develop relevant strategies based on school and district context, leveraging local understanding of contextual challenges and their body of knowledge of what matters most to transform schools. Our participation in this program has already begun to drive school improvements.

Over the summer of 2019, we joined the UVA Cohort 16 and drafted our first 90-Day Action Plan that focuses on lesson planning structures and supporting our ILT in developing teacher capacity.

#### **A. Leadership Sustainability**

Leadership is essential to school success and sustainability. ALHS creates a culture of leadership characterized by: strong Principal leadership, distributed team leadership, and leadership succession.

##### **Principal Leadership**

Denver Public Schools with input from the ALHS principal selection committee identified Antonio Esquibel as the ALHS Principal effective July 2019. This is Antonio's 2nd stint as the principal of ALHS. In his 25 years of educational experience as a Teacher, Athletic Coach, Dean of Students, Assistant Principal, Principal and as District Administrator, he has focused on the student achievement of all students, targeting the success of students of color. In addition, he served as the Executive Director of College and Career Readiness and Early College and was the Interim Chief of Family and Community Engagement for Denver Public Schools concentrating on strengthening the communication and relationships with families and community members, while ensuring communities of color are highly engaged. Antonio also led turnaround school strategy as the Executive Director of the West Denver Network. Antonio's most notable work came from his leadership as the principal at ALHS during the 2006-2011 school years. During his tenure, he led a major school turnaround effort that led to increased graduation rates, high academic achievement growth, increases in school attendance and student enrollment and overall transformation in school culture focused on college attainment. Throughout the community, Antonio is a highly respected educational leader and is a proud graduate of ALHS, excited to be returning.

##### **Leadership Succession**

In the scenario in which the school is in need of a new principal, the School Leadership Team and Instructional Superintendent will work with district leadership to drive the principal selection process. The district supports this process by recruiting principal candidates from a range of national and local sources.

In an effort to foster a talent pipeline within the building that creates a qualified principal candidate who knows and cares about the school, all administrative leaders have ample opportunities for development, as described later in this application. As part of the distributed leadership model, pathways are available for staff to develop their leadership skills and capacity. Teachers regularly engage in school leadership roles including teacher supervision and evaluation, community engagement, vision setting, and the development of strategic school plans. In addition, all staff members engage in building relationships with peers, students, parents, and community members. These initiatives will increase the likelihood that when the school is in need of new leadership, a member of the current team will possess the talent and skills needed to foster excellence within the pathways model.

In the event that the principal position becomes vacant, the instructional superintendent may hire an interim principal until the district approves a principal candidate. The selection process will include:

- Identification of ideal characteristics and criteria desired in the new leader that are consistent with the school model and plan by the IS and CSC
- Posting the position on DPS's website and other external recruitment outlets
- Engaging candidates from the DPS leadership pool in the hiring process, providing additional interview questions as appropriate
- Screening and scoring of the applicant's resume and cover letter conducted by DPS central office teams

- Interviews, including performance tasks and a school-based classroom observation and feedback sessions, led by the IS
- Reference checks of top candidates
- A community forum and CSC interviews for the finalists
- Site visits conducted at the finalists' current schools, led by the IS
- Submission of hiring recommendations to the DPS Superintendent for final hiring decisions
- Announcement of the position acceptance to the staff, students, parents, and community

The CSC evaluates the entire process for alignment to the school program and to ensure it supports the ongoing school goals.

### Distributed Leadership

ALHS's model provides distributed leadership across a number of vital roles and teams. This approach to leadership ensures that there is adequate capacity to support all of the essential roles in the school. It also ensures that there is a culture of autonomy, collaboration, and voice, which are proven to promote retention. Finally, this approach creates leadership pathways for teachers into positions of leadership, which supports succession planning and sustainability.

The school's distributed leadership model is implemented through the creation of multiple leadership positions, teams, and opportunities. Leadership positions include key administrative and non-instructional roles that lead instruction, culture, and operations across the school. Specifically, positions include administrative, student support, and instructional leadership.

Position	Roles and Responsibilities
<b>Leadership and Support Roles</b>	
<b>Principal</b>	<p>The Principal is the primary executive leader for the school, ultimately responsible and accountable for all school culture, instruction, operations, and outcomes. The Principal plays the following essential roles:</p> <ul style="list-style-type: none"> <li>● Visionary leadership (setting and maintaining the schools vision, mission, and values)</li> <li>● Culture leadership (prioritize equity, lead with habits and behaviors that foster relationships, collaboration, and inclusion)</li> <li>● People leadership (supervise AP and Deans, make all final hiring decisions, facilitate internal promotions / assignment to leadership roles, sign off on all evaluations, manage performance plans as needed)</li> <li>● Instructional leadership (set instructional priorities and goals, monitor school instruction, identify improvement priorities, ensure quality of PD and other teacher supports)</li> <li>● Strategy and planning (lead UIP process and continuous improvement priorities)</li> <li>● Operational leadership (develop master schedule, manage budget, facility, etc.)</li> <li>● Community leadership (foster and maintain connections with key partners and stakeholders, procure additional resources and supports as needed, manage the CSC and PAC)</li> </ul>

<p><b>Assistant Principal (College and Career)</b></p>	<p>The Assistant Principal (College and Career) supports the Principal and plays a critical role in overseeing the instructional and operational management of the school. The Assistant Principal leads the implementation of the school’s three academic pathways (CTE, P-TECH, and CE/AP) and related programming and requirements. They lead the school’s planning and monitoring of student graduation plans. They oversee the following responsibilities:</p> <ul style="list-style-type: none"> <li>● People leadership (support teacher and staff recruitment, support all interviewing and selection processes)</li> <li>● Instructional leadership (support Principal to set instructional priorities and goals, monitor school instruction, identify improvement priorities, ensure quality of PD and other teacher supports)</li> <li>● Strategy and planning (support Principal to lead UIP process and continuous improvement priorities)</li> <li>● Operational leadership (support Principal to develop master schedule, manage budget, facility, etc.)</li> <li>● Oversees MOUs and relationship with IHEs</li> <li>● Community leadership (support Principal to foster and maintain connections with key partners and stakeholders, procure additional resources and supports as needed, support Principal to manage the CSC and PAC)</li> <li>● Sit on shared governing body with IHE, support Principal to ensure a strong relationship with all IHE partners</li> <li>● Lead ILT meetings</li> <li>● With ILT, manage all professional supports (coaching, PLCs, and PD)</li> <li>● Create protocols and expectations for PLCs, including data driven instruction</li> <li>● Supervises the PSR Coordinator, College Advisors, Counselors, the Registrar, and a core of SLTs</li> </ul>
<p><b>Assistant Principal (Instructional Systems &amp; Support)</b></p>	<p>The Assistant Principal (Instructional Systems &amp; Support) supports the Principal and plays a critical role in overseeing the instructional and operational management of the school. The Assistant Principal leads the implementation of the school’s instructional priorities and systems coherence and alignment of support to teachers. They also oversee the planning and coordination of the 9th Grade Academy. They oversee the following responsibilities:</p> <ul style="list-style-type: none"> <li>● People leadership (support teacher and staff recruitment, support all interviewing and selection processes)</li> <li>● Instructional leadership (support Principal to set instructional priorities and goals, monitor school instruction, identify improvement priorities, ensure quality of PD and other teacher supports)</li> <li>● Strategy and planning (support Principal to lead UIP process and continuous improvement priorities)</li> <li>● Operational leadership (support Principal to develop master schedule, manage budget, facility, etc.)</li> <li>● Community leadership (support Principal to foster and maintain connections with key partners and stakeholders, procure additional resources and supports as needed, support Principal to manage the CSC and PAC)</li> <li>● Lead ILT meetings</li> <li>● With ILT, manage all professional supports (coaching, PLCs, and PD)</li> <li>● Create protocols and expectations for PLCs, including data driven instruction</li> <li>● Oversee culturally responsive teaching</li> <li>● Supervise the Instructional Leader Coach and a team of STLs.</li> </ul>

<b>Assistant Principal (Student Support)</b>	<p>The Assistant Principal (Student Support) supports the Principal and plays a critical role in overseeing the instructional and operational management of the school. The Assistant Principal leads the implementation of the school’s student support programming and systems including the school’s TNLI model/ ELL programming, Special Education, Gifted and Talented programs. They oversee the following responsibilities:</p> <ul style="list-style-type: none"> <li>● People leadership (support teacher and staff recruitment, support all interviewing and selection processes)</li> <li>● Instructional leadership (support Principal to set instructional priorities and goals, monitor school instruction, identify improvement priorities, ensure quality of PD and other teacher supports)</li> <li>● Strategy and planning (support Principal to lead UIP process and continuous improvement priorities)</li> <li>● Operational leadership (support Principal to develop master schedule, manage budget, facility, etc.)</li> <li>● Community leadership (support Principal to foster and maintain connections with key partners and stakeholders, procure additional resources and supports as needed, support Principal to manage the CSC and PAC)</li> <li>● Lead ILT meetings</li> <li>● With ILT, manage all professional support (coaching, PLCs, and PD)</li> <li>● Create protocols and expectations for ELL Programming, SPED Programming, GT Programming</li> <li>● Supervise the Student Success Coordinator and a team of STLs.</li> </ul>
<b>Athletic Director and of Student Culture, and Engagement</b>	<p>The Director of Athletics, Student Culture, and Engagement manages and leads all athletic, student activities, clubs and overall student culture strategy. They also oversee the planning and implementation of student advisories, Parent and Family Engagement, and the CityYear Core Members</p> <ul style="list-style-type: none"> <li>● Supervise the Student Activities Director, Student Advisors, Parent Empowerment Coordinator, and an Office Support Staff</li> </ul>
<b>Student Activities Director</b>	<p>The Student Activities Director will co-lead and coordinate all student, staff and support community activities and student clubs within the high school.</p> <ul style="list-style-type: none"> <li>● Recruit, increase and maintain strong membership for student clubs and organizations</li> <li>● Organize and lead on various school and community based activities</li> <li>● Will work with Director of Athletics, Parent Empowerment Coordinator and Marketing Specialist to align school and community activities</li> </ul>
<b>Dean of Student Services</b>	<p>The Dean of Student Services is responsible for ensuring the quality of whole child supports. They oversee the schools Student Success Team (SST) and support the school’s clinic as well. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Lead SST meetings</li> <li>● Lead RtI and MTSS meetings</li> <li>● Creates strategic plan for whole child support, intervention, prevention and enrichment supports for all students</li> <li>● Supports behavior and discipline and manage restorative practices</li> <li>● Manage social emotional/whole child supports</li> <li>● Supervise RJ Coordinator, Psychologist, Social Worker, Nurse</li> </ul>
<b>Dean of Operations</b>	<p>The Dean of Operations is responsible for ensuring efficient operations and school communications. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Master Schedule</li> <li>● Managing relationships with HR and Budget teams</li> <li>● Managing logistics for all school events</li> <li>● Managing transportation</li> <li>● Managing transitions (start of day, bell schedule, lunch, end of day)</li> <li>● Supervise the Welcome Center Secretary, Treasury Secretary, and Marketing Coordinator.</li> </ul>

<b>Parent Empowerment Coordinator</b>	<p>The Parent Empowerment Coordinator is responsible for ensuring that the school is connected to the community. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Create protocols and expectations for Family engagement</li> <li>● Plan all family engagement events</li> <li>● Identify and manage community partnerships (extracurricular, health and wellbeing)</li> <li>● Support student recruitment along with Marketing Specialist</li> <li>● Support family communications</li> <li>● Elicit community feedback</li> <li>● Ensuring communications are available in Spanish, English, and other languages identified in the HLQ</li> </ul>
<b>Marketing Coordinator</b>	<p>The Marketing Coordinator is responsible for the communication within and outside the school and markets the school to the greater community. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Creates a strategic marketing plan</li> <li>● Meets with and build community coalitions</li> <li>● Creates internal and external communication protocols</li> <li>● Upgrades and creates most relevant social media tools</li> <li>● Student Recruitment</li> </ul>
<b>Instructional Lead Coach</b>	<p>The instructional lead coach will support PD and overall coaching specific to EL instruction.</p> <ul style="list-style-type: none"> <li>● Co-lead ILT meetings</li> <li>● Co-lead PD planning</li> <li>● Lead Integrated Content Language Development (ICLD) PD for all teachers</li> <li>● Provide support regarding lesson planning, DDI</li> </ul>
<b>ELD Teachers &amp; ESL Zone Teachers</b>	<p>Student learning specialists include ELD Teachers, a Special Education Teachers, and a GT Specialist. These specialists are full time teachers who take on additional responsibility to ensure the quality, coherence, and fidelity of supports for Special Education, ELD, and GT students. The roles provide the following supports.</p>
<b>Special Education Teachers/GT support</b>	<ul style="list-style-type: none"> <li>● Support the LT and ILT to monitor ELD, SPED, and GT programs for compliance</li> <li>● Support the LT and ILT to monitor ELD, SPED, and GT programs for quality</li> <li>● Provide 1:1 and group (PLC) teacher coaching and support</li> <li>● Provide professional development</li> <li>● Provide consultation to the ILT as needed</li> </ul>
<b>Senior Team Leads (STL)</b>	<p>The school employs STLs with ELA-S certifications that are well qualified to foster high caliber instructional practices and ELL supports in all classrooms. STLs are also classroom teachers with a reduced teaching load to support critical responsibilities. These instructional leadership roles provide opportunity for professional learning and advancement.</p> <ul style="list-style-type: none"> <li>● Lead and facilitate PLCs</li> <li>● Serve on the ILT</li> <li>● Serve as coaches</li> </ul>
<b>Student Advisors</b>	<p>The Student Advisor is primarily responsible for managing behavior and discipline through the lens of restorative and therapeutic practices. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Create protocols and expectations for restorative and therapeutic practices</li> <li>● Provide professional development</li> <li>● Manage behavior and discipline processes and decisions (with additional oversight for high stakes incidents such as suspension or expulsion)</li> <li>● Sit on SST</li> <li>● 9th Grade Academy Student Advisors are dedicated to either the 9th grade only, or to the 10th-12th grade</li> </ul>
<b>College Advisor(s)</b>	<p>The College Advisor is primarily responsible for ensuring that all students are on postsecondary pathways of their choosing. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Work with Counselors to ensure all students have quality ICAPs</li> <li>● Provide college programming for students and families, including speakers, college visits, information sessions and college workshops/programming</li> <li>● Support all students with college admissions and financial aid</li> </ul>

	<ul style="list-style-type: none"> <li>● Support students in planning their individualized pathway</li> <li>● Support the college registration process and course sequencing</li> <li>● Support college readiness measures including SAT/PSAT, Accuplacer, ASVAB and CLEP</li> </ul>
<b>School Counselors</b>	<p>The School Counselor is primarily responsible for managing social emotional / whole child supports and student future planning in the school. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● Create protocols and expectations for social emotional supports in the classroom</li> <li>● ICAP implementation</li> <li>● Provide professional development on social and emotional support</li> <li>● Sit on the SST</li> <li>● Provide 1:1 coaching for students and teachers as needed</li> <li>● Counselor will support by grade level and will loop with students until graduation</li> <li>● Schedule students courses in alignment with interest and graduation requirements in order to maintain on track status towards graduation</li> </ul>
<b>Post Secondary Coordinator</b>	<p>The Post Secondary Coordinator manages all college and career pathway supports and strategy. Responsibilities include:</p> <ul style="list-style-type: none"> <li>● P-Tech development</li> <li>● IHE partnerships and MOU's</li> <li>● Accuplacer support</li> <li>● Concurrent Enrollment strategy</li> <li>● AVID and AP support</li> <li>● College and Career Academy Lead</li> <li>● Work based learning coordination</li> </ul>
<b>Lincoln Advisors / Lancer Family</b>	<p>Most/all staff in the building serve as an Advisor. From a student perspective, having more advisors lowers the student:advisor ratio and keeps advisories small, which helps promote positive relationships. Further, it benefits students to have relationships with as many adults in the building as possible; by recruiting non-instructional staff to serve as advisors, the school ensures that students can form relationships with supportive adults including but not limited to their teachers.</p> <p>From a staff perspective, serving as advisors keeps staff connected to student learning and development, emphasizing the mission and vision on a daily basis. Further, serving as an advisor is an opportunity for leadership within and/or beyond each individual staff's role, contributing to each individual staff member's experience of doing meaningful work. Perception of meaningful work is correlated with retention. Advisors play the following roles:</p> <ul style="list-style-type: none"> <li>● Advisors are trained in the advisement curriculum (with additional training in middle school transitions for 9th grade advisors)</li> <li>● Lead an advisement group daily</li> <li>● Support a small caseload of up to 15 students</li> </ul>
<b>Restorative Justice Coordinator</b>	<p>The Restorative Justice Coordinator supports students to resolve conflicts in a peaceful and positive manner</p> <ul style="list-style-type: none"> <li>● Collaborates with Dean of Student Services in response to student referrals with appropriate disciplinary actions (following the DPS discipline matrix)</li> <li>● Supports Dean of Student Services in maintaining an internal MTSS for students who need additional behavioral supports and interventions</li> <li>● Supports RtI planning and execution of student awards and celebrations</li> <li>● Co-Manages database for awards ceremonies, ensuring that all students are receiving positive recognition</li> <li>● Tracks and manages student discipline data, facilitates data-driven conversations in order to support students and a focus on academics</li> </ul>

<b>Psychologist</b>	<p>The Psychologist supports the Special Education Department and supports Special Education Teachers in providing the appropriate supports for students receiving special education supports (i.e., making sure student needs are being met in accordance with their IEPs)</p> <ul style="list-style-type: none"> <li>● Collaborates with teachers to schedule time to deliver SOS (Signs of Suicide) and RESPECT curriculum to all students in all grade levels</li> <li>● Connects students and families to resources and opportunities within the community</li> <li>● Meets with identified students on a regular basis</li> <li>● Supports Dean of Student Services in maintaining an internal MTSS for students who need additional behavioral supports and interventions</li> <li>● Develops and maintains an internal MTSS for students who need additional academic supports and interventions</li> <li>● Completes SRRs, TA</li> <li>● Providing mental health time for students based on their IEP</li> </ul>
<b>Social Worker</b>	<p>The Social Worker provides students, parents, staff and community members with assistance and resources during times of emotional, mental, medical and financial hardship. They collaborate with outside agencies to offer various groups addressing emotional concerns that affect students' academic and social functioning at school. These can include: Anger Management, Decision Making, Grief and Loss, SOS (Signs of Suicide), and Life Skills.</p> <p>In addition, the Social Worker often addresses the following concerns:</p> <ul style="list-style-type: none"> <li>● Students habitually arriving late to school</li> <li>● Mental health concerns such as depression, anxiety, school phobia, and anger/impulse control issues</li> <li>● Suicide prevention/intervention</li> <li>● Threat Assessments</li> <li>● Social/emotional issues arising out of the family environment</li> <li>● Attendance concerns</li> <li>● Financial hardship issues around basic needs of food, clothing, and shelter</li> <li>● Behavioral issues that may be stemming from issues away from school and that don't warrant a discipline referral, or as a step before a discipline referral</li> </ul>
<b>Nurse</b>	<p>The Nurse focuses on enhancing maximizing and protecting the overall health status of all students. Their primary responsibilities include:</p> <ul style="list-style-type: none"> <li>● Students with chronic conditions and special needs</li> <li>● Immunization records, medications or treatments for students, medical case management</li> <li>● Urgent physical and emotional health needs</li> <li>● Student injuries or illnesses, Health and wellness resources and screenings, and supporting students with vision or hearing issues</li> </ul>

Leadership teams include the leadership team (LT), instructional leadership team (ILT), culture leadership team (CLT), student success team (SST), school leadership team (SLT), and Instructional Services Advisory (ISA).

<b>Leadership Team</b>	<b>Members</b>	<b>Responsibilities</b>
<b>Administrative Leadership Team (ALT)</b>	Principal, Assistant Principals, Director of Athletics, Student Culture, and Engagement, Dean of Operations, Dean of Student Services	The LT meets weekly to examine school-wide data and monitor progress towards programmatic goals.

<b>Instructional Leadership Team (ILT)</b>	Principal, Assistant Principals, Senior Team Leads, Instructional Lead Coach	The ILT meets weekly to analyze schoolwide instructional and academic data, discuss schoolwide instructional priorities, set professional development priorities, and collaboratively plan for other important instructional milestones. The Principal and Assistant Principal who sit on both the ILT and CLT ensures alignment.
<b>Culture Leadership Team (CLT)</b>	Principal, Assistant Principals, Dean of Student Services, Student Advisors, Guidance Counselors, and Parent Empowerment Coordinator	The CLT meets weekly to analyze schoolwide whole child data, discuss schoolwide whole child and culture priorities, and collaboratively set and monitor culture improvement priorities.
<b>Student Success Team (SST)</b>	Dean of Student Services, Assistant Principals, Psychologist, Nurse and Guidance Counselor as well as additional counseling staff and learning specialists	The SST meets weekly to study student social, emotional, and mental health data. The team focuses on aligning supports and interventions within the MTSS model.
<b>School Leadership Team (SLT)</b>	Principal, one DCTA representative, one teacher appointed by the principal, at least 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers, elected annually by a majority of the faculty voting by secret ballot.	The SLT provides input and recommendations regarding schedules, professional development (coaching, PLCs, and PD), school improvement strategies and plans, etc.
<b>Instructional Services Advisory (ISA)</b>	The Instructional Services Advisory (ISA) provides direction and oversight to English Language Acquisition in the school.	The ISA Team provides critical input related to the following decisions: Review English language learner identification and placement decisions, determine if the existing ELD supports and services are sufficient, update ELA plan with respect to program placement for individual students, and ensure collaboration with Special Education team to address the language needs of ELs identified as students with disabilities.

Leadership opportunities include opportunities to lead professional development and special projects.

- Based on the ILTs annual school priorities and quarterly professional development goals, teachers may be invited to or may propose to facilitate **professional development**. These opportunities increase the relevance and engagement in professional development, and also provides opportunities for teachers and other staff to demonstrate leadership with their peers.
- Throughout the school year the ALT, ILT, and CLT members may identify **special projects** related to problems of practice and improvement initiatives. For example, the Dean of Student Services, AD and CLT may identify culture initiative designed to address specific problems of practice. Teachers and other staff will be invited to participate as opportunities arise, creating opportunities for development, leadership and collaboration.

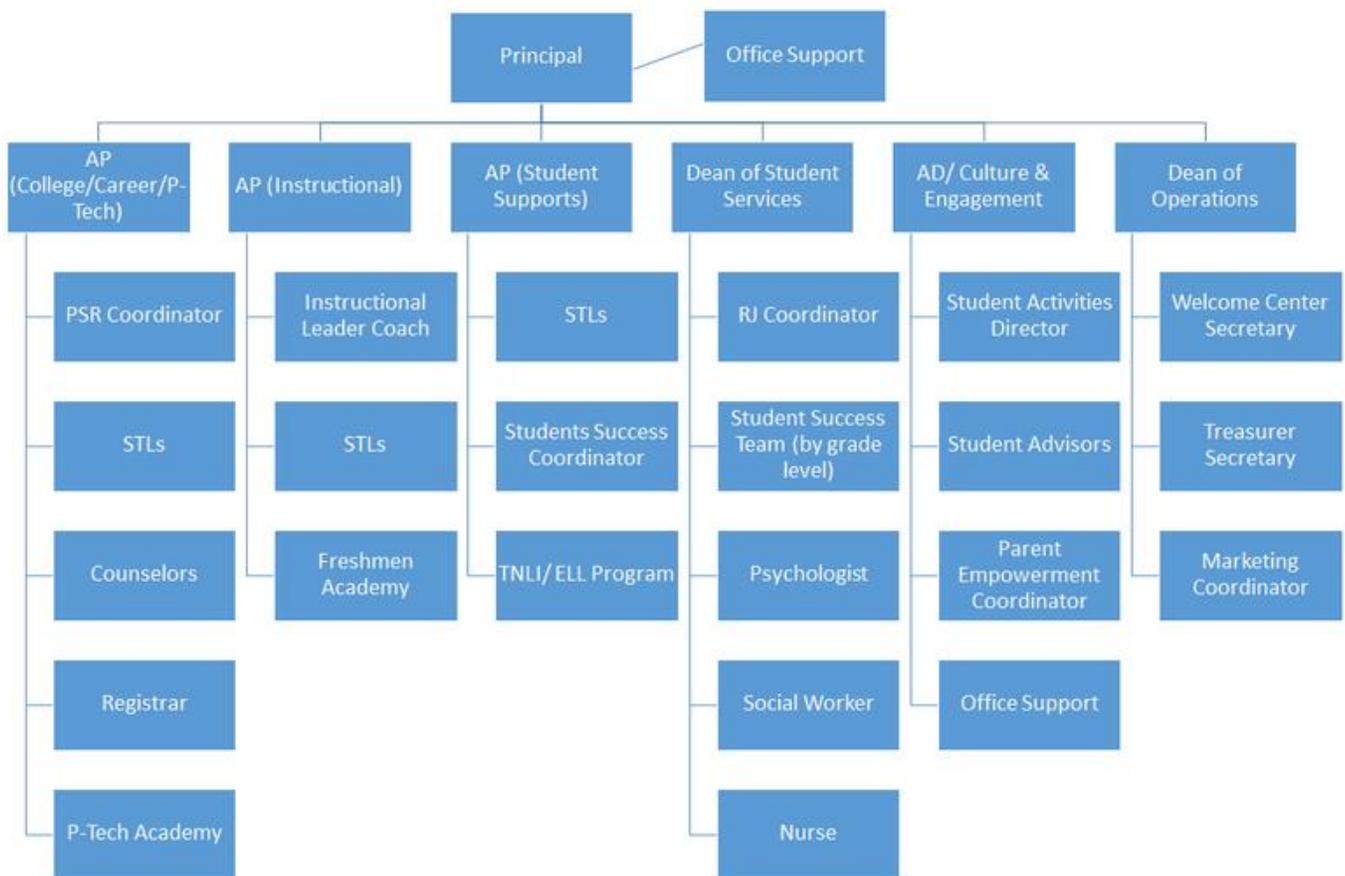
Leadership teams include the leadership team (LT), instructional leadership team (ILT), culture leadership team (CLT), Student Success Team (SST), and school leadership team (SLT).

## B. Organizational Structure

ALHS is led by a strong, collaborative team of administrative, student support, and instructional staff.

- The Principal, guided by the CSC and supervised by the IS, primarily oversees the APs, Dean of Student Services, Dean of Operations, Director of Athletics-Student Culture-and Engagement, and office support staff. The principal also engages in coaching and evaluation for a small caseload of teachers.
- APs are responsible for managing instructional practices throughout the school through the STLs and a small caseload of teachers for coaching and evaluation. APs supervise the relationship with the partner IHE through the Dean of Operations/PSR coordinator.
- The Dean of Student Services fosters positive relationships with the community through supervision of the Attendance Liaisons and within the school by managing the Restorative Practices Coordinator and the SST.

### Organization Chart





5 Year Staff Roster

ALHS Staff Roster	19-20	20-21	21-22	22-23	23-24	24-25
Principal	1	1	1	1	1	1
Assistant Principals	3	3	3	3	3	3
Director of Athletics, Student Culture, and Engagement	1	1	1	1	1	1
Dean of Student Services	1	1	1	1	1	1
Dean of Operations	1	1	1	1	1	1
PSR Coordinator	1	1	1	1	1	1
Instructional Lead Coach	0	1	1	1	1	1
Counselors	3.6	4	5	5	5	5
Student Advisors	0	2	3	3	3	3
College Advisor	0	1	1	2	2	2
Marketing Coordinator	1	1	1	1	1	1
Restorative Justice Coordinator	1	1	1	1	1	1
Psychologist	1	1	1	1	1	1
Social Worker	1	1	1	1	1	1
Student Activities Director	0	1	1	1	1	1
Nurse	.6	1	1	1	1	1
Parent Empowerment Coordinator	.5	1	1	1	1	1
Instructional Paraprofessional (not including central funded)	4	4	4	4	4	4
Office Support Staff	5	5	5	5	5	5
Student Success Coordinator	0	1	1	1	1	1
Language Arts/ English Teachers*2 are STL	13	14	15	16	16	16
Math Teachers *2 are STL	12	13	14	15	15	15
Social Studies Teachers *1 is STL beginning 2020	6	6	7	8	8	8
Science Teachers* 2 are STL	6	6	7	7	7	7
ELD Teachers *2 are STL	4	4	5	5.5	5.5	5.5
ESL Zone Teachers/ ELA-S Co-Teachers	2	2	2	3	3	3
Special Education Teachers (Mild/Moderate)	4	5	5.5	5.5	6	6
Special Education Teachers (Center-Based, centrally funded)	3	3	3	3	3	3
Arts & Music Teachers *1 STL	5	5	6	6	6	6
Physical Education Teachers	2	2	2	2	2	2
ROTC Teachers (centrally funded)	3	3	3	3	3	3
World Language Teachers	3.6	4	4	4	4	4
Career and Technology Education Teachers(CTE, Business, Pre-Health)	3	5	7	7	7	8
School Improvement Partner (EASI funded to support with implementation and PDSA study with UVA)	0	.5	.5	0	0	0
City Year Core Members	0	12	12	12	12	12

### C. Leadership Coaching and Evaluation

ALHS engages in ongoing leadership coaching and evaluation cycles with the Regional Instructional Superintendent (RIS). The principal and RIS also engage in data analysis and strategic planning. Twice annually, the RIS completes a formal evaluation of the principal using the DPS LEAD Framework and the school plan, for which fifty percent of the principal's evaluation is based on student achievement data. The principal and RIS adhere to DPS protocols for guiding the conversations for the mid-year and end of year evaluations. In addition the UVA Partner provides the leader and his leadership team feedback on their leadership moves around implementing the school's major improvement strategies (big rocks) in the 90 day plan. UVA provides direct coaching the the principal and ILT during fall and spring site visits, winter week-long executive leadership sessions, and summer strategic planning sessions.

UVA will support the school leader and instructional leadership team through collaborative planning, assessment of leadership team needs, observation and coaching. UVA will send a team of experts to each school to review the implementation of key actions and progress toward student outcome goals using the district's progress monitoring tool and OTG Report, and progress toward implementation of key systems on the foundational systems rubric (DDI, Observation/Feedback and coaching, Instructional Systems). During these visits the team will observe the school's key systems in action as well as impact of these systems on classroom instruction through classroom walkthroughs using the foundational systems rubric. These meetings will also include targeted coaching to the school's Instructional Superintendent, Executive Leadership sessions for the school's ILT, review of each ILT member's 9 box personal development plan, and assessment of the district's implementation of aligned supports and aligned supports to the priorities in this innovation plan.

The School Leadership Team also provides feedback regarding the execution of the leadership responsibilities outlined in the plan, including an assessment of ELA programming implementation, to be considered in the principal's overall evaluation. In addition, the teachers provide the principal and the leadership team members with ongoing feedback. This data is shared with the school community to evaluate the effectiveness of the administrators and set leadership priorities for the upcoming year.

In addition to the standard LEAD evaluation process, the principal receives the following school-specific leadership development support:

- Executive coaching twice per month from a trained leadership coach external from the District
- 4 hours per month for uninterrupted school leadership planning
- Site visits to high performing schools, locally or nationally
- Professional development opportunities offered by DPS that are aligned to the school's vision, mission, and goals
- Professional learning opportunities to deepen the leader's knowledge in the structures, systems, and supports that enable success for English Language Learners

Other members of the administrative leadership team (Assistant Principals, Deans, Director of Athletics, School Culture, and Engagement) receive feedback and coaching from the Principal. The Principal uses the LEAD Framework to provide performance reviews, provide feedback, and identify opportunities for learning and development. The Assistant Principals are evaluated and supported against Assistant Principal competencies while the Deans are evaluated and supported against the Leader of Others competencies. As described above in the subsection on leadership succession, the Principal and the Instructional Superintendent identify leaders with growth potential, including potential for future leadership within the school, and proactively groom said individual(s) for future leadership.

## Section III: Educational Program

To achieve its vision and mission, ALHS offers students the choice to pursue one of **three open, flexible, and permeable pathways that result in free, transferable college credit, an industry credential and up to an Associates Degree**. The three pathways offered at the school are:

- **CTE:** CTE pathways where students can earn a credential, create a portfolio of work, complete industry work experience and earn college credit.
- **P-TECH:** A business pathway in conjunction with Microsoft, DPS, Pinnacol Assurance and CCD where students gain industry experience, can earn a credential and earn up to an associate's degree through access to a 5th and 6th year.
- **Advanced Placement / Concurrent Enrollment:** Students access CE and AP classes as early as 9th grade and earn at least 12 transferable college credits and up to an associate's degree in the field of their choosing.

Each of the three pathways is anchored in accessibility for all students to industry credentials, work based-learning opportunities, and the possibility of earning an associate's degree. The three pathways were aligned to community need and interest with the priority of preparing students for both college and career.

Every student graduates having earned *at least* a diploma and twelve transferable credits between their 9th and 12th grade years. While one might think of this as the "floor" (a baseline expectation for every single student) it is in fact a bold and ambitious goal that promotes high expectations, equity, and access. And, it is a minimum expectation. Many students exceed this requirement by also obtaining an Industry Credential and/or an Associate's Degree. In addition, all students will be provided the opportunity to access Advanced Placement courses. The school will be increasing the number of AP courses specifically in core subject areas. By supporting every single student to not only demonstrate standards for high school graduation but to also meet or exceed the ambitious goal of obtaining twelve or more free transferable college credits, ALHS exemplifies:

Our three "pathways" in the school have a very specific meaning. Specifically, "pathways" do not refer to tracks. They are not fixed courses of study to which students are assigned based on perceived ability or potential. To the contrary, pathways are open, flexible, and permeable courses of study that promote choice, high expectations, and access. The pathways are "open" in that they are available to students with no prerequisite of prior performance. While students must pass certain performance standards to qualify for college-level coursework, per Colorado State law, our school does not force students into pathways based on performance. Instead, the model utilizes flexible and personal supports to ensure they can be successful. *Flexible* means that students have choices within pathways; they may choose among different course offerings and learning experiences to reach their goal. *Permeable* means that students have the opportunity to transfer between pathways during their high school experience if their goals evolve. Young people are exploring their identities and goals and need opportunities to try multiple things without repercussions for exploration. *Transferable* means that college credits can be applied toward further postsecondary study, and that they follow an articulated sequence that can transfer toward a major, minor, or another postsecondary path. *Free* means that students do not have to pay to take college credits during their high school experience, and can access a free fifth and sixth year of high school to complete these credits at no cost.

### **12 Guaranteed Transfer Credits sample 4-year course of study**

This pathway allows students to graduate with twelve or more college credits that apply toward an Associate's or Bachelor's Degree as well as count for the high school units needed for graduation. This pathway provides a robust set of offerings for any student. As described in the CULTURE section, the school is open and available to all students who want to enroll, and guarantees that all students can graduate with a diploma and at least 12 college credits. The 12 guaranteed transfer credit pathway is one way that the school keeps this commitment to students, because it is accessible to students who are not ready to or do not want to begin concurrent enrollment until their senior year. This might include students who enter behind grade level and require intensive academic supports to accelerate toward readiness for college-level coursework; students who enter the school after their 9th grade year and as a result are not prepared for college-level coursework until later in their high school experience; and/or ELL students who need until their senior year to develop collegiate level English skills. It is important to note that with slight variations and additional coursework, students who self-select into the 12 guaranteed transfer credit pathway could decide as late as their junior or senior year to pursue the Associate's Degree pathway. This is one example of how the

pathways are permeable and allow students to transfer between courses of study with support from their counselors, advisor, teachers, and family.

ALHS 12 College Credits upon Graduation Sample Course Sequence								
COLOR KEY: High School Courses    <i>Concurrent Enrollment College Courses Toward Degree</i>    <i>CE Certificate Courses</i>    <i>AP Courses</i>    <i>CTE Courses</i> This is a Degree With Designation (DWD) across 4-year Colorado public colleges/universities								
	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
HS graduation Requirements	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English (40 units)	English I	English I	English II	English II	English III	English III	*CE ENG 121 (3)	*CE ENG 122 (3)
Math (40 units)	Integrated Math 1	Integrated Math 1	Integrated Math 2	Integrated Math 2	Integrated Math 3	Integrated Math 3	*MAT 121 (4)	*MAT 125 (4)
Social Studies (30 units)	US History S1	CE Chicano Studies (3)	Civics	Economics	CU Succeeds U.S. History S1 (3)	CU Succeeds U.S. History S1 (3)	* denotes courses available if students meet prerequisites for enrollment	
Science (30 units)	Biology S1	Biology S2	Chemistry S1	Chemistry S2	Physics S1	Physics S2		
Elective (80 units)	Elective	Elective	Elective	CU Succeeds COMM 1011 (3)	Elective	Elective		
Yearly College Credits							3 to 6 minimum	
Cumulative College Credits							Minimum of 12	
Cumulative College Credits toward degree							Minimum of 12	

### Industry Certificate sample 4-year course of study

This pathway allows students to graduate with an industry credential in addition to meeting DPS high school graduation requirements. Below three sample credentials are shown: Advanced Manufacturing, Therapeutic and Diagnostic Services, and Network Systems of Support. Specific programs of study will be determined once community feedback is completed. The Industry Credential pathways could be designed and facilitated in partnership with CareerConnect, and possible credentialing partners include corporations like Microsoft, Adobe, or a Community College. Credentialing partners will also be determined during the Year 0 based on regional assignment, community priority, and the Principal's and design team's decisions. It is important to note that students can pursue Industry Credentials *and* obtain

twelve transferable college credits as shown in the sample course of study above. Industry classes may be taken in the Elective block so that students can pursue two pathways simultaneously. The P-Tech Academy will allow a cohort of students to access this type of experience that will lead to a credential and an AA degree.

<b>ALHS Career &amp; Technical Education Industry Certification <i>Sample Course Sequence</i></b>				
<b>Possible Program of Study</b>	<b>Level I (Grade 9)</b>	<b>Level II (Grade 10)</b>	<b>Level III (Grade 11)</b>	<b>Level IV (Grade 12)</b>
Advanced Manufacturing Industry Credential Solidworks - CSWA	Tech Foundations /Digital Fabrication	Manufacturing Processes 1	Manufacturing Processes 2	MakerConnect Capstone (Industry Certificate in SolidWorks)
Therapeutic and Diagnostic Services Certified Nursing Assistant (CNA)	Health Science Careers	Health Science I and II	Anatomy and Physiology	CTE Multi-skilled Nursing or MedConnect Practicum
Network Systems and Support <b>Industry Credential</b> A+ / JavaScript <b>Industry Credential</b> Network + and/or Security +	Tech Foundations	Game Design	AP Computer Science Principles	TechConnect Capstone  Industry certification in JavaScript

### **Associate's Degree sample 4-year course of study (Up through year 6 for P-TECH students)**

This pathway allows students to graduate with up to 60 free college credits which may be applied to earn an Associate's Degree in Business. The Associate's Degrees offered may be applied towards a Bachelor's degree so that students can continue their postsecondary path after graduating, mitigating significant financial barriers to achieving college degrees faced by many DPS students today. Because the Associate's Degree in Business is part of the statewide Degree with Designation, students can transfer all 60 credits and be considered Juniors at the receiving public institution. Students can major in International Business, Marketing, Accounting, Entrepreneurships, Computer Information Systems, and much more.

This pathway often requires an extended high school experience and some students will be able to access this through the P-TECH Academy. Students have the option (P-TECH) to remain enrolled at the high school while participating in concurrent enrollment courses for a fifth and sixth year. All college courses taken in the fifth and sixth year are free to students, per Colorado state law. With the exclusion of check-ins with advisors and other support staff who are responsible for ensuring students have the resources and supports the need to succeed, it is likely that students take all courses at the college campus in their fifth and sixth years. To students, these years effectively feel like being in college, though they technically remain enrolled at the high school and pay zero tuition or fees. To access the fifth and sixth year students must meet all DPS graduation requirements by or before the senior year. Their diplomas are not conferred until they complete college coursework. In the sample pathway shown, students begin college coursework in the tenth grade. It is important to note that there are variations available to Associate's Degree pathways that make them more accessible to students who enter behind grade level and/or who enter later in their high school experience.

The school ensure all students have the opportunity to pursue an Associate's Degree regardless of their prior performance. The following sections explain the instructional structure and supports available to make this possible.

P-TECH – AA Business Course Sequencing (Accelerated) *AP Courses* | *CE Courses* | *CTE Courses*

Period	Subject	Freshman		Sophomore (Career Exposure)		Junior (College Acceleration)		Senior (College Acceleration)		13 <sup>th</sup>		14 <sup>th</sup>	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Grad Requirements												
1st	Math <i>4 units</i>	Math I		Math II Honors	Math III Honors	MAT 121	MAT 125	ACC 121	ACC 122	13/14th year will not be utilized by students unless they fail courses and must retake classes. Also, students who are accepted into apprenticeships with industry partners will work with CCD Pathway Advisors to create a modified college schedule.			
2nd		Math I Block											
3rd	English <i>4 units</i>	English I		English III Honors	English III Honors	COM 115	ENG 121	ENG 122	LIT 115				
4th		English I Block											
5th	Social Studies <i>3 units</i>	U.S History or <i>World Geo. AP</i>		<i>Economics AP</i>				HIS 121	MUS 120				
6th	Science <i>3 units</i>	Biology or <i>Envi. Science AP</i>		Chemistry or <i>Chemistry AP</i>		BIO 105	ENV 101						
7th	Electives	Career Wheel or Elective		Marketing & Entrepreneurship Principles		Computer Information Systems		BUS 217	BUS 226				
8th				P.E		BUS 115	BUS 216	ECO 201	ECO 202				
9th				AVID		AVID		AVID					
College Credits		0		0		28		32					
Cumulative Credits								60					

P-TECH – AA Business Course Sequencing (Traditional with ELD Blocks) *AP Courses* | *CE Courses* | *CTE Courses*

Period	Subject	Freshman		Sophomore (Career Exposure)		Junior (Career Exposure)		Senior (College Acceleration)		13 <sup>th</sup>		14 <sup>th</sup>	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	Grad Requirements												
1st	Math <u>4 units</u>	Math I		Math II		Math III		MAT 121/093	MAT 125	ACC 121	ACC 122		
2nd		Math I Block											
3rd	English <u>4 units</u>	English I	English II		English III / ELD Seminar		COM 115	ENG 121	ENG 122	LIT 115			
4th		ELD		ELD			ELD						
5th	Social Studies <u>3 units</u>	U.S History		World History		<i>Economics AP</i>		HIS 121	MUS 120				
6th	Science <u>3 units</u>	Biology			Chem.		Physics	BIO 105	ENV 101				
7th	Electives	Career Wheel or Elective		Marketing & Entrepreneurship Principles		Computer Information Systems		Introduction to Accounting		BUS 115	BUS 216	BUS 217	BUS 226
8th				P.E		Principles of Business						ECO 201	ECO 202
9th				AVID		AVID		AVID					
College Credits		0		0		0		14	14	10	10	10	6
Cumulative Credits						61credits (1 is a lab courses that is not counted for degree credit)							

P-TECH – AA Business Course Sequencing (Modified/Semi-Accelerated) *AP Courses* | *CE Courses* | *CTE Courses*

Period	Subject	9 <sup>th</sup> (Career Exposure)	10 <sup>th</sup> (Career Exposure)	11 <sup>th</sup> (College Acceleration)	12 <sup>th</sup> (College Acceleration)	13 <sup>th</sup>	14 <sup>th</sup>
--------	---------	--------------------------------------	---------------------------------------	--	--	------------------	------------------

	Grad Requirements	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
1st	Math <u>4 units</u>	Math I		Math II Honors		Math III Honors		MAT 121	MAT 125	ACC 121	ACC 122	14th year will not be utilized by students unless they fail courses and must retake classes. Also, students who are accepted into apprenticeships with partners will work with CCD Pathway Advisors to create a modified college schedule.		
2nd		Math I Block												
3rd	English <u>4 units</u>	English I		English II Honors		English III Honors		ENG 121	ENG 122	LIT 115				
4th		English I Block					COM 115							
5th	Social Studies <u>3 units</u>	U.S History		World History		<i>Economics AP</i>		HIS 121	MUS 120					
6th	Science <u>3 units</u>	Biology or <i>Envi. Science AP</i>		Chemistry or <i>Chemistry AP</i>		Physics				BIO 105	ENV 101			
7th	Electives	Career Wheel or Elective		Marketing & Entrepreneurship Principles		Computer Information Systems		BUS 115	BUS 216	BUS 217	BUS 226			
8th				P.E		Principles of Business				ECO 201	ECO 202			
9th				AVID		AVID		AVID						
College Credits		0		0		3		13	13	17	14			
Cumulative Credits										60				

Degree requirements	ENG 121	ENG 122	MAT 121	MAT 125	Science w/lab (GT)	Science w/lab (GT)	ECO 201	ECO 202	Arts elective (GT)	Arts elective (GT)	History class (GT)	COM 115
	BUS 115	BUS 216	BUS 217	BUS 226	ACC 121	ACC 122						

## A. Curriculum

Curriculum is selected through the lens of *developing leaders for college, career, and our community*. Specifically, the following criteria are used to select curriculum for the school.

Using these criteria, ALHS elects to utilize rigorous, standards-based curricula adopted by Denver Public Schools and supported by the DPS Curriculum team<sup>16</sup>. Over the spring of 2020 the ALHS staff and administration will reevaluate these curricular decisions and determine if any revisions should be made based on the criteria listed below.

- **Fit with Vision, Mission, and Values** - Selected curricula help the school realize its vision and mission as a proud and inclusive community that is raising expectations and providing equitable access to authentic learning and comprehensive supports. DPS curricula include existing scope and sequence that are evidence-based and are effective with student populations similar ALHS's. Curricular units are tailored to ensure relevance and provide exposure to varied perspectives, and teachers work with coaches, the Instructional Leadership Team (ILT), and/or DPS curriculum partners to ensure cultural relevance.
- **Fit with Rigorous Postsecondary Pathways** - By selecting rigorous standards-based curricula for core classes, the school fosters excellence and provides a strong foundation for every student to realize success along rigorous postsecondary pathways, including the opportunity to pursue and Associate's Degree or up to sixty college credits. By selecting DPS adopted curriculum, the school ensures that curriculum is accompanied by rigorous, standards-aligned formative and summative assessments. College-level programming builds on and supplement foundational experiences provided through the DPS adopted curricula.
- **Fit with Instructional and Pedagogical Model** - DPS curricula allow ALHS to implement its pedagogical model with fidelity. The curricula can be implemented by teachers in ways that allow plenty of opportunity for active learning and relevant rigor instructional strategies, as well as opportunity for personalization. For example, the English Language Arts curriculum selected focuses on text-based discussions, which aligns to the Active Learning strategy of classroom talk. Further, having clear scopes and sequences helps teachers monitor student progress on personalized learning pathways; while some students (i.e. those who opt into rigorous courses without certain "prerequisite" knowledge and skill) may need some additional supports and flexible pacing, the scope and sequence helps teachers know where students *should* be and ensure that they are getting adequate supplemental supports in and out of the classroom to keep pace with the content. In addition, co-planning periods, the ILT, and DPS curriculum partners are utilized to ensure horizontal and vertical alignment. This is an essential component of the school's pedagogical practices and in alignment with CCSS priorities.

All students and teachers will be utilizing an LMS (Learning Management System) to access class instructional materials, grades, calendars and announcements. All students will have a collegiate experience by using an LMS and will be able to access all needed information, homework, deadlines and announcements in one location.

All DPS adopted curricula are supported by the student-based budget, and supplemental materials are accounted for in the non-salary expenses. This section explains the curricula that will be adopted, and how the school will work with DPS to identify curricula not currently available through the district.

### English Language Arts<sup>17 18</sup>

Curriculum: DPS Standards Scope and Sequence using selected novels:

- Units built around rich, diverse anchor texts paired with text sets
- Ample text-dependent questions with exemplar responses and scaffolds to support close reading
- Targeted resources to support academic language, including vocabulary and syntax
- Assessments include evidence-based writing, speaking and listening, opportunities for transfer
- Includes Spanish-parity and alignment to the Language Allocation Guidelines

---

<sup>16</sup> <http://thecommons.dpsk12.org/Page/692>

<sup>17</sup> [https://drive.google.com/file/d/0B-uVHaj1msQuYU1sZzZWN1hoZGs/view?usp=drive\\_web](https://drive.google.com/file/d/0B-uVHaj1msQuYU1sZzZWN1hoZGs/view?usp=drive_web)

<sup>18</sup> [https://drive.google.com/file/d/0B-uVHaj1msQuN2RvQ2M4aFNzZXM/view?usp=drive\\_web](https://drive.google.com/file/d/0B-uVHaj1msQuN2RvQ2M4aFNzZXM/view?usp=drive_web)

Upon reviewing the DPS adopted curriculum for high school English Language Arts, the DPS adopted curriculum was deemed the best fit for the projected student population for ALHS. The units in this curriculum are built around rich, diverse anchor texts intentionally paired with complex nonfiction and shorter texts. Curriculum includes abundant opportunities for close reading and evidence-based writing, as well as multiple modes of assessment, which is highly aligned to the pedagogical strategies of Active Learning. This programming creates an integrated language arts course that includes both reading and writing, which mirrors a college-level English course.

The school will access the following supports from DPS Curriculum Department:

- **Professional Learning** - Summer and school year teacher- and leader-facing professional learning opportunities as well as regular learning walk and student work analysis throughout the school year..
- **Continued Development** - While the curriculum includes resources for differentiation, there are opportunities to build additional supports for a variety of learners. The DPS Curriculum team continue to design additional differentiation opportunities, scaffolds, and extensions in conjunction with ELA, GT, and Special Education Instructional Specialists (SEIS).
- **Diverse Authors and Texts** - While the curriculum includes quality anchor texts by diverse authors, the DPS curriculum team identified texts featuring Latino/Latina authors and/or characters that best match standards, topics, text sets, and themes within each unit.

## Math<sup>19</sup>

Curriculum: Core Connections Integrated Key Features:

- Strong alignment to the CCSS
- Inclusion of strong instructional supports and strategies for struggling learners, English learners, and advanced learners with Spanish parity in content and assessments
- Rigorous tasks that are engaging, relevant, and culturally responsive and provide multiple entry points for students
- Parent resources, checkpoints, and review and preview problems to support and provide additional practice for students

The DPS adopted curriculum for high school math, the Core Connections Integrated curriculum, is the best option for the student population anticipated to attend ALHS. Core Connections features an instructional model that is philosophically grounded in equitable practice and in strong alignment with indicators of the LEAP framework. This curriculum is vertically aligned throughout the high school level math courses to eliminate the need for extensive review each year. The curricular materials include strong developmental supports for increased rigor in classroom instruction focused on high fidelity implementation of the High School Colorado Academic Mathematics Standards. There are also embedded resources for teachers that support teachers in cooperative learning strategies and literacy strategies, including guided activities that build student's academic and technical language while helping them develop collaborative skills. Furthermore, this curriculum includes the integration of concepts and topics across courses in a sequence that prepares students well for the PSAT/SAT.

## Social Studies

Curriculum:

- U.S. History America Through the Lens 1877 to the Present (National Geographic Cengage, National Geographic 1st Edition)
- Geography: The Human and Physical World (McGraw-Hill Education Copyright: 2018)
- United States Government: Our Democracy (McGraw-Hill Education Copyright: 2018)
- Understanding Economics McGraw-Hill Education Copyright: 2018

Denver Public Schools recently adopted these social studies curriculum based on their alignment to standards and critical lens, and Spanish materials.

## Science

---

<sup>19</sup> [https://drive.google.com/file/d/0B-uVHaj1msQud3hLUTRfLUVOWVU/view?usp=drive\\_web](https://drive.google.com/file/d/0B-uVHaj1msQud3hLUTRfLUVOWVU/view?usp=drive_web)

## Curriculum:

- It's About Time EarthComm
- iHub Biology
- It's About Time Active Chemistry
- It's About Time Active Physics, third edition

Denver Public Schools recently adopted these science curriculum based on their alignment to standards and next generation science standards.

## Curriculum Monitoring

Curricula are monitored as part of the school's overall commitment to continual improvement. Data are used on an ongoing basis to ensure curricula are implemented with fidelity and that selected curricular materials meet student needs and support student learning and advancement. Coaching, professional learning communities, and schoolwide professional development provides ongoing opportunities to help teachers and staff improve the implementation of selected curriculum at individual, team, and whole-school levels. These supports ensure curriculum is implemented and adapted in ways that foster academic achievement and progress towards individual and school-wide goals. Specialists (Mild/Mod, ELA, and GT) provide their expertise as well, both through co-teaching supports, 1:1 teacher coaching, and professional development.

In addition, the Leadership Team and ILT monitor the quality and fit of all selected curriculum throughout the year. They use data, including academic data and student and teacher input, to assess the appropriateness and quality of all curriculum for the student body. Staff and leadership will continue to evaluate these resources and may decide to utilize universal flexibilities to adopt different curriculum in one or more content areas.

- **College-Level Core Classes** - College classes will include but will not be limited to English 121 and 122 and Math 121 and 122. These offerings will build on the foundational english language arts and math courses offered by the district and allow students to attain college credit. AP courses will be increased and an AP pipeline will be created for students to continue to access through Art and Spanish, but an increase in core AP courses will be a priority.
- **College-Level Classes Aligned to Postsecondary Pathways** - These offerings will allow students to attain credits that articulate toward a specific Associate's Degree. For example, a student pursuing an Associate of Arts Degree with Business Designation might take Communications 115 and Business 115. In addition students will be encouraged and supported in accessing Advanced Placement courses.
- **Coursework Aligned to an Industry Credential** - These offerings will allow a student to attain college credit to meet the baseline expectation that all students attain at least 12 guaranteed transfer credits, while also working toward an industry credential. For example, a student pursuing a credential in Network Systems and Supports might take supplemental coursework in Tech Foundations and Hardware and Databases with a partner like Career Connect.

## Supplemental Programming and Community Partnerships

**Institutes of Higher Education (IHE) and Industry Partner(s)** - ALHS will have a formal partnership with the Community College of Denver, Metro State University, and CU Succeeds program to establish and provide postsecondary pathways. Specifically, these partners will provide access to concurrent enrollment coursework that enable students to receive free, transferable college credit. The postsecondary pathways include:

- **Business (P-TECH)** - Pathway opportunities include one or more industry credentials that lead to a workforce ready job and/or up to 60 college credits that can result in an Business associate's degree.
- **Technology** - Pathway opportunities include one or more industry credentials that lead to a workforce ready job and/or up to 60 college credits that can result in a Computer Science associate's degree.
- **Engineering** - Pathway opportunities include one or more industry credentials that lead to a workforce ready job and/or up to 60 college credits that can result in an CNC Manufacturing or pre-Engineering degree.
- **Pre-Health** - Pathway opportunities include one or more industry credentials that lead to a workforce ready job and/or up to 60 college credits that can result in a health related associate's degree.

As the IHE partner for P-TECH, CCD will be the primary partner for courses in Business and all other pathways that lead to a certification and associates degrees.

## B. Assessment

ALHS sets an ambitious vision and mission, resulting in ambitious goals for each and every student. The school model is grounded in the belief that all students can learn at high levels. Enacting this belief requires that school leaders and staff maintain focus on future success articulated in clear and transparent goals, have shared measures and metrics to define success against those goals, and engage in rigorous and ongoing progress monitoring and continuous improvement to be sure each student is advancing on target to achieve their goals, and that the school model is improving overall. Further, the model requires that *students* understand their performance toward ambitious goals so that they can own their learning and become self-directed, intrinsically motivated learners. ALHS will follow the DPS graduation requirements and promotion policy.

### Annual and Interim Goals

ALHS establishes annual and interim goals that ensure students are on track to meet DPS graduation requirements and attain at least 12 and up to 60 college credits while still in high school.

The school's rigorous goals will align with those set forth by the DPS School Performance Framework. The founding team will develop strategic goals to move the school to a "green" rating as quickly as possible overall with targets in the following areas that will be maintained for at least the first three years after opening:

- **Annual Growth** - The school sets goals for a student growth percentile of 65 or above for all grade levels and all subjects tested in SAT and CMAS, and for students taking the ACCESS. This ensures that students are advancing rapidly, translating to adequate growth to reach proficiency at a collegiate level. In addition, all students will take the Accuplacer exam prior to their 10th grade year to access college level courses.
- **Annual Performance** - The school sets a goal to exceed than 80% proficiency for all grade levels and subjects tested, or an increase of 20% from the prior year until the school reaches 80%.
- **Opportunity Gap** - The school works to systematically eliminate opportunity gaps for all students identified by DPS for being historically underserved, including students of color, students with disabilities, English Language Learners, and students living in poverty. The school does so by providing a rigorous, responsive, and enriching education program for all students, providing timely and differentiated supports, and mitigating barriers to future success frequently encountered by subgroups in traditional public schools. Data from interim and annual assessments are disaggregated and monitored to ensure the school is on track to serving all students with equity.
- **Interim Goals** - The staff at ALHS use assessments and guiding standards for achievement made available to them by DPS Curriculum and ARE teams to ensure students are demonstrating continuous learning and improvement. Teachers use SLO's to organize and manage student performance standards and to align instruction, adjustments, and interventions to guarantee the interim goals are achieved.

### Assessment

ALHS utilizes assessment for accountability *and* improvement, meaning that assessment practices ensure the school is making adequate progress toward its goals and keeping its commitments to families, and also that teachers and students have timely, actionable data to inform course selection, instruction, supports, and interventions.

- **Diagnostic assessments** - Growth and performance milestones are based on anticipated incoming student data, and thereafter will be adjusted annually based on actual incoming student data. In particular, all students take the Accuplacer test annually prior to or early in the school year so that staff can adjust schoolwide targets as necessary and select individualized courses, supports, and targets for each student.
- **Formative and interim assessments** - Teachers use formative and interim assessments to understand how students are progressing, provide students with feedback that can improve their learning. Formative assessments are a part of the learning experience for students, in that they help students and teachers understand what supports students need. Formative assessments may be part of the curriculum, and/or may

include performance tasks and assessments or quizzes that teachers create and use as part of the learning process.

- **Summative assessments** - Teachers use standards-aligned summative assessments to clarify whether students have adequately mastered key standards in order to move on to the next. Assessments made available through the DPS adopted curricular materials are aligned with the school’s performance goals and prepare students for state standards. It is counterproductive to long term success for students to advance when they still have key gaps in their knowledge and skill; these gaps accumulate over time and detract from future learning. Teachers take advantage of personalized supports including Flex Block and others, to give students more time and support to master specific skills they may have missed.

### Assessment for English Language Learners

ALHS is designed to support a large number of English Language Learners through a high caliber TNLI program, which includes an assessment strategy that meets the expectations of the DPS Language Allocation Guidelines. Assessments that are available in Spanish are administered in the language of instruction experienced by the student, as guided by their ACCESS scores and in compliance with the expectations set forth by the Consent Decree. Teaching and assessment strategies are supported by the DPS English Language Acquisition team. CMAS and READ Act assessments are made available in Spanish for students enrolled in the TNLI program. Interim, formative, and summative curriculum-embedded assessments administered in Illuminate are vetted by DPS for validity and reliability and available in English with Spanish parity. Data from these assessments are used to adjust programming using the same data-driven instruction practices utilized by the rest of the teaching staff, and examined by the ELA-S team and ILT. Furthermore, the data are presented to the school’s ISA Team quarterly to recognize successes, identify opportunities for improvement, and develop actionable strategies to accelerate student achievement.

The table below includes a list of the required state assessments and additional formative and summative assessments that will be utilized to monitor student progress and the efficacy of the educational program.

Assessment	Type	When	Subject	Application
<b>Accuplacer</b>	Diagnostic	Start of the year	All Subjects	Used to indicate eligibility for certain concurrent enrollment courses. Allows teachers, advisors, and counselors can help each student develop personalized plans to remain on pace to meet graduation requirements and attain college credits. Purpose is for all students to access college level courses sooner.
<b>Curriculum- embedded assessments</b> , including assessments from adopted resources and DPS supported curriculum materials in English and Spanish	Diagnostic	Start of each unit of study	All subjects	Curriculum-embedded diagnostic assessments allow teachers to anticipate student learning levels and needs and plan appropriate supports. Supports are adjusted based on formative and interim assessments.
<b>Curriculum- embedded assessments</b> , including assessments from adopted resources and DPS supported curriculum materials in English and Spanish	Formative / Interim	End of each unit of study, mid-semester, end of semester, end of course	All Subjects	Allow teachers to monitor student mastery of standards, guide classroom instruction, and identify opportunities for individual intervention and acceleration.

<b>Illuminate (English and Spanish)</b>	Formative / Interim	9 weeks into the semester	Language arts, science, math, social studies; Assessments are included in DPS adopted curriculum	Provide teachers timely, actionable, and student-specific data: where each student is in their learning and their progress towards mastery of Colorado Academic Standards. Help teachers focus timely and relevant resources to support each student's progress towards mastery, and toward college-level academic work.
<b>Illuminate (English and Spanish)</b>	Summative	End of course, End of semester	Language arts, science, math, social studies; Assessments are included in DPS adopted curriculum	Used to assess mastery of key knowledge, skills, and standards at the end of courses.
<b>WIDA-Access, Access 2.0</b>	Summative, ELD, State Mandated	End of year	English Language Acquisition	Used to assess school's success in supporting english language acquisition for language learners.
<b>READ Act</b>	Summative, ELA, State Mandated		English Language Acquisition	
<b>CMAS- Science &amp; Social Studies (English and Spanish)</b>	Summative, State Mandated	End of 11th grade	Science & Social	Used to determine school performance.
<b>PSAT 9, 10, SAT</b>	State Mandated	End of year	Comprehensive	Used for college application and eligibility. Also used as an indicator of college readiness.

## Assessment Calendar

Through Innovation Status, ALHS is modifying the assessment calendar so that all assessment days are aligned with assessment analysis and PD days. What this means is that ALHS has the flexibility to modify the annual calendar to align with the school's assessment and PD schedule. During the spring session with UVA the school leadership team and staff will assess the current calendar and develop an aligned assessment calendar for the following year that outlines assessment periods, purposed, and expected results each school year. This is shared and discussed with teachers prior to the start of the school year so that the members of the instructional team can plan accordingly. The calendar and goals are aligned to the State and DPSs testing windows, and include interim measures as well. Important dates, procedures, and plans for sharing assessment results are shared with families in their home language so they can plan accordingly. The school makes a continued effort to provide families with frequent updates and relevant so they can understand their student's progress.

## Progress Monitoring

Staff at the school use assessment data to continuously monitor whether students are on pace for learning: whether they are making adequate growth to meet key performance milestones to demonstrate graduation competencies and succeed in attaining college credit. In partnership with UVA, the school will receive support and feedback on our assessment and progress monitoring structures.

Moving students forward toward ambitious goals while remediating learning gaps us be a core challenge in the school model, and one that is reflected in the instructional model as previously described. Doing this successfully requires that the entire staff understands what it means for each student to be on track to graduate. Because this school has an ambitious college and career readiness model, "on track" cannot simply be defined completing necessary coursework. Rather, each student must be "on pace" to meet rigorous goals, meaning they are meeting key growth targets at specific milestones throughout the year as articulated in interim goals. Keeping students "on pace" means using diagnostic assessments to anticipate students' needs prior to commencing learning, and using frequent formative assessments to assess growth and performance to focus supports and provide corrective interventions. Progress monitoring therefore entails the use of diagnostic assessments, formative and interim assessments, and summative

assessments. Most formative and interim assessment data are available in Illuminate and provide immediate data to inform adjustments in instruction to meet student needs.

Lead	Activity	Frequency
Teachers	Review formative and interim assessments for data-driven instruction. Teachers utilize the DPS inquiry cycle (below) to set classroom goals and strategies. Teachers also utilize Student Objectives (SLO) to monitor individual student progress. SLOs align with school-wide instructional focus, priority performance challenges, and improvement strategies.	Data is reviewed immediately after assessments.
Teacher Teams (PLCs)	Review formative and interim assessments for data-driven instruction. PLCs study student data to observe trends and study team and or school-wide improvement goals. Teams utilize the DPS inquiry cycle to set team-wide goals and strategies. Teams also utilize PLC time to identify data-driven interventions and corrective actions for individual students in need of additional supports.	Data is reviewed weekly.
Instructional Leadership Team	Review formative and interim assessments for data-drive instruction. ILT utilize the DPS inquiry cycle (below) to set school-wide goals and strategies.	Data is reviewed four to six times per year.
	Engage in an annual review. The goal of this process is to determine whether each interim assessment provides valid and reliable indicators of progress.	Interim data assessments is assessed for validity annually.

### Data Driven Instruction

A culture of data is a critical component of the pedagogy at ALHS. Data Driven Instruction (DDI) is rooted in the fundamental belief that academic performance can be accelerated for each student when instructional decisions are grounded in data. As part of the ongoing support from UVA, our leadership team and staff will receive support in identifying key strengths and weaknesses in our DDI systems and structures through an annual audit of these systems on the UVA Foundational Systems Rubric. Based on this feedback the school will work with UVA on identifying next steps to move along the continuum of “Foundational” to “Core” to “Deep” implementation of the DDI Structures.

Data cycles are implemented on an ongoing basis to progress monitor student learning, effective instructional practices, and the quality of systems implementation. The school’s process and strategy are grounded in best practices as described by the DPS Data Inquiry Cycle, which provides efficacious structures to guide the utilization of evidence to monitor and adjust instruction. The DPS Inquiry Cycle consists of 5 key iterative practices: analyze, plan, implement, evaluate, and adjust.

Each teacher engages in DDI cycles to inform their practice, and the ILT utilizes tools and resources provided by DPS to support progress towards identified goals. Teaching teams meet weekly to discuss and analyze formative assessment data and determine how to adjust instruction to create the most efficacious learning environment for their students across grades and subject matter.

The school utilizes protocols that have been identified by the district as best practice for guiding DDI conversations and for guiding reflective evaluation of the efficacy of DDI practices at the school. These protocols are available in the appendices. These protocols are grounded in recommendations from RELAY and Bambrick-Santoyo. Utilizing protocols, the staff are empowered to implement effective practices to support students and examine their own practices to identify strategies for improving their own work.

### Calibration and Transparency

Calibration is key to progress monitoring; it is not helpful to students when teachers are scoring work and assessments with a different understanding of what it means to “master content” or “be proficient.” PLCs and other teacher planning time include time for teachers to calibrate on the quality of student work and assessments. Transparency is key, and therefore progress is communicated clearly and often to teachers, students, and families. Utilizing Schoology and Infinite Campus (IC) and potentially other classroom management tools (i.e. Google classroom), teachers make student data accessible to students and families so that they can own and drive their learning.

## Corrective Action

Should student performance fall below the target goals outlined in this application, the principal and ILT engage in a reflective protocol and root cause analysis to develop a priority performance challenge. This action plan is presented to the school leadership team and CSC for review. These teams help develop improvement strategies designed to address the challenge and improve student performance. This plan is implemented and progress is evaluated through the typical DDI strategy. In the case of data reflecting a decline in an individual student's performance, the typical MTSS protocol is utilized.

## Data Sharing

ALHS will partner with one or more IHE(s) to provide the full suite of course offerings. The high school and IHE(s) will share data to ensure successful progress monitoring per their Memorandum of Understanding (MOU). In addition to standard report cards, students lead parent-teacher conferences once per semester. This provides an opportunity to share data that promotes deep understanding and student agency. Parents are also able to view student progress in Schoology and Infinite Campus throughout the school year. In addition, the principal hosts data nights twice per year to both inform the school community of assessment data and progress towards school goals and to provide an education on how to interpret student-specific data. Through this Innovation Plan ALHS will hire a half-time school improvement partner who will be tasked with analysing the implementation of the plan and aligned outcomes to determine what is working and what needs to be revised through a continuous PDSA cycle that will inform the leadership team on key actions that need to be taken grounded in leading and lagging data indicators.

## C. Academic Intervention and Acceleration

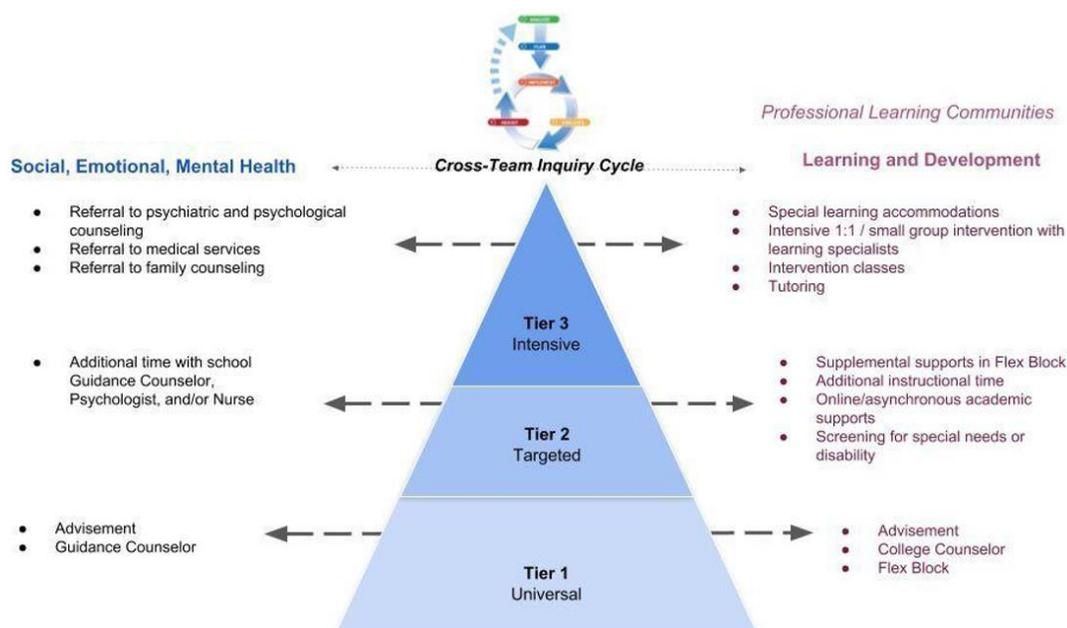
Our Multi Tiered System of Supports (MTSS) focuses on establishing and implementing a prevention-based framework to meet individual student needs. Our MTSS process includes five components<sup>20</sup>.

- **Team-Driven Shared Leadership** - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.
- **Data-Based Problem Solving and Decision-Making** - A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.
- **Family, School, and Community Partnering** - The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.
- **Layered Continuum of Supports** - Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).
- **Evidence-Based Practices** - Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

At ALHS, MTSS is integrated throughout the school's design. It is reflected across the school's instructional and pedagogical approaches, data-driven instructional approaches, and approaches to teaming and professional collaboration. In all aspects of the MTSS model, the school takes a specialized lens for ELL students to determine if language is the root of the student's challenges. If this is identified as the cause, the student's instruction and supports are adjusted accordingly and monitored to ensure this is an effective strategy. The following table shows how the school implements each component of MTSS.

---

<sup>20</sup> <https://www.cde.state.co.us/mtss/mtssessentialcomponentsdefinitionsjune2016>



## D. English Language Acquisition

English Language Acquisition programming is critically important for English language learners to support language development while pursuing transferable credit on their way to graduation, college, and career. In alignment with the culture cornerstone of multicultural inclusion, the school also recognizes that bilingualism and biliteracy are tremendous assets to today's students as tomorrow's workforce. ALHS offers support for students wishing to pursue the DPS Seal of Biliteracy. These students might consider taking concurrent enrollment courses in their native language, discussing career options that capitalize on their diverse language skills with their college advisor.

Based on forecasted student demographics, it is anticipated that the school will continue to support TNLI programming. The program meets federal, state, and district compliance requirements, including the Equal Educational Opportunities Act and DPS Consent Decree.

### Identification

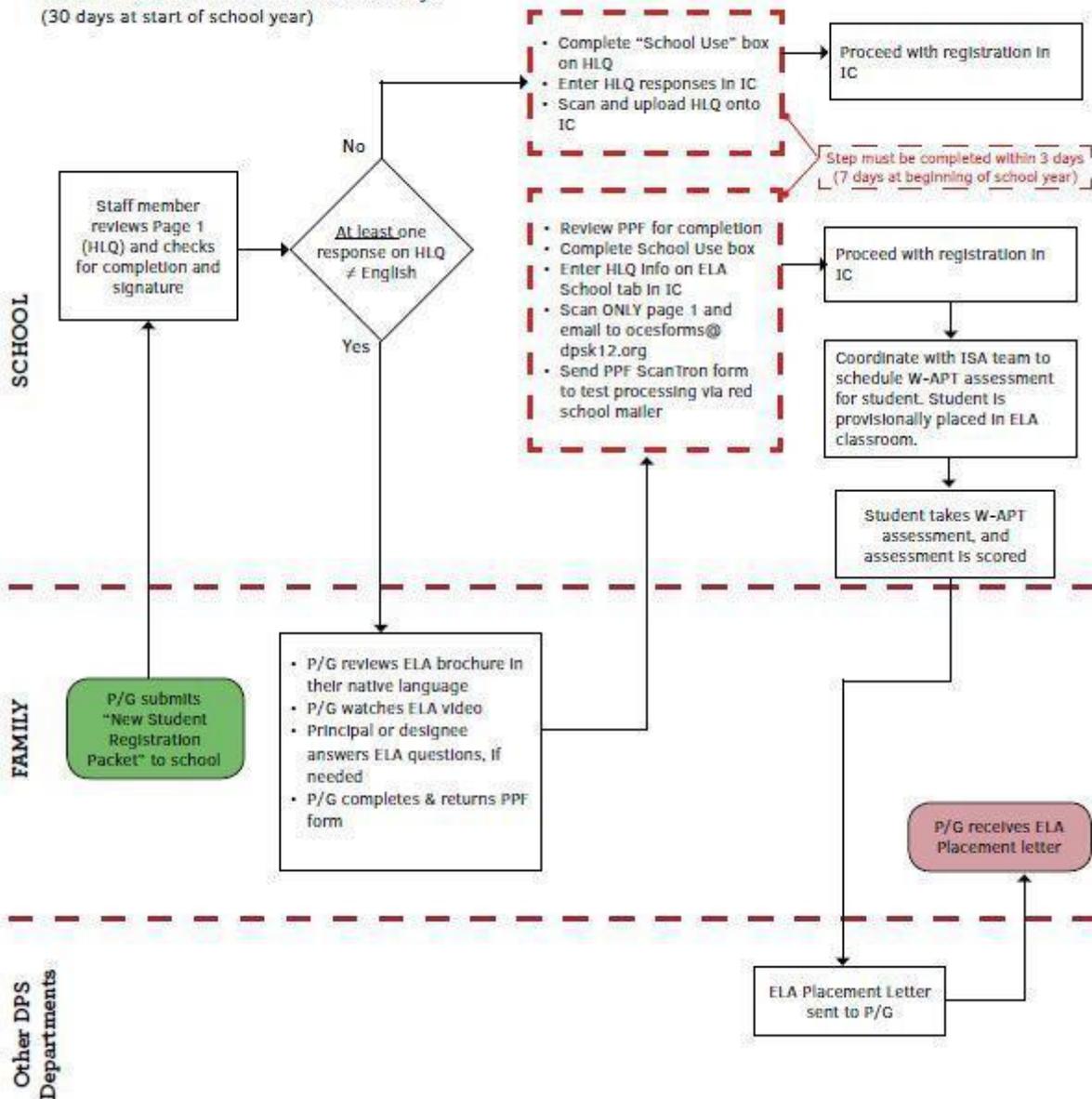
To ensure that students are accurately identified as English language learners, families fill out the DPS Home Language Questionnaire (HLQ) during registration. This helps the school understand which families identify as having a Primary Home Language is Other Than English (PHLOTE), which is valuable information for both in-school supports and for communications to families and the community. This paperwork is collected, reviewed, and entered into Infinite Campus by the secretary.

Making sure families understand the programming options and available supports for their English Language Learners is an important part of the enrollment process. The principal, AP, Parent Empowerment Coordinator, ISA members and secretary are trained and available during registration to explain the purpose and importance of the HLQ, TNLI program, and overall goals for their students while completing the form. As a student is being registered, the DPS ELA brochure and video are used to support sharing this information. Further information about ELA programming, district resources, and opportunities is shared in monthly school communications, via social media, and in PAC and CSC meetings.

Any families that indicates a language other than English on the HLQ completes a Parent Permission Form (PPF) during registration. This data is entered by the secretary into Infinite Campus.

## NEW STUDENT IDENTIFICATION

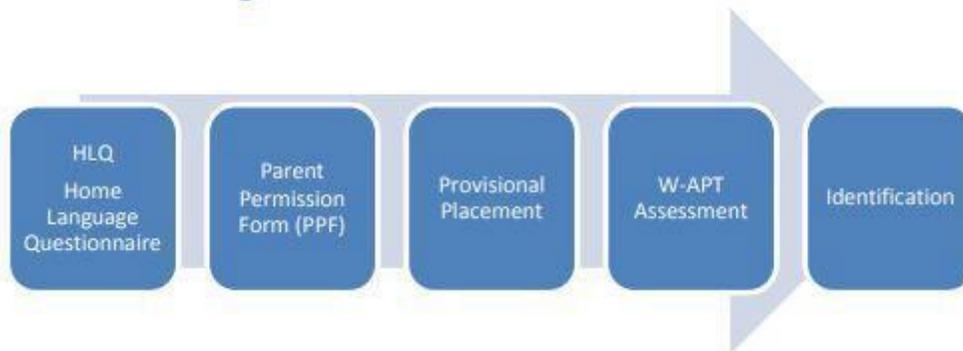
GREEN to RED cannot exceed 15 calendar days  
(30 days at start of school year)



All identified students who speak a language other than English take the WIDA Screener assessment, administered within 10 days of the beginning of the school year. This is administered by the AP initially, and the Team Lead for the ELA Team as the staff is built out. Every student who was provisionally identified as an English Learner on the HLQ must be reviewed by the ISA Team, unless the family makes the decision to opt-out of the school's ELA services for their student.

The ISA team makes a recommendation about the student's placement in language services based on the WIDA Screener score and a body of evidence, which includes the WIDA Speaking and Writing Rubrics. If the ISA team recommends that the student be identified as a non-ELL and provides sufficient evidence, the student is removed from ELL services. If the ISA team recommends that the student be identified as an ELL, the student continues receiving ELL services until he or she is redesignated.

## ELA Program Procedures for Initial Placement



Parents and the student are notified about placement of their student in our school’s Language Instruction Educational Program no later than 30 days after the start of the school year or for mid-year enrollment. Parent communications are translated into the parent’s preferred language, as indicated on the HLQ. An interpreter is available at registration and at all school meetings throughout the year to ensure support families as they gather information and make decisions about participation in the school’s programs and services. Translation services are utilized for all written communications in all languages listed in the Home Language Questionnaire.

### ISA Team

The school has an Instructional Services Advisory (ISA) Team that includes a school administrator (Principal or designee on the leadership team) and six fully qualified ELA-E or ELA-S teachers. This team plays an essential role in closing the achievement gap and ensuring ELA students have equal access to rigorous, standards-based instruction and English Language Development. The team’s responsibilities include:

- Review ELL identification and placement decision, ensuring timely completion of the required forms
- Communicate with school staff and families regarding student language proficiency, academic progress, and program placement or designation
- Review student progress to determine if the existing supports and services are sufficient or if there is a need of an instructional intervention
- Utilize formal and informal data to gauge English language proficiency as well as academic performance to make appropriate decisions and updates to an ELA plan with respect to program placement for individual students
- Continued monitoring of students that have been redesignated for two years
- Ensure collaboration with Special Education team to address the language needs of ELs identified as students with disabilities
- Ensure the availability of two 45-minute periods of daily instruction, one of ELD and one of English Language Arts

### Instruction

As a TNLI school, the schedule and staffing support the incorporation of English Language Acquisition supports in compliance with the DPS Language Allocation Guidelines. The intensity and type of supports are determined on an individual basis, guided by each student’s ACCESS scores and the recommendations of the DPS ELA school partner.

Students with scores under 3.5 receive more intensive supports and ICLD, per DPS recommendations. Those with scores of 3.6-6 receive less intensive language acquisition supports. All ELL designated students receive robust supports as they pursue the same rigorous goals as all students in the building: at least 12 transferable credit hours to Colorado higher education institutions, an industry certification, and/or an associate’s degree.

ACCESS Levels 1.0 - 3.5	ACCESS Levels 3.6 - 6.0
2 content courses in Spanish <ul style="list-style-type: none"> <li>● Social Studies with ELA-S teacher supported by ELA Zone teacher</li> <li>● Spanish language Arts</li> </ul>	1-2 Content Courses in Spanish
ELD	ELD

Grouping		
<b>Beginning</b> 1.0 - 1.9	<b>Intermediate</b> 2.0-3.5	<b>Advanced</b> 3.6-6.0*

The school's TNLI Programming includes Spanish core content instruction, supported English content instruction, English Language Development (ELD), and Transition from Spanish to English Instruction. ELD is a daily period at least 45 minutes long that is exclusively for English Learners. During the ELD block, students are grouped by language proficiency level and receive direct instruction with a primary focus on listening and speaking. Student talk constitutes at least 50% of the ELD lesson. Students are grouped following the guidelines above per the recommendation of the ELA department. Spanish Core Content instruction is available in Spanish Language Arts (with an ELA-S teacher) and in Social Studies (ELA-S teachers and/or ELA Zone teacher supports). Core content ELA-S classes are offered in Math, Science, Social Studies, and SLA.

All supported English content instruction classes incorporate ELD strategies such as Snow and Katz's<sup>21</sup> (2010) Input, Output, Interaction, Rehearsal, Feedback, and Language Understanding. Lesson planning will be supported by Integrated Content Language Development (ICLD) Observation Protocol. Students needing more native language support learn standards-aligned concepts in Spanish by engaging in authentic tasks that require reading and writing. Through this instruction, students' language is expanded beyond current capability and is evidenced in their rigor in language and apparent both socially and academically. The language of instruction is primarily English with native language supports to develop their skills reading, writing, speaking and listening in English. Content is "bridged" and students compare concepts in Spanish and English. Once students are able to demonstrate an understanding of the curricular language and concepts, they engage in "extension" activities in English using listening, speaking, reading, and writing, applying their learning from one language to another. When appropriate, students have access to native language supports ranging from content courses in Spanish to curricular resources in the native language, paraprofessional support, or preview/review of content in the native language.

These instructional strategies are recommended best practices according to the DPS English Language Acquisition department. These practices are research-based and efficacious with the DPS student population. All instruction is supported by a curriculum that is evidence-based, aligned to the Colorado English Language Proficiency standards, and adopted by Denver Public Schools.

### **Exiting/Redesignation**

As students develop their reading, writing, listening, and speaking skills in English, they are regularly assessed to understand what services they continue to need. An array of information is taken into account to make the determination of whether an individual student is ready to be redesignated as English Language Proficient. The ISA team examines writing samples, ACCESS scores, CMAS scores, and grade level proficiency data in core content areas. The ISA team collaborates with grade-level teachers, staff members, and parent/guardians to assess progress towards goals and English language comprehension and attainment. The ISA team continues to monitor each student for at least two years after achieving proficiency and being redesignated, to check that

---

<sup>21</sup> Snow, Marguerite Ann, and Anne Katz. "English language development: Foundations and implementation in kindergarten through grade five." *California Department of Education, Improving education for English learners: Research-based approaches* (2010): 83-148.

they are successful in their academic pursuits without ELA services. If not, they arrange to resume supportive ELA services.

### Staffing

The Assistant Principal is responsible for the management of the ELA program and will either have previous experience running an ELA program or find support within the teaching staff to access experience and expertise. This role works closely with the DPS ELA partner and the ELA-S/E instructors and interventionists to create, implement, and monitor the efficacy of the ELA program. ELA teachers are responsible for ELD instruction in addition to supporting ELLs in core classrooms, either through push-in instruction or supporting core content teachers as they design lessons and analyze ELL data.

As the school is built-out and the instructional staff becomes more robust, at least one of the ELA-S teachers will take a teacher leadership position, providing coaching to other staff members on effective English language development practices in a variety of learning environments. ELD teachers with ELA-S certifications will be employed as the school builds out to appropriately support the student body needs. All staff receive PD in effective ELA programming and strategies as well. Students are further supported through close relationships with staff throughout the building, fostered through advisement classes and a culture that values interpersonal connections.

### Dedicated ELD

2017 TRAJECTORY*	TRAJECTORY	ELD GROUPING (All ed levels)
Overall 1.0 - 1.9	1 step	Beginning
Overall 2.0 - 2.5	1 step	Intermediate
Overall 2.6 - 2.9	1 step	Intermediate
Overall 3.0 - 3.5	1 step	Intermediate
Overall 3.6 - 3.9	1 step	Advanced
Overall 4.0+	1 step	Advanced
O 4.0+ and L 4.0+	1 step	Advanced

### Progress Monitoring

Annual (ACCESS and CMAS) and formative (WIDA and classroom performance) language assessments are used in conjunction to inform initial placement and ongoing grouping throughout the school year. Each student has individual performance objectives, and their progress is monitored against these on a regular basis. Academic progress made by English Language Learners is monitored through school wide DDI practices, by the ILT, and by the ISA team.

A student's progress is shared with the students and their families through Schoology and or Infinite Campus and parent-student-teacher conferences. If a student's ELA growth goals and objectives are not being met, the ISA team develops an appropriate strategy to support each student in collaboration with the ILT, the student, and the student's family. The school team ensures that all communications with the parents are accessible in the family's preferred language.

Student progress is assessed using a wide array of strategies. Offering many venues to demonstrate learning is important to gain an understanding of an ELL's attainment of a concept. Written narratives, oral discussions, and graphic depictions can all be utilized. Furthermore, a student may be assessed in their native language to gain an understanding of a student's knowledge acquisition without depending on their English acquisition. Using a variety of assessment strategies allows the instructor to accurately identify gaps in understanding so that the student's academic path can be accelerated or scaffolded appropriately.

The overall goal of the TNLI program is to support ELLs as they become adept at written and verbal communication in English so they can access higher education opportunities and build relationships with their English speaking peers. In order to achieve this, goals are set at both an individual level and for school-wide achievement. The school leadership team works with the ELA Partner each year to evaluate both individual and school goals, and adhere to DPS Trajectory guidance for school-wide goals. For example, the following goals may be set once a community is identified:

### Parent Advisory Committee

ALHS organizes and maintains a Parent Advisory Committee (PAC). Through this committee, the school focuses on building a partnership with parents to create a positive, inclusive culture and climate. School leadership leverages the parents participating in the PAC to connect with other families, gaining insight to the opinions of the greater school community. This group convenes at least four times during the school year, and translation and interpretation services are utilized to ensure all parents can engage. At first, the ELA PAC handbook will be used to guide topics to be addressed during these meetings. These topics will include information regarding the implementation of the ELA

program and provide time to address any concerns from the parents. Once the ELA PAC is established, parent input will be used to guide agendas for future meetings. Parents are encouraged to join the monthly District-wide Parent Advisory Committee (ELA DAC) meetings to learn about opportunities and issues pertinent to English learners. The Assistant Principal or Teacher Leader of the ELA team serves as the contact for the ELA PAC and supports families who wish to participate in ELA DAC meetings.

### English Language Learner Attestation

In order to effectively evaluate this Innovation plan, we are requiring each applicant to affirm their compliance with the Consent Decree and provide the required supports to English Language Learners. I understand that my school, regardless of program, model, or governance type, is required to continue to comply with Teacher Designation, Teacher Qualifications, School Designations, EL Identification and Placement processes, creation of an ELA PAC and ISA Team. (AE) I affirm that my school will continue to meet the needs of English Language Learners and will comply with the Consent Decree (AE)
Electronic Signature*: Antonio Esquibel
Date:1/21/2020

### E. Special Education Instruction

ALHS maintains high expectations for all students, especially students with disabilities, and a commitment to ensure all students have the support they need to succeed. The school complies with all Federal law, including the Individuals with Disabilities Education Act (IDEA), Federal IDEA regulations, the Colorado Exceptional Children’s Education Act (ECEA), and the Colorado Rules for the Administration of ECEA. The school adheres to all local district policy and practice and aligns with evidence based best practices to ensure that all students are able to receive a high quality education. In addition, the school culture provides students access to education in the least restrictive environment (LRE).

The school provides a comprehensive educational program and targeted student supports so that students with disabilities and/or special learning needs receive a Free and Appropriate Public Education (FAPE). The school model fully supports the Zero Reject principle, believing that all students can be educated and have a right to access free, appropriate public education. Specifically, the school’s program and approaches support students with both academic and behavioral needs. The school’s staff, led by Special Education teachers and supported by district officials (Special Education Partners and others), participate in identifying and referring students for assessment of Special Education needs, developing Individual Education Plans (IEP), maintaining records, and collaborating in the delivery of these services as appropriate.

#### Special Education Identification

Staff uses multiple sources of academic, social, emotional, and mental health data to identify students who need Special Education supports.

Teachers, PLCs, an Advisor, and/or the SST can recommend a student for Special Education assessment based on their weekly DDI processes. Academic assessments, interims, and progress-monitoring data as well as diagnostic assessments such as the BASC, TOWL-4, Key Math, and the GORT-4 and other norm referenced tools may be used. All teachers and specialists involved in the assessment and subsequent planning work to ensure that all methods are culturally and linguistically accommodating and responsive. English Language Learners who are identified for additional education supports in the MTSS process have their language acquisition and their area of academic need addressed simultaneously. In considering progress and response to intervention, ELL students are compared to other students that have similar language development, as opposed to typical normative data in an attempt to avoid misidentification. ELL students being considered for Special Education referrals are referred to the district’s Multilingual Assessment Team for assessment in their native language. The school implements the MTSS process systematically and purposefully in order to avoid misidentification of a disability.

To support students who are being assessed for gifted and talented (GT) status and for having Special Education needs (“twice exceptional” students), the school leverages specialists from both the Special Education and gifted and talented

experts at the district. The team works collaboratively with both experts to ensure that identification is accurate and to define the optimal course of study and set of supports.

Identification of students as needing Special Education supports must be a rigorous, transparent, and equity-oriented process. The school ensures that all staff, especially those who are directly involved with identification and assessment, are aware of the disproportionate identification of boys/young men and students of color for Special Education and take many precautions to ensure that identification processes are unbiased and accurate. Identification processes utilize multiple sources of data, entail multiple expert opinions, and involve family members to ensure transparency to avoid misidentification and overrepresentation of any student group. The school uses the MTSS team to provide supports to students prior to identification of special education support.

### **Special Education Programming**

ALHS is committed to implementing the recommendations from the DPS Special Education Task Force which recommends, “eradicate disparities through inclusive practices.” They specifically recommend that all DPS schools commit to an ongoing campaign highlighting the benefits of including students with disabilities in all school activities and commit to educational programming offered first in the general education setting with appropriate supplementary aids and services. We will work toward to implement these recommendations which include: implementing a campaign highlighting the benefits of including students with disabilities in all school activities and committing to educational programming offered first in the general education setting with appropriate supplementary aids and services; evaluating students in a comprehensive, culturally appropriate and bias-free manner, and funding to allow for appropriate staffing based on educator workload and professional development, curriculum and materials, and for on-site health services; recruiting, developing, and retaining high quality diverse staff;

The school includes students with disabilities and special needs in the general education environment whenever possible to benefit their academic and personal development. The Special Education team, including Special Education teachers (Mild/Moderate), paraprofessionals, and related service providers plan and implement a continuum of services available to students, articulated in each student’s highly personalized IEP, 504 Plan, or ALP. 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. To maximize the time Students with Disabilities spend in the general education classroom, Special Education teachers are available to “float” for instructional supports that ensure maximum time is spent in the Least Restrictive Environment (LRE): they utilize “push in” strategies whenever feasible and productive, including co-teaching and 1:1 or small group supports. Direct services outside of the general education classroom are reserved for targeted instruction of discrete skills with remediation and research-based programs. Direct services can also include intensive support of general education objectives via pre-teaching, extended independent practice, re-teaching, and conceptual applications. Special education providers facilitate positive behavioral supports for students with emotional and developmental disabilities.

Special Education teachers collaborate regularly with classroom teachers through PLCs, including ELA teachers, to ensure skills and strategies being developed in SPED services are complementary to skills and strategies being developed in classrooms and can readily be transferred between languages. Furthermore, Special Education teachers regularly participate in DDI practices to assess the efficacy of the provided supports and each student’s progress towards their personalized goals. They also collaborate with the SST to ensure that social and emotional supports are aligned with students’ IEPs.

### **Special Education Staffing and Recruiting**

Recruitment and hiring efforts ensure the school has adequate licensed Special Education teachers who are endorsed to serve Mild/Mod students and have a track record of success working with students from similar cultural and socio-economic backgrounds. The school assesses incoming students’ special needs and identifies the range of needs annually in order to define Special Education staffing needs and remain compliant with the district required ratio of 23:1. All assumptions about staffing for Special Education are reflected in the school’s budget.

### **Special Education Professional Development**

Special Education teachers receive training and support from both the school site team and the DPS Student Services Department. Collaborative time between general education and Special Education teachers occurs regularly during team meetings and common planning periods. These structures and plans for professional development are explained in further detail in the TEACHING section.

## **Special Education Program Evaluation**

The leadership team uses interim achievement data, report cards, progress monitoring of IEP goals, parent and student satisfaction results among other data points for progress monitoring and to evaluate the impact of the Special Education program and services. Individual data for students in the Special Education program is evaluated on a timeline that aligns with the larger campus data cycle.

### **Center Program**

ALHS serves both Multi-Intensive Autism (MIA) and Multi-Intensive (MI) center-based programs for students with disabilities and intends to continue supporting these programs ongoing.

#### **F. Gifted and Talented**

##### **GT Identification**

ALHS applies DPS process and policies set forth by Exceptional Children's Educational Act for identifying gifted and talented students in the five areas of giftedness, adhering to the concept that students whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. This process allows for referrals from a variety of sources, including teachers, parents, student achievement data, and the Cognitive Abilities Test (CogAT) screener. In the first year the AP will oversee this process, and it will be taken over by the Dean of Student Services in year 2 and beyond. Furthermore, the school will strive to employ a GT qualified educator as the Interventionist; this role will also serve as a SLT and will be able to provide high caliber coaching regarding GT best practices to the classroom teachers.

While the identification process allows for multiple pathways and multiple types of giftedness, an assessment and a review of a body of evidence are always required. The assessment may be the CogAT or an assessment recommended in the Colorado Department of Education's "Matrix of Commonly Used Measures" which is administered by a qualified GT education professional. A criterion-referenced test, such as a required state assessment or end of course assessment, is taken into account in addition to norm-referenced tests, observations, and interviews.

Equitable access to gifted identification and supports directly aligns with the vision, mission, and values for this education program. The school ensures that students from historically underserved and underrepresented subgroups have equitable access to the gifted and talented identification process.

The leadership team examines school-wide patterns and data and monitor for unequal representation. Furthermore, the collection of a body of evidence may include student information over time, using additional data points from an MTSS, or additional assessment for traditionally underrepresented subgroups. The school commits to a timeline of no more than 30 school days after a referral to determine whether a student continues with formal identification assessment or receives talent pool designation.

##### **Advanced Learning Plans (ALP)**

As guided by DPS policy and the Exceptional Children's Education Act in Colorado, the body of evidence utilized to identify a student as gifted and talented contains data to identify the strength area and develop the ALP and appropriate programming services. An ALP is designed to support a student in her/his progress towards college and career readiness and are in alignment with a student's ICAP and self-elected pathway. Students also have ample opportunities for talent development as this concept is inherent to a personalized learning model that values student voice, agency, and choice. The ALP includes short term and long term goals that are progress-monitored to support the student's progress. This plan also includes input from parents, and progress is shared with them regularly.

The AP and the GT qualified educator are responsible for these plans and ensure that the staff members providing instruction to the student are able to provide sufficient accommodations. These teachers also consider additional opportunities or supports that could benefit the individual student in pursuit of their elected pathways and goals. Furthermore, the focus of individualized instruction and personalized learning within the school-wide education program lends itself to supporting GT learners and providing opportunity for additional supports and advanced learning.

### **Special Education Program Services Attestation**

In order to effectively evaluate this Innovation plan, we are requiring each applicant to affirm their compliance with all federal regulations related to special education services.

I understand that my school, regardless of program, model, or governance type, is required to offer special education services aligned with each individual student's IEP goals, services are age appropriate and are provided in the least restrictive environment possible, and a special education program that will continually support a continuum of supports for at least a mild to moderate student population (academic and social emotional). (AE)

I affirm that my school will continue to meet the needs of students with disabilities and will comply with all state and federal requirements (IDEA, FAPE, LRE, etc.) (AE)

Electronic Signature\*: Antonio Esquibel

Date: 1/21/20

## G. Culturally Responsive Education

College and career academies are designed to serve first generation college-bound students and students who are underrepresented in higher education and to ensure that they are able to access rigorous courses of study so that they may attain free transferable college credit, including the opportunity to attain an Associate's Degree. Culturally Responsive Education (CRE) is vitally important to the success for college and career readiness: CRE ensures students are able to access the opportunities available to them, succeed in challenging courses of study, and attain college credit. Further, CRE ensures that students have the support and guidance that they need from family, staff, and peers to navigate educational pathways and the college application process, making informed decisions about their futures along the way.

Research defines CRE as "a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. A culturally competent system of care acknowledges and incorporates at all levels the importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge, and the adaptation of services to meet culturally unique needs.<sup>22</sup>" Research also shows that CRE is successful when it is coordinated across multiple levels of practice to ensure that all stakeholders - including both students and teachers - build critical cultural knowledge and awareness (awareness of their own cultural identity and biases), develop critical skills (competency to work and serve individuals from different cultural backgrounds, including skills in empathy and relationship building, communication, and instruction and assessment), and ensure organizational sustainability (the school's capacity to sustain cultural competency across systems, structures, resources, and policies). In essence, CRE is not a program or an intervention, but an approach to individual, team, and organizational development that cuts across all aspects of a school's design.

ALHS models this approach to CRE. The school recognizes that CRE must align across individual, team, and organizational development, and therefore integrates CRE across all elements of the school design: culture, instruction and pedagogy, teaching, leadership, and continuous improvement. In each section, it is explained how the school supports critical awareness, skill development, and organizational sustainability.

ALHS grounds its CRE approaches in the research of Dr. Zaretta Hammond. Dr. Hammond is the author of "Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students<sup>23</sup>." Her work, which is recognized nationally as groundbreaking work in culturally responsive practice, uses neuroscience to define strategies that ensure all students - and especially students of color and language learners - can access learning at high levels and attain personal and academic success.

The Ready for Rigor framework describes four elements of CRE, all of which are organized around a core focus on ensuring students are "ready for rigor and independent learning." All elements are grounded in learning sciences -- the most recent research we have on cognitive, noncognitive, emotional, social, and physical development. The elements are:

<sup>22</sup> <https://www.nsvrc.org/sites/default/files/cultural-competence-guide.pdf>

<sup>23</sup> Hammond, Zaretta. *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press, 2014.

- **Awareness** - Help students and teachers become knowledgeable of their own identities and biases, the socio-political context that informs race and bias, and their personal learning preferences and needs.
- **Learning Partnerships** - Establish relationships that support positive social and emotional development and positive identity development, and that empower students.
- **Community of Learners and the Learning Environment** - Create physically and emotionally safe environments that support learning, that value student voice and agency, and that reflect the cultural and linguistic backgrounds of the students.
- **Information Processing** - Help students access rigorous content within their zones of proximal development by building on prior knowledge and connecting learning to cultural context.

While the framework is articulated as a framework for culturally responsive teaching, they can be integrated across multiple aspects of a school’s design to ensure that CRE is a holistic and sustainable approach. At ALHS, all aspects of the school design reflect these research-based CRE practices. The table below reflects how practices are implemented.

CULTURE		
Element	Description	CRE Strategies
School Values and Five Culture Cornerstones	Abraham Lincoln High School prioritizes CRE through its values and cultural cornerstones. In particular, the following two values communicate a commitment to CRE: Pride and Support. The school’s values are brought to life through Cultural Cornerstones, college culture, personalization and advisement, multicultural inclusion, small relational communities, and holistic supports. Each cornerstone promotes CRE. In particular, the following cornerstones are essential to CRE: Multicultural Inclusion, Small Relational Communities, and Holistic Supports.	<p><u>Awareness</u> Advisories foster close relationships between adults and students and also between peers. Advisement curriculum promotes awareness of self and others, including cultural identity and learning needs. Rituals and routines, including community meetings, assemblies, parent nights, school events, and theme weeks promote awareness of multiple cultural and racial identities. Signage and announcements are in both English and Spanish.</p> <p><u>Learning Environment</u> All students receive social and emotional supports through advisories. Holistic supports provided by the SST offer additional intensive supports to students and families who need them. Together, these tiered supports ensure that school is a physically and emotionally safe environment for learning.</p>

## PEDAGOGY AND INSTRUCTION

Element	Description	CRE Strategies
Postsecondary Pathways	All students have opportunities to pursue postsecondary pathways of their choosing. Pathways are open (students can access them even if they are initially lacking certain academic knowledge and skills), flexible (students can have choices within pathways; they may choose among different course offerings and learning experiences) and permeable (students may transfer between pathways).	<u>Learning Partnerships</u> Students work with advisors to identify and choose challenging and empowering postsecondary learning pathways. These partnered experiences promote appropriate challenge and voice and choice for students. Language is not seen as a barrier, but as an asset.
Instructional Strategies	All teachers are trained in CRE based on the ready for rigor framework. As such, all classroom instruction will reflect the four core elements of CRE: instruction builds students' awareness of self and others, promotes positive relationships, creates positive learning communities and learning environments, and supports information processing that allows students to access rigor.	<u>Information Processing</u> Active learning strategies, promote positive learning communities by fostering collaboration. Active learning uses dialogue, inquiry, and literacy groups to help students process rigorous information in a scaffolded and responsive context. <u>Learning Environment</u> Teachers integrate linguistic, historical, and socio-cultural patterns into their teaching methods.
Personalized Supports	To ensure that all students, even those who enter behind grade level, can access rigorous learning opportunities and succeed, the school offers highly personalized supports. Teaching staff utilize highly responsive data practices to assess individual students' current learning levels. Flexible instruction and intensive supports are available to students both in and out of class to ensure they have the resources and support they need to succeed in challenging coursework.	<u>Information Processing</u> Data practice ensures that teachers can meet students where they are in their learning and provide the right supports, feedback, and guidance to engage students at an appropriate level of challenge. Timely differentiated supports ensure students can access that appropriate level of challenge. The school's staffing model lowers student:teacher ratios to provide more hands on and personalized supports in class. Flex Block provides supplemental supports to students outside the traditional classroom.
Curriculum and Content	Teachers adapt traditional curriculum to integrate opportunities for students to engage with their personal and cultural histories and identities. Further, the ALHS model opens additional doors to culturally responsive curriculum; by partnering with IHEs, the school provides access to high-level and high-rigor college courses not traditionally available to this population of high school students.	<u>Learning Environment</u> Traditional curriculum provides students with opportunities to select content and tasks that reflect their cultural identities. Supplemental coursework from IHE allows students to enroll in courses with a strong emphasis on CCR, such as Ethnic or Women's Studies.

## TEACHING

Element	Description	CRE Strategies
---------	-------------	----------------

Professional Development	<p>All teachers participate in training and development opportunities that promote CRE. These opportunities include: personal cultural identity, trauma informed care, and readiness for rigor strategies. While partners for trainings will not be identified until the school receives its regional and facility placement, possible partnership will include the following.</p> <ul style="list-style-type: none"> <li>• DPS Culture Equity and Leadership Team</li> <li>• Dr. Zaretta Hammond and Teaching for Tolerance</li> </ul>	<p><u>Awareness, Learning Partnerships, Learning Environment, and Information Processing</u> Staff orientation in the summer orients all staff to shared values of CRE and provide overall training in the ready for rigor model. All teachers and non-instructional staff engage in whole school training on the topics at left. The school will consider an approach that asks teachers to demonstrate competency in key skills outside of the training. Teachers have opportunities with their Senior Team Lead to develop personal development plans related to CRE. Plans identify goals and possible activities or experiences. Teachers receive individual coaching and feedback on CRE practice throughout the year.</p>
Professional Community	<p>To create culturally relevant classrooms, teachers experience culturally relevant professional communities.</p>	<p><u>Awareness, Learning Partnerships, Learning Environment, and Information Processing</u> The school places priority on hiring a diverse staff and ensuring that staff of color are represented in positions of leadership. Teachers have opportunities to provide input and feedback on professional culture.</p>

### LEADERSHIP

Element	Description	CRE Strategies
Instructional Leadership	<p>CRE is an instructional priority across the school, managed by the Instructional Leadership Team (ILT) and sustained in regular practice by teachers in PLCs. ILT is be responsible for planning professional development.</p>	<p><u>Awareness, Learning Partnerships, Learning Environment, and Information Processing</u> ILT sets schoolwide goals and benchmarks for for implementation, and monitor progress. Professional Learning Communities (PLCs) focus on CRE as a topic of discussion and improvement throughout the year. Strategies may include shared readings and discussions, peer observations and feedback, and data analysis. This includes identifying common CRE look fors that are used in classroom observations, providing individual teachers with actionable feedback and providing data for schoolwide continuous improvement.</p>
Culture Leadership	<p>CRE is a cultural priority across the school, managed by the Dean of Student Services. The Dean of Student Services ensure that CRE is integrated across policy, rituals, routines, and resource allocation so that it can be sustained across the school.</p>	<p><u>Awareness, Learning Partnerships, Learning Environment, and Information Processing</u> The Dean of Student Services leads the entire Leadership Team to ensure that CRE is integrated across all elements of the school design.</p>

### CONTINUOUS IMPROVEMENT

Element	Description	CRE Strategies
---------	-------------	----------------

Continuous Improvement	The school engages in ongoing data study to ensure that CRE is implemented with fidelity and contributing to positive student outcomes.	<u>Awareness, Learning Partnerships, Learning Environment, and Information Processing</u> . The school sets a schoolwide goal for CRE every year in its Unified Improvement Plan. The Dean of Student Services is primarily responsible for overseeing ongoing data collection and analysis related to CRE. Data sources include: student, family, and staff surveys; classroom observations using common look fors taken from the ready for rigor framework; and student outcomes data. Staff PD and PLCs provide opportunities to determine solutions to identified challenges.
------------------------	---	---

## H. School Calendar and Schedule

### School and Class Size

ALHS is intentionally designed as a smaller comprehensive high school (1,200-1,300 students) that allow staff to cultivate a culture where students are known and supported as individuals. At ALHS every student attends an advisement class (Lancer Family) with a staff member and under 15 other students.

### Annual Calendar

ALHS will adhere to the district annual calendar with 174.5 student report days and 187.0 teacher report days for grades 10 through 12, however the calendar will be extended by a week in the summer for additional time with the 9th grade academy, and assessment days may be revised to align with the school's Teal PD Days. All incoming 9th grade students will begin school one week prior to the regular start of the school year. This may be modified in accordance with the standard district calendar. The school day begins at 7:30am and ends at 3:20pm. Students receive 1,178 hours on instruction per year; this will be evaluated annually and adjusted as necessary to support students in pursuit of the revised DPS graduation requirements. In addition, the DPS Teal Day professional development days will be modified to align with the school's assessment calendar.

### School Master Calendar and Daily Schedule

ALHS utilizes a flex block schedule designed to enable our learning model and align with our vision and mission. Mondays, Wednesdays and Fridays will consist of a straight 45 minutes periods. Tuesdays include a tutorial period for student support and Thursdays are early release to accomodate for PD. We will alternate continuously throughout the school year.

**Rigorous academic schedule** - The schedule allows all students to access required courses, concurrent enrollment courses, and Flex Time to ensure they can successfully progress on postsecondary pathways of their choosing. Specifically, it includes ample time and adequate flexibility to ensure every student can take required coursework in math, english language arts, science, social studies, languages, and elective as well as concurrent enrollment coursework. This schedule ensures that the school puts every student on a path to graduation and college and career readiness. Further, the block schedule will allow longer periods of instruction in core subject areas through the flex block structure. This aligns to and promotes Active Learning and Relevant Rigor strategies. Longer class periods promote deeper engagement through collaboration, project work, and dialogue in those content areas requiring the extended time.

- **Flex Block** - All students will have access to a Flex Block, uses include:
  - Concurrent enrollment and AP classes that support attainment of college credit and/or industry certificate (core content or electives that lead to college credit and/or industry certificates)
  - Academic intervention to address learning gaps and/or support accelerated learning; Tutoring funding will be utilized to bolster core focused intensive supports
  - Flex time for tutoring, extra teacher support, or elective/extracurricular learning
  - Extra ELL supports
  - Work based learning experiences
- **Advisement/Lancer Family** - All students will participate in 40 minutes of Advisement Monday, Wednesday, and Friday for 20 minutes each day. This aligns directly to creating a culture of advisement, as described in this section. Specific approaches to Advisement curriculum in the ninth grade and in subsequent years. Advisement will be strategically placed at the beginning of each of these three days in order to frame priorities for students

through individualized advising and group information sessions. On Tuesday advisement is replaced with “Tuesday Tutorial” where students go to the teacher they most need support and receive additional time and instruction. There is no advisement on Thursday as this day is early release.

- **ELL Supports** - ALHS anticipates continued enrollment of our large percentage of the ELL student population. To ensure that the school is compliant with standards for English language instruction and that the school prioritizes ELD schoolwide, the school will allocate 45 minutes as an ELD block daily. Furthermore, ELL students scoring below a 3.5 on ACCESS will have the option to participate in three core-content courses delivered in Spanish: Social Studies, Math and Science.

Below is a sample student schedule. Specifics about all aspects of learning and instruction, and how this schedule will flex to support multiple possible student pathways, are described in further detail in the EDUCATION PROGRAM section. Teacher schedules, including time for planning, teaming, and professional learning, are described in the TEACHING section of this application. Managing the master schedule will primarily be the responsibility of the Principal. In year one the Principal will lead the creation of the master schedule with input from the Assistant Principal, Dean of Operations and all founding teachers. In year two, the entire leadership team, instructional leadership team and the Dean of Operations will share responsibility for the master schedule.

### **Master Schedule Sample**

The ALHS teacher and student schedules will be determined annually by the SLT. A sample master schedule is included here that shows a sample of courses for each teacher in accordance with each day’s bell schedule. This structure is supported by the budget and aligns to and complies with the standards held by DCTA. Each teacher receives a minimum of 345 minutes of self-directed instructional planning time per week. For most teachers, this is closer to 435 minutes weekly, not including one hour (60 minutes) of weekly dedicated professional development which often includes time for individual and team planning. Within those minutes, each teacher will receive a minimum of forty minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. In this sample schedule, each teacher has:

- One hour of shared professional development for all staff every Thursday and additional professional learning via Learning Labs and Instructional Rounds throughout the year based on specific problems of practice for identified cohort of teachers.
- Significant planning time allocated to all teachers (approximately 90 minutes of personal planning each day)
- Advisement period for all students in which all staff members participate in supporting students
- Interventionists provide supports for all students during the Flex Block; with a specialized Flex Block for identified GT students
- STL observation time is available during instructional blocks, with STL coaching and feedback time occurring during Plan and/or Co-Plan block as scheduling logistics permit
- Mild/Mod specialist is available to provide push-in supports for students and co-plan with teachers daily
- ELA Zone teacher is available to co-teach all day to support ELL students as they progress towards gaining English Language proficiency in all subjects
- Elective classes reflected in this schedule include CTE, art, music, world language, technology, and physical education. The community has identified a distinct interest in business as a specified elective pathway, and therefore ALHS will be offering the Business P-TECH course sequence to meet this interest.
- All pathways based in electives will culminate in the potential to earn college credit and/or a credential.

The sample schedule shows that ALHS students have extended learning time four days a week, 7:30am-3:20pm, 7 hours and 50 minutes, and a regular day length one day a week, 7:30am-2:15pm, 6 hours and 45 minutes. This schedule includes Monday, Wednesday and Friday classes starting with a 20 minute advisement period. On Tuesday, a tutorial is structured into the day where all students receive individualized support in the content of their need. On Thursday, there is an early release dismissal to allow for staff PD. The schedule allows both for 45 minute periods as well as blocks as noted in grouped coloring as seen in the LitComp block in green. It includes two lunch periods:

11th/12th grades period 4 and 9th/10th grades period 6 (closed campus) that creates efficiency and consistency for both open and closed campus lunches.

Abraham Lincoln High School												
Sample Master Schedule												
9th Grade	MWF	7:30 - 7:50	7:55 - 8:40	8:45 - 9:30	9:35 -10:20	10:25 -11:10	11:15 -12:00	12:05 -12:50	12:55 - 1:40	1:45 - 2:30	2:35 - 3:20	
	TU	Tutorial: 9:06-9:44		7:30-8:13	8:18-9:01	9:49-10:32	10:37-11:20	11:25-12:08	12:13-12:56	1:01-1:44	1:49-2:32	2:37-3:20
	TH	7:30 - 7:45	7:50 - 8:30	8:35 - 9:15	9:20 - 10:00	10:05 -10:45	10:50 -11:30	11:35 -12:15	12:20 - 12:55	1:00- 1:35	1:40- 2:15	
INSTRUCTORS	Room	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	
Instructor A	318/LMC	Advisement	Planning	Planning	English Intervention	English 1 - Honors (318)	English 1 Lab - Honors (318)	Lunch	English 1 - Honors (318)	English 1 Lab - Honors (318)	Common Planning	
Instructor B	311	Advisement	English 1 - Honors (318)	English 1 Lab - Honors (318)	Planning	English 1 - Honors (318)	English 1 Lab - Honors (318)	Lunch	English 1 - Honors (318)	English 1 Lab - Honors (318)	Common Planning	
Instructor C	320/321	Advisement	Integrated Math 1 (320)	Integrated Math 1 Lab (320)	Common Planning	Planning	Integrated Math 2 (320)	Lunch	Integrated Math 1 (320)	Integrated Math 1 Lab (320)	Planning	
Instructor D	309/	Advisement	Integrated Math 1 Honors (320)	Integrated Math 1 Lab - Honors (320)	Common Planning	Planning	Integrated Math 1 Honors (320)	Lunch	Integrated Math 1 Lab - Honors (320)	Integrated Math 2 Honors (320)	Planning	
Instructor E	16/313	Advisement	US History (Reg & ELA-E) (16)	US History (Reg & ELA-E) (16)	Planning	Civics (Reg & ELA-E) (16)	Civics (Reg & ELA-E) (16)	Lunch	Common Planning	Planning	US History (Reg & ELA-E) (16)	
Instructor F	310	Advisement	Planning	Planning	CTE Digital Media Foundations	Common Planning	CTE Digital Media Foundations	Lunch	CTE Digital Media Foundations	CTE Digital Media Foundations	CTE Digital Media Foundations	
Instructor G	328/324	Advisement	Biology - Honors (328)	Planning	Biology - Honors (328)	Common Planning (with Biology P4)	Planning	Lunch	Biology - Honors (328)	Biology - Honors (328)	Biology - Honors (328)	

Sample ELA-S Student Schedule:

ELA-S	MWF	7:30 - 7:50	7:55 - 8:40	8:45 - 9:30	9:35 -10:20	10:25 -11:10	11:15 -12:00	12:05 -12:50	12:55 - 1:40	1:45 - 2:30	2:35 - 3:20	
	TU	Tutorial: 9:06-9:44		7:30-8:13	8:18-9:01	9:49-10:32	10:37-11:20	11:25-12:08	12:13-12:56	1:01-1:44	1:49-2:32	2:37-3:20
	TH	7:30 - 7:45	7:50 - 8:30	8:35 - 9:15	9:20 - 10:00	10:05 -10:45	10:50 -11:30	11:35 -12:15	12:20 - 12:55	1:00- 1:35	1:40- 2:15	
INSTRUCTORS	Room	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	
Instructor A	317/	Advisement	English 1 Block(FA-DU) (317)	English 1 Lab ELD (FA-DU)(317)	Planning	English 1 Block(FA-DU) (317)	English 1 Lab ELD (FA-DU)(317)	Planning	ELD 1a	ELD 1b	Common Planning	
Instructor B	203/309	Advisement	Integrated Math 1 - ELA S	Planning	Common Planning	Integrated Math 1 - ELA S	Integrated Math 1 - Lab ELA S	Lunch	Integrated Math 2 - ELA S	Integrated Math 3 - ELA S	Planning	
Instructor C	302/ (Gym)	Advisement	Civics (ELA-S) (16)	Civics (ELA-S) (16)	Common Planning	Civics (ELA-S) (16)	Civics (ELA-S) (16)	Lunch	ELA- S Geometry (302) (10th -12th)	Planning	US History (ELA-S) (16)	
Instructor D	305	Advisement	Biology - ELA-S (328)	Planning	Biology - ELA-S (328)	Common Planning	Planning	Lunch	Biology - ELA-S (328)	Biology - ELA-S (328)	ROTC - LET 1	
Instructor E	322	Advisement	CTE AP Computer Science Principles	CTE AP Computer Science Principles	ELA-S Biology (322)	Lunch	Common Planning	Planning	CTE - Game Design	CTE AP Computer Science Principles	Planning	

The student schedule is highlighted in yellow and shows an example of English classes, ELD lab, as well as ELA S classes in the core content areas.

## Section IV: School Culture

### Vision

Our vision is to develop leaders for college, career, and our community. For our students to meet these expectations they will be confident, responsible, respectful, and persevere in their pursuit of success.

### Mission

Our mission is to raise expectations, open doors, and provide equitable access to rigorous learning and personalized support so that every student has the opportunity to earn an Industry Certificate, Associate’s Degree or up to sixty college credits, and to graduate ready for college, career, and life.

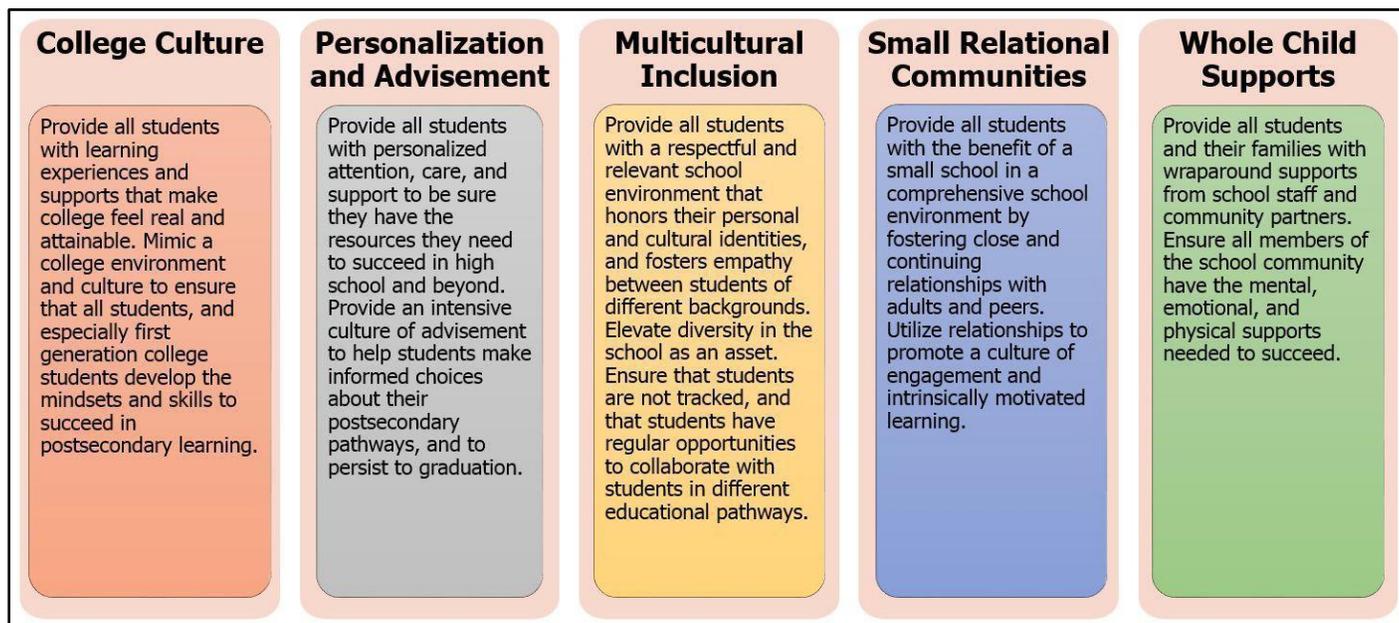
### Values

Our school unites around the following school values:

Leadership	Pride	Support	Access	Excellence
<p>Our <b>students are leaders</b> in their learning and in their lives.</p> <p>We develop their self-efficacy, competencies, and advocacy.</p>	<p>Our <b>students have pride</b> in personal and cultural identity.</p> <p>We cultivate a community of diversity and inclusion and we prioritize culturally responsive practice.</p>	<p>Our <b>students deserve personalized supports</b> to achieve their full potential.</p> <p>We know each student as an individual, foster close relationships, and create a culture of advisement.</p> <p>We ensure equity in supporting students along their chosen path.</p>	<p>Our <b>students deserve equitable access</b> to opportunity and <b>advanced course work</b> beginning in the 9<sup>th</sup> grade.</p> <p>We offer open, flexible, permeable pathways that lead to and Industry Certificate, Associate’s degrees and beyond.</p> <p>We ensure that all students have opportunities to explore multiple pathways and we will identify and remove systemic barriers to their success.</p>	<p>Our <b>students are capable of rigorous learning and great success.</b></p> <p>We hold high expectations for all of our students and teachers, design learning opportunities that support and challenge them, and personalize learning to ensure all students are able to achieve at high levels.</p>

We actualize our vision, mission, and values to ensure that every student graduates meeting the graduation competencies. In order to achieve this goal, we operationalize our model through five cornerstones of school culture, which are integrated throughout our school design.

## Our School Culture Cornerstones



Culture is “the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it.”<sup>24</sup> Substantial research suggests that school culture and climate are among the greatest predictors of academic achievement, more so than state or local policy or student demographics.<sup>25</sup> ALHS values culture and takes strategic, coordinated, and ongoing action to ensure that our school culture supports the vision and mission and leads to student success.

Rooted in best practice in creating school culture, ALHS creates culture utilizing three levers:

1. **Vision and values** that are known to and internalized by all stakeholders.
2. **Structures, routines, and experiences** that enact the culture in practice.
3. **Leadership** that reflects and reinforces the school vision and values and leads the continual improvement of structures, routines, and experiences.

This culture plan ensures that all aspects of our school culture align and promote authentic student engagement.

### LEVER ONE: Vision and Values

Our vision is to develop leaders for college, career, and our community. The school unites around the following school values:

- Leadership
- Pride
- Support
- Access
- Excellence

Vision and values are the bedrock of our school culture and guide the structures, routines, experiences that are implemented through strong and visionary leadership. They influence all aspects of our school and are used to set our priorities and guide our decision-making as our school grows.

At ALHS we ensure that vision and values are clear and meaningful to all stakeholders. To make this happen we implement the following strategies.

<sup>24</sup> Freiberg, H. J. and Stein, T. A. (1999) Measuring, improving and sustaining healthy learning environments, in: H. J. Freiberg (ed.) School Climate: Measuring, Improving and Sustaining Healthy Learning Environments (Philadelphia, PA: Falmer Press), p. 11.

<sup>25</sup> Wang, M. C., Haertel, G. D. and Walberg, H. J. (1997) Learning influences, in: H. J. Walberg and G. D. Haertel (eds) Psychology and Educational Practice (Berkley, CA: McCutchan), pp. 199–211

**Communicating through Signage and Posting** - Students, staff, and families are reminded of the school’s vision for readiness and values on a daily basis. Signage in the school showcase our vision and values to keep them present throughout the school, and are presented in multiple languages to involve all members of our linguistically diverse school community.

**Hiring Vision-Aligned Staff** - People bring vision and values to life through their beliefs, mindsets, and actions. To ensure that our vision and value are meaningful, the Principal and leadership use them to inform hiring of all staff, instructional and non-instructional alike.

**Integrating Vision in Learning Experiences** - Students engage with values on a regular basis. One way we do this is by integrating them into students’ academic and extracurricular experiences. Examples of this include:

- Projects and lessons that ask students to study leadership: profiling leaders they admire, studying leadership frameworks, and assessing their own leadership style and qualities.
- Projects and lessons that foster cultural pride and belonging, engaging students critically with the history and experiences of communities with which they identify. Offering concurrent enrollment opportunities for students related to ethnic studies and gender studies.
- Utilizing flexible classroom strategies that engage students as peer supports for each other: peer tutoring, small study groups, and upper-class mentorships.

**Recognition** - It is important to show that values are actually *valued* in the school. One way to do this is to recognize students and staff who embody the school’s values, engaging students and staff in the selection process to make it increasingly meaningful.

**Feedback and evaluation** - It will be important to monitor the extent to which students and staff feel that vision and values are meaningful and enacted in the school. The Principal and leadership will use a variety of methods and languages to secure this feedback (as explained in more detail later in this section) including student focus groups and student and staff surveys.

## **LEVER TWO: Structures, Routines, and Experiences**

ALHS grounds its culture in five cornerstones: college culture, personalization and advisement, multicultural inclusion, small relational communities, and whole child supports. The cornerstones are the building blocks of culture, and they include all the structures, routines, and experiences that bring our culture to life. Describing the cornerstones of culture emphasizes our belief that culture is something that must be designed, just like an education program or an operational structure.

### **College Culture**

Provide all students with learning experiences and supports that make college feel real and attainable. Mimic a college environment and culture to ensure that all students, and especially first generation college students develop the mindsets and skills to succeed in postsecondary learning.

ALHS partners with one or more Institute of Higher Education (IHE) to provide students with concurrent enrollment opportunities. Aligned to quality benchmarks for college and career readiness, these partnerships are maintained through memorandums of understanding (MOUs) and shared governance.

Students have the opportunity to take classes from college instructors at the high school and on a college campus. Classroom instruction is exemplary college instruction, i.e. teachers help students build the skills to work independently and students access flexible supports such as office hours and advisories. Students and parents have opportunities to participate in workshops that build their awareness of the college application and enrollment process, including targeted supports to help them navigate the financial aid process. The school supports students with colleges visits to gain exposure with intentional guidance for first generation college bound students.

In addition, college is emphasized through school-wide rituals including the practice of “college shirt Friday” and “college of the month,” which will feature one college that a teacher in the school attended. Students have the opportunity to take **Advanced Placement** courses in core subjects. An aligned system of curriculum and

expectation will be infused beginning in the **yearlong 9th Grade Academy** to provide all students a rigorous curriculum.

## Personalization and Advisement

Provide all students with personalized attention, care, and support to be sure they have the resources they need to succeed in high school and beyond. Provide an intensive culture of advisement to help students make informed choices about their postsecondary pathways, and to persist to graduation.

**Advisement or Lancer Family** is prioritized at ALHS. All 9th Graders take part in a **9th Grade Academy** that provides support and resources throughout the school year. All students take the Accuplacer exam annually starting as incoming 9th Graders to identify specific areas of strength and areas where they will need additional support; these data are used to define students' academic course loads and to target instructional supports. All students are placed in **small advisement classes of approximately 15 students** that meet to provide students with instruction in success skills, and also to provide personalized advisement. Every staff member serves as an advisor; this allows the school to keep advisories very small, and ensures that students have multiple opportunities to form relationships with adults in the building. Supporting multiple languages will be a priority when assigning advisors and diverse student groups, and students will have opportunities to identify advisors of their choice beginning in their sophomore year.

We staff **full-time Guidance Counselors and College Advisors** to provide targeted supports for personal guidance and college and career guidance. The ICAP will be used to help students clarify, monitor, and adjust their plans to successfully graduate and obtain free college credit and career experiences. Personalization is enabled by data practices and flexible supports. Multiple sources of data are used to monitor students progress in classes (their mastery of specific standards) as well as their progress toward graduation and college credit and their social and emotional health. Based on this data, advisors, counselors, and teachers collaboratively target supports for students. A Flex Block, available to all students, is used to "house" these supplemental supports, including: concurrent course enrollment, academic intervention, tutoring, additional instructional time, or office hours. Students can opt in to **Flex Blocks** for additional supports or utilize that time for HS electives or college/certificate related course work.

At ALHS, personalization means empowering students with the agency to make informed choices about their own educational experiences and future plans. Students in our school have opportunities to experience empowered decision making. Often, this happens with a counselor; **students work directly with counseling staff to define course sequences and other learning experiences** that put them on a pathway to postsecondary achievement. It is important that students experience close and personalized advisement while making choices about their future.

Research on self-concept shows that adolescents are actively exploring who they might be -- their "possible future selves" -- and that when these self concepts are positive they have a positive impact on academic engagement, motivation, and performance<sup>26</sup>. This same body of research points to the dangers of "prematurely foreclosing" on an identity. Foreclosing on an identity leads students to stop exploring possible selves and commit to a single possible future. When students believe opportunities are not available to them, believe that they are not capable of certain possible paths, or do not have support from strong caring adults, they are more likely to limit their own future options.

The purpose of this model is *not* to force students into a single possible self, but to help them explore multiple possibilities and make informed choices about who they can be in college, career, and life. To this end, it is critical that students at ALHS experience personal, meaningful, and ongoing support and advisement as they begin to chart their way. For these reasons students have opportunities to develop the skills required to **self-direct in a personalized context**. These include self-regulation skills, metacognitive skills, emotional regulation, and interpersonal / social skills. Skill development is integrated into the 9th Grade Academy and reinforced at developmentally appropriate levels in advisement classes as students grow and mature.

<sup>26</sup> [https://dornsife.usc.edu/assets/sites/782/docs/lee\\_and\\_oyserman\\_possible\\_selves\\_theory\\_education.pdf](https://dornsife.usc.edu/assets/sites/782/docs/lee_and_oyserman_possible_selves_theory_education.pdf)

## Multicultural Inclusion

Provide all students with a respectful and relevant school environment that honors their personal and cultural identities, and fosters empathy between students of different backgrounds. Elevate diversity in the school as an asset. Ensure that students are not tracked, and that students have regular opportunities to collaborate with students in different educational pathways.

Our school is grounded in inclusionary practices aimed at ensuring that **all students have access to rigorous academic courses** and materials, and ensuring that students have opportunities to engage with peers from different grades, backgrounds, pathways. The **Academy for College and Career Pathways** at ALHS are open and permeable. Students are not placed into or counseled into pathways based on prior performance, but rather have the **opportunity to choose**.

Students who come to our school below grade level and/or do not pass Accuplacer requirements for certain courses, will have access to **intervention, differentiation in small classes, and accelerated courses** to help them access the pathways that they want. These pathways are all accessible to all students; language supports are provided through the **TNLI** model with **Spanish language instruction** provided in multiple classes including Social Studies, Spanish Language Arts, and other electives.

Further, pathways are designed to be “permeable;” they have multiple on-ramps and off-ramps allowing students to transfer between them. These structures support inclusion because they help ensure that students can choose their own pathways, and that each individual pathway includes students from a variety of backgrounds and with a diversity of learning levels. **Heterogeneity** can be used to accelerate learners who are behind and help advanced students extend and deepen their learning by assisting peers<sup>27</sup>. Finally, the school elevates and honors **bilingualism** as an asset and 21st century skill set that is a core aspect of multiculturalism by offering students access to Spanish Language Instruction and World Language courses in every grade level culminating in the opportunity to earn the **seal of biliteracy**.

Positive identity development is a key part of the learning experience, especially for first generation college students who are exploring possible future selves related to postsecondary pursuits. As such, ALHS models **cultural competency** at all levels to support students in developing positive identities that reflect and integrate their personal and cultural backgrounds. Some examples of how our school demonstrates cultural competency and exhibit **culturally responsive practices** include the following:

- **Learning environments** - the physical spaces in which learning happens truly matter. Our school models multiculturalism by displaying art, quotations, and images that reflect leaders from a variety of cultural backgrounds and languages. Further, we display student work that honors student voice and integrates student identity and experiences on display.
- **Multicultural classroom culture** - Multiculturalism is integrated into all aspects of the learning experience at our school. As defined by the seminal work on “readiness for rigor<sup>28</sup>,” multicultural classrooms honor and validate students’ identities, prioritize close relationships between students and teachers, establish a classroom culture that is emotionally and intellectually safe for learning, and ensure all students have opportunities to engage in rigorous work.
- **Representation** - Too often schools replicate inequitable systems of power and privilege by disproportionately placing white middle class students in positions of leadership in academics (participating in the most advanced classes) and governance (holding positions of student leadership). ALHS is committed to ensuring representation in academics and in governance, and will work hard to ensure that classes and leadership structures reflect the diversity of the school. The school intentionally recruits staff members that reflect the student body so that students have the chance to see and learn from adults who look like them and have had similar experiences.

A variety of rituals and routines are used to reinforce multiculturalism, including **community meetings, assemblies, parent nights, school events, and theme weeks**. Our school uses all opportunities to integrate our value of multiculturalism across the school’s rituals and ensures that all events are inclusive and communicated to students

<sup>27</sup> <http://nepc.colorado.edu/files/Chapter05-Glass-Final.pdf>

<sup>28</sup> <http://ready4rigor.com/wp-content/uploads/2015/02/READY-FOR-RIGOR.pdf>

and families in their preferred or home language.

### Small Relational Communities

Provide all students with the benefit of a small school in a comprehensive school environment by fostering close and continuing relationships with adults and peers. Utilize relationships to promote a culture of engagement and intrinsically motivated learning.

Students experience small learning communities through the 9th Grade Academy and small advisory model. These structural designs allow the school to blend a smaller-school environment with a larger school experience. This matters because relationships matter. When students have opportunities to engage in valuable social interactions that make them feel valued and respected,<sup>29</sup> and when they experience positive emotional supports<sup>30</sup>, they are more likely to learn well and achieve at high levels. The learning structure built into the school creates structural opportunities for relational culture. ALHS utilizes Active Learning and Relevant Rigor Strategies with a foundation through Integrated Content Language Development (ICLD). These reinforce collaborative group work, literacy groups, and classroom talk, and questioning. These educational and instructional experiences ensure that the classroom is a dynamic, social, and interactive environment in which students engage each other to advance their learning. Unlike a traditional lecture environment that is seen in many high schools and colleges, our school's approach to pedagogy ensures that students form relationships with each other and with teachers as part of their learning experience and bridge language gaps through authentic experiences.

### Whole Child Supports

Provide all students and their families with wraparound supports from school staff and community partners. Ensure all members of the school community have the mental, emotional, and physical supports needed to succeed.

Whole child supports are a continued focus of ALHS's Positive Behavior Interventions and Supports (PBIS) system. We will ensure that students receive positive reinforcement and incentives as part of our school culture plan. Key aspects of our PBIS program are grounded in our focus on building school P.R.I.D.E. (Persevering, Respectful, Involved, Dependable, Empowered), supporting teachers and staff in explicitly teaching and practicing these values, and lastly providing positive feedback for exhibiting these values via a ticket/token economy. Incentives for students are individual as well as work towards group goals such as rewarding all student maintaining a certain high bar of attendance and/or significantly improving attendance. Partnerships with local businesses and agencies help to fund incentives.

Students' lives at school influence and are influenced by their health and wellbeing, and ALHS is committed to supporting the whole child. Students learn more and achieve at higher levels when they are safe and socially and emotionally sound. It is our school's responsibility to graduate students who are not only academically strong and prepared, but are also happy, healthy, contributing individuals and members of their communities. In order to achieve this, ALHS's whole child approach includes **three tiers of support, aligned to our MTSS approach**. Universal supports are provided by all teachers and staff in the building. They include integrating **mindfulness, personal identity development, and social emotional awareness** strategies into core curriculum and advisement, prioritizing physical health and wellbeing through partnership with community organizations and healthcare providers, and providing staff development about trauma informed supports to ensure supportive teaching and learning environments. Teachers and staff receive training and resources to support the whole child.

Strategic and priority supports are provided by the **Student Success Team (SST)**. The SST includes the on site and dedicated **Dean of Student Services, Psychologist, Nurse, and Guidance Counselor, Restorative Justice Coordinator and Attendance Liaisons as well as additional counseling staff and specialists**. They take a collaborative, data-driven, case management approach to identify students in need of targeted preventative supports (Tier 2) and students in need of intensive intervention (Tier 3). The physical space includes wellness resources and provides a

<sup>29</sup> [https://deansforimpact.org/wp-content/uploads/2016/12/The\\_Science\\_of\\_Learning.pdf](https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)

<sup>30</sup> <https://studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice/>

physical location for students to receive supports and services. Focused and priority supports provided in the wellness center are provided based on each individual student's need. They include individual, family, and group counseling and therapy, resources for restorative disciplinary conversations, and other supports. All of these services are provided in Spanish, or any other language needed for students or families that speak a language other than Spanish or English. These supports are provided by bilingual staff and/or DPS translation/interpretation services. The process of identifying supplemental supports is described in the MTSS subsection of this proposal.

Student's lives at school influence and are also influenced by their home and community environments. ALHS recognizes that families, like students, do better when they have access to wrap around care and supports. Through the **Student Success Center** and in collaboration with **community partners**, the school will provide supports and services to families including trainings on how to support student learning, job training, counseling, and health services.

### LEVER THREE: Leadership

Leadership is essential to culture. The leader plays a vital role in communicating, modeling, reinforcing, evaluating, and continually improving the school culture. ALHS ensures that the Principal is someone who is effective in building and reinforcing positive culture. Specifically, the school will prioritize leadership characteristics that map both to the DPS LEAD Framework and also to the elements of school leadership emphasized in the college and career readiness quality benchmarks. Bilingualism in Spanish and English will be prioritized in hiring our school leaders as well as all staff to serve our inclusive TNLI model and connect with our English language learners. DPS LEAD Framework - specific leadership indicators from the LEAD Framework that will be prioritized include the following:



- People and Culture: Recruits, selects, retains and grows a highly effective and diverse leadership team and staff, developing a culture of continuous learning that maximizes staff and student morale and performance
- Community and Equity: Leads a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members
- Personal and Values: Inspires others through values-driven, reflective and resilient leadership College and Career Readiness Quality Benchmarks - Specific leadership indicators from the College and Career Readiness Quality Benchmarks that will be prioritized include the following:
  - Promote a college going culture that promotes behavioral expectations and persistence
  - Demonstrate awareness of school/community needs and initiate activities to meet those needs
  - Foster feedback and collaboration with parent and community partners to support the students and the school
  - Model lifelong learning, professionalism, and ethics
  - Develop and implement new teacher/staff training procedures to indoctrinate into school culture
  - Demonstrate leadership that fosters collaboration

Our school will ensure that the Principal demonstrates these competencies, evidenced by prior school performance, team feedback and reviews, and other sources of data. Moreover, our school will prioritize developing a school leadership team that collectively models and reinforces the school's vision and values. It is essential that leaders work together well as a team, so leadership will receive ample opportunities for shared professional development.

### Student Voice

In the work "Motivation, Engagement, and Student Voice<sup>31</sup>," researchers show the positive impact of giving students opportunity to develop and express their voice related to matters of instruction, staffing, learning experiences, and school design. Voice and choice increase student engagement and motivation, which in turn leads to increased academic performance. As the authors share, "the more students are determined to pursue self selected goals, the more likely it is that those goals will be accompanied by expectations of success in areas that matter most to them." This report's researchers articulate a framework for student voice, showing a continuum from expression (voicing preferences) to partnership (working with adults to make decision) to leadership (actively leading elements of the school).

---

<sup>31</sup> <https://studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice/>

Student voice is a critical element of our school culture. At ALHS student voice is elevated at all three of these levels.

- **Expression** - Classroom environments solicit student input through Active Learning strategies.
- **Partnership** - Students work with counselors and advisors to identify and pursue pathways that have meaning and value to them.
- **Leadership** - Multiple opportunities for student leadership: i.e. the student board of education, student feedback and recommendations for school culture and leadership, and student input on hiring and staff evaluation.

Student Engagement - All aspects of this school’s culture are designed to promote authentic student engagement. More specifically, as shown, below, the five cornerstones are aligned to ensure that students are academically, behaviorally, cognitively, and psychologically engaged.

Engagement Domain	Description	Culture Element
Academic & Behavioral Engagement	Positive academic behaviors, questioning and dialogue	<ul style="list-style-type: none"> <li>● College and Career Culture - Classroom environments mimic college and career environments to build advanced academic behaviors</li> <li>● Small Relational Environments - Active learning strategies promote dialogue, questioning, and collaboration</li> <li>● Whole Child Supports - Support to address social and emotional needs that may otherwise result in behavioral challenges and disruption</li> </ul>
Cognitive Engagement	Meaningful and cognitively demanding work with a purpose, self regulation	<ul style="list-style-type: none"> <li>● College and Career Culture - Opportunities to experience college-level rigor and explore post-secondary and career opportunities</li> <li>● Advisement and Personalization - Defining personal pathways with support; Developing self-regulatory skills</li> <li>● Multicultural Inclusion - Open and permeable academic pathways allow students to engage in learning at high levels of rigor</li> </ul>
Psychological Engagement	Emotional support and belonging	<ul style="list-style-type: none"> <li>● Multicultural Inclusion - Supports to build positive identity and promote learning across lines of diversity</li> <li>● Small Relational Environments - Establishing close student:student and student:teacher relationships</li> <li>● Whole Child Supports - Support to address social and emotional needs that support health emotional and social development</li> </ul>

**Orienting our School Community to Our Shared School Culture** - Culture must be explicit, and it must be continually developed and reinforced. This is true for all stakeholders: students, staff, and parents. For this reason, ALHS dedicates time and resources to orienting all stakeholders to the school culture on an annual basis. The following are descriptions of these orientations for each stakeholder group.

- As 9th graders, students are onboarded during the year long **9th Grade Academy**. All students (including returning students) are onboarded annually during a **summer orientation**. Orientation focuses on refreshing values and vision, promoting relationships between students and staff, and laying out the expectations for behavior, conduct, and climate. Students who arrive at the school mid-year will be paired with a **new student ambassador** who supports their transition and orients them to the culture.
- Staff are oriented on an annual basis during the **fall planning days** prior to each school year. Whereas some schools choose to use these days exclusively for academic planning and classroom set-up, ALHS prioritizes culture building alongside academic training and planning. As with students, this entails refreshing values and vision and promoting relationships among staff. Research shows that culture is strongest when teachers share

a sense of common purpose and model collegiality<sup>32</sup>; our school designs for this by ensuring that there is time for teachers to regroup in the vision and values of the school and get to know one another and colleagues.

- Parents are oriented through **back to school events** at the start of the year, and ongoing school-wide events that help parents connect to the leader, staff, and fellow parents.

**Evaluating the Implementation and Effectiveness of our School Culture-** Culture must be continually evaluated so that it can be maintained and approved. The following mechanisms support continuous improvement. Improvement activities led by the Leadership Team and the Culture Leadership Team, which are described in the LEADERSHIP section of this proposal. . As described above, student leadership is also essential.

- **Data collection** - Multiple data are used to reflect the quality of the school culture, and all surveys and focus groups will be conducted in multiple languages. These include:
  - Student attendance data (disaggregated)
  - Student discipline data (disaggregated)
  - Student focus groups
  - Student surveys
  - Teacher focus groups
  - Teacher surveys
  - Parent focus groups
  - Parent surveys
- **Student leadership** - Students have a unique insight into culture. They provide data otherwise inaccessible to leaders, and they engage students to invest in changing or improving culture. For this reason, the ALHS Student Board of Education (SBOE) and the Student Council play a vital role in evaluating and managing culture. Specifically, SBOE plays a leadership role in managing and interpreting student focus groups and surveys, and presents their findings and recommendations to school leadership on a recurring basis. The SBOE is reflective of the diversity of the student body. As described above, they will also be highly involved with leading specific culture initiatives.
- **Culture initiatives** - Data evaluation reveals opportunities for improvement. On a recurring basis, in line with the development of the school's Unified Improvement Plan, school leaders (staff and student) identify specific improvement priorities and create culture initiatives. Culture initiatives allow all leaders to articulate shared priorities and take coordinated action to improve culture.
- **Culture reporting** - Transparency matters. To ensure that all stakeholders (students, staff, and parents) are aware of state of the school's and of culture initiatives, the Principal makes it a priority to share culture data, interpretations and analysis, and responsive actions. This happens through written letters to the school and/or presentation at key school events.

## A. Parental Involvement

Research on school leadership and improvement shows that strong parent school connections and community ties directly contribute to positive school culture and climate, which in turn has a direct impact on student achievement.<sup>33</sup> Thus, the home-to-school connection is of paramount importance. Meaningful and robust engagement is particularly important in a pathways model because familial support is critical for first generation college students and other students who have been historically underrepresented in higher education. For students to successfully navigate pathways to graduation and persist through higher education, their families need to be knowledgeable, supportive, and actively involved along the way. The school must build a similar culture for families as we do for students: one that prioritizes college-going, offers advisement and personalized supports, is multicultural and inclusive, fosters relationships, and provides holistic support. To that end, this school will set a high standard for parent and guardian involvement and satisfaction as measured by the Parent Survey and School Performance Framework: the school will meet expectations by having high parent participation engagement with the survey and achieving a positive response

---

<sup>32</sup> <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.476.976&rep=rep1&type=pdf>

<sup>33</sup> <http://www.schoolreforminitiative.org/wp-content/uploads/2014/02/Organizing-schools-for-improvement-Bryk.pdf>

rate of 85% or higher every year. The school will employ **bilingual front office staff** and elicit translation supports to communicate the school model, services offered, and importance of the survey to parents in their preferred language (as assessed using the Home Language Questionnaire provided at registration).

The ALHS approach to meaningful and robust family engagement is informed by the **Dual Capacity-Building Framework for Family-School Partnerships**.<sup>34</sup> This framework was developed by Dr. Karen Mapp at Harvard University for the U.S. Department of Education under Secretary Duncan. It describes how schools and families can each build capacity for partnerships that promote student learning and improve academic outcomes.

Specifically, it identifies conditions and program elements needed to build dual capacity.

The framework suggests that parent and family engagement should be built on organizational qualities that engagement methods are meaningful and robust. The school will ensure that these conditions are in place by hiring staff who believe in the value of family engagement and putting family engagement in all job descriptions; providing training for all staff to develop competencies to lead family engagement; and ensuring adequate resources are allocated to family engagement. The school will employ a **full time Parent Empowerment Coordinator** responsible for leading and coordinating all family engagement efforts, ensuring they are accessible to all home languages. In addition, this position will have a paraprofessional to support and assist.

The framework goes on to show that a schools **program and policy goals** should be designed to build out the “4 C” areas of effective engagement (1) capabilities, (2) connections, (3) cognition, and (4) confidence. These 4 Cs must be developed for family and staff alike. At ALHS, these efforts must specifically focus on making sure that families and staff can support a college and career going culture. To address the 4Cs ALHS will develop a parent and family engagement program that has three main program areas:

**Connections and Engagement** - Events, rituals, and communications protocols that promote relationships and trust with families and provide timely and accessible information.

**Partnership and Development** - Academic strategies and development opportunities that engage parents to support student learning and development and increase dual capacity to support college and career readiness.

**Wraparound support** - Partnerships that connect families with critical resources and services.



The table below shows how each of these three program areas will address the 4Cs for families and for staff:

<sup>34</sup> <https://www.gse.harvard.edu/news/uk/14/11/building-capacity-family-engagement>

<b>FAMILIES</b>	
<b>Connections and Engagement</b>	<p><b>Capabilities</b></p> <ul style="list-style-type: none"> <li>Communicate student academic progress via Infinite Campus. Ensure parents can log into Infinite Campus to see student’s academic progress at any time.</li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>Host regular parent events throughout the year, including orientation events at the start of the year and periodic parent social events, celebrations and appreciations. Child care will be available whenever possible.</li> <li>Share multilingual parent emails and newsletters. The Principal will send a periodic newsletter, available in multiple languages, to provide parents with critical information about the school.</li> <li>Utilize website and social media. The school website will be kept up to date with key information and timely stories and events that draw parent and community attention.</li> <li>Ensure capability for rapid parent communication via text message and RoboCal. In case of emergency, the school will have structures to rapidly contact all parents with critical information.</li> </ul>
<b>Partnership and Development</b>	<p><b>Connections</b></p> <ul style="list-style-type: none"> <li>Conduct Parent Teacher Home Visits. The school will work with the DPS Family and Community Engagement Office to facilitate home visits at some point in the year. These visits will support the establishment of trust, and shared understanding of what students need to be successful.</li> </ul> <p><b>Capabilities</b></p> <ul style="list-style-type: none"> <li>Student led parent conferences place responsibility on the student to reflect on his or her learning and lead parents and teachers in a process of planning for supports, interventions, and strategies to improve performance. Conference protocols will ensure that all parties leave the conference with a clear sense of their role in supporting student learning and development. Specifically, protocols will ensure that families have the knowledge and skills to support their student’s learning and set specific commitments to doing so. Translators will be made available to support conferences as needed, ensuring that they are culturally and linguistically relevant for families. Conferences will be available during a variety of time windows to be sure parents (especially working parents) are able to attend.</li> </ul> <p><b>Capabilities, Cognition, and Confidence</b></p> <ul style="list-style-type: none"> <li>Host orientation events that introduce parents to the school culture and academic program. Ensure all parents understand and have opportunities to provide feedback related to both. During orientation events, prioritize explanation of the features of the school design related to college and career readiness, including understanding accuplacer, pathways, concurrent enrollment, career exploration, AP courses, graduation guidelines, and college admissions.</li> <li>Work with FACE<sup>35</sup> and other community partners to provide parent classes and workshops related to college and career readiness. Specifically, ensure parents have opportunities to deepen their knowledge of college admissions and finance.</li> <li>In partnership with IHEs, connect families (parents, siblings, and others) with opportunities to enroll in college courses.</li> </ul>
<b>Wraparound support</b>	<p><b>Connections</b></p> <ul style="list-style-type: none"> <li>In collaboration with community partners connect families with health and wellness services. Ideally, connect families with services on the school site, making the school a hub for supports. (We will know if this is feasible once facility placement is final.) Alternatively, refer families to services with community partners.</li> </ul>

<b>STAFF</b>	
<b>Connections &amp; Engagement</b>	<p><b>Capabilities and Cognition</b></p> <ul style="list-style-type: none"> <li>Provide training for all staff on family engagement during summer orientation. In year one this will be led by the Principal. In year two and beyond, this will be led by a Dean and the Family and Community Coordinator.</li> <li>Ensure all staff participate in training on culturally responsive practice to ensure they can engage authentically with parents. Training will be provided by FACE or another similar department /organization.</li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>Ensure translators are available at all events.</li> </ul>
<b>Partnership &amp; Development</b>	<p><b>Capabilities</b></p> <ul style="list-style-type: none"> <li>Provide training for advisors to conduct family home visits.</li> <li>Provide training for all teachers to discuss college and career readiness topics with families.</li> </ul>

<sup>35</sup> <http://face.dpsk12.org/resources/classes-and-trainings-for-parents/>

<b>Wraparound support</b>	<p><b>Capabilities</b></p> <ul style="list-style-type: none"> <li>● Provide school staff with training in trauma informed care. This training will ensure staff can detect warning signs for students and families and refer both/either to school psychological staff. School psychological staff will be trained to triage supports and interventions as needed.</li> </ul>
---------------------------	---

**Parent leadership** - ALHS believes that parents are important stakeholders and leaders, and will intentionally recruit parents to be members of multiple governing bodies in the school. The school will provide opportunities for parent membership on leadership boards.

- Collaborative School Committee (CSC) - The CSC will facilitate and support the partnership between parents, community members, community partners, school leadership, and student leadership. CSC meetings will be held at regular intervals (monthly) and there will be one public quarterly CSC meeting for the entire school community. Translators will be on site. The CSC will focus on critical school improvement priorities, hiring decisions, recruitment and enrollment, fundraising and development, and other substantive issues.
- Parent Advisory Committee (PAC) - The school will convene PAC that will ensure ELL students and families have a voice and are supported. The committee will inform ELA implementation and effectiveness and support leadership to plan events and design cultural structures that promote a value for bilingualism in the school. This groups meets all of the requirements put forth in the Consent Decree, as described further in the ELA section.
- Lincoln Family Leadership- Identified parents will share in leading community-driven teams that support the needs identified by parents and community members to increase connections and access to the school while meeting their personal needs and desires.

**Evaluation** - The school will use a variety of data to continuously monitor parent engagement and satisfaction. The Principal will play a lead role analyzing, integrating, and sharing data in partnership with the CSC and PAC. In year two the Dean of Operations and Parent Empowerment Coordinator will play lead roles regarding:

- Semi-annual parent satisfaction and feedback surveys.
- Parent participation (events, conferences, etc.)
- Parent feedback (survey) about events, workshops, and services
- PAC focus data on bilingual parent engagement and satisfaction

Should the school’s goals for parent engagement and satisfaction not be met, the Principal will engage the CSC and PAC to develop and monitor strategies to remedy the situation as soon as possible.

## **B. Student Discipline Policy**

ALHS supports students to develop agency in their learning and in their behaviors so that they are prepared to succeed in college, career, and beyond. In alignment with our vision and values, we prioritize maintaining an environment that is safe and respectful for all students to learn, that values multicultural inclusion, and that promotes relationships between all stakeholders.

Through this lens, discipline in the school is much more than a set of policies about behavior and consequences. Rather, discipline is a way to maintain the learning environment, reflect values of respect and relationships, build positive identity, and promote learning about the expectations in college and career. Therefore, the school aligns to DPS discipline policies and procedures *and* takes additional steps to ensure that discipline policies and practices uphold the school culture and desired learning environment.

Our practices align with the district policies detailed in JK and JK-R. All standard DPS policies regarding the expulsion or dismissal procedures, appeal processes, and the communication of expectations to parents/guardians and students will follow these procedures. In addition, we approach discipline through the lens of restorative practices and therapeutic/resource strategies. See Student Mental, Emotional and Physical Health subsection for more information.

## Communicating Discipline Policy

Parents and students receive information about the school's discipline policy in the student handbook, published in both English and Spanish, made accessible in print and on the school's website. Translation services will be offered to parents and students who speak languages other than English or Spanish.

## Monitoring Discipline Policy

Infinite Campus (IC), school-level, and classroom-level data are used to analyze behavioral trends every four to six weeks to determine if school policies are effectively supporting all students. Classroom teachers, with the support of front office staff, will be responsible for entering data. IC data is managed and validated by the Student Advisor(s). The Leadership Team and Culture Leadership Team will evaluate whole school and student-level data in support of an equitable and responsive discipline and behavior system. This will include regular and intentional monitoring for overrepresentation of a particular student subgroup in disciplinary action. Should this situation arise, the Leadership Team, Culture Leadership Team, and possibly other members of the staff (i.e. SSTT) will meet to identify a possible root cause and determine next steps, such as seeking advice from DPS Equity Team. If a situation arises in which changes are made in regards to the discipline policy or implementation thereof, data gathering strategies will be adjusted to specifically monitor the effects of the new policy to ensure that the identified needs are being addressed.

## Discipline Policy Attestation

In order to effectively evaluate this Innovation plan, we are requiring each applicant to affirm their compliance with the District's Discipline Policies JK and JK-R.

I understand that my school, regardless of program or model, is required to remain in compliance with the District's Discipline policies. (AE)

Electronic Signature\*: /s/ Antonio Esquibel

Date: 1/21/20

## C. Classroom and School Management

In addition to the school-wide strategies addressed throughout the School Culture Section, ALHS uses the following approach for setting clear expectations and managing student behaviors:

- RESPECT → Approach students respectfully.
- REQUEST → Ask students to change behavior to match PRIDE expectations.
- REMIND → Restate the PRIDE expectations for the student, and have the student restate it. Check for understanding.
- REFLECT → Conference with student or contact guardian to discuss the behavior. Have the student reflect using PRIDE Form for his or her behavior and identify steps for correction and improvement in the future. Document in IC in conference atom under type one intervention.
- REFER → Call the front office requesting support from the SAO team. If the PRIDE expectations is unsuccessful student is removed from class and will sit in the SAO office. Consequences assigned and formal RJ will be set up. Document in IC.
- RECONNECT → After the referral, reconnect with the student in a positive manner to engage him/her back in the learning environment and PRIDE expectations.

## D. Student Investment

### Student Attendance

Through this Innovation plan ALHS has restructured a key leadership role of the Athletic Director to more broadly support student culture and investment. This new role, Director of Athletics, Student Culture and Investment will focus deeply on ensuring that students have high quality experiences that ensure they are deeply engaged and attend school regularly. ALHS will meet or exceed the standards set by the School Performance Framework for student attendance every year. The school's annual attendance goal will be 93% or higher for all students and across all demographic subgroups. Achieving an "exceeds expectations" rating on student attendance will remain a school culture priority

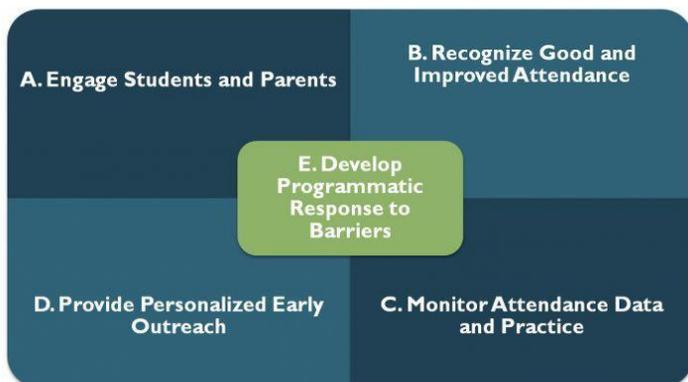
every year.

Students attend school when they want to and when they can. In other words, attendance rates will be high if and when students experience relational, emotional, and cognitive engagement at school (when it is a fun and safe place to be and they believe there are people who want them there) and when they can overcome barriers to attendance (not having safe ways to get to school or having conflicting personal commitments like work and family responsibility). Schoolwide, ALHS will seek to increase attendance by creating a safe and engaging environment and

addressing barriers to attendance. With the foundational focus on Culturally Responsive Teaching.

Attendance Works, a national expert in increasing attendance and addressing chronic absenteeism, provides a framework to promote strong attendance that provides our focus at ALHS.

**Engage Students and Parents** - Position school staff to greet students upon arrival to the school in the morning. Develop rituals and routines for teachers to welcome students to class. Ensure that students are able to enroll in learning opportunities they love, including extracurricular opportunities. Educate students and parents about expectations for attendance during orientations and other school wide events.



**Recognize Good and Improved Attendance** - Provide attendance incentives and awards. Recognize positive and improved attendance at school assemblies and other ceremonies. Engage student leaders to develop a school-wide attendance campaign, including but not limited to student-led awards and incentives that matter to kids.

**Monitor Attendance Data and Practice**- Utilize Infinite Campus as the online portal to track and analyze student attendance. Enlist teachers to enter daily student attendance with support as needed from the Front Office. Flag any students at risk for falling below the target 93% attendance rate. Engage the Dean of Student Services and Dean of Culture to lead regular meetings with the Principal, Assistant Principal, Student Advisor, and Community Liaisons to review aggregate and disaggregated attendance data to identify any trends or issues. Utilize data to inform the development, implementation, and efficacy of any individual or large-scale attendance interventions.

**Provide Personalized Early Outreach** - Based on tracking attendance data, engage advisors and the Guidance counselor to have 1:1 discussions with students who appear at risk for truancy. Engage the Student Counselor, Advisor, and/or SST will have 1:1 conversations with the student and family to understand the context for absenteeism. Develop personal goals and improvement/support plans for individual families.

**Develop Programmatic Responses to Barriers** - Utilize schoolwide data to identify schoolwide root causes. Engage leadership bodies (CSC, PAC, SLT, student leadership, and others) to recommend solutions. Work with DPS Transportation and Safety and Security to ensure all students have a safe and accessible pathway to school.

### Student Satisfaction

The goal for student satisfaction as reflected in the SPF is a positive response rate of 90% or higher starting in Year 1, and the team will strive to ensure student satisfaction meets or exceeds district expectations every year thereafter. The school will strive to increase student satisfaction by creating concrete goals and connecting them to culture, climate, and academic programming as described throughout this application. Examples of ways that culture, climate, and academic programming impact student satisfaction include the following.

- **Purposeful Learning Environments** - Ensure that learning (i.e. postsecondary pathways, electives, and extracurriculars) clearly connect to students' articulated short-term and long-term goals.
- **High Quality Teachers** - Provide challenging instruction in each student's zone of proximal development keeps students engaged in daily learning.
- **Celebrations** - Recognize students with exceptional academic achievement and academic improvement, students who exemplify the school's core values, and students who have high attendance rates.
- **Authentic Relationships** - Honor what each student brings to the school and take the time to prioritize relationships between each and every student and adults in the building, seeking to create culturally relevant

academic content through understanding our learners as individuals.

Student satisfaction data will be formally collected through the DPS student survey annually. The school leadership team will analyze the survey data to understand student perceptions of the school. The school will also work with Student Board of Education leaders and/or a student focus group representing all demographics of the student body to identify strategies for increasing student satisfaction and addressing concerns. This group may also be convened throughout the year to provide ongoing feedback on school culture and operations. This feedback will inform strategic planning efforts made by the school leadership team and CSC.

### **Student Mental, Emotional, and Physical Health**

Restorative practices focus on fostering ownership of behaviors through social emotional education and skill development, and reinforcing accountability to membership in the school community through collaboratively-determined consequences. Therapeutic/resource strategies are utilized when students require more intensive social, emotional, behavioral, or psychiatric support to overcome problematic behaviors. These practices are evidence based, culturally responsive, and equitably and proportionally serve all students to ensure practices are not applied with disproportionality.

According to DPS policy, “Restorative Strategies are problem solving interventions done ‘with’ the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professionals. An assessment of the incident/conduct will be done, and a determination will be made by the school or District whether a face-to-face meeting with all parties is appropriate.<sup>36</sup>”

The school is dedicated to restorative approaches including intensive social, emotional, behavioral, or psychiatric supports. In alignment with the school’s culture cornerstone of “whole child supports,” the school utilizes therapeutic approaches for students in MTSS tiers two and three.

According to DPS policy, “Therapeutic/Resource Strategies are done ‘by’ the offender and require intrinsic motivational behavior change. Such interventions include: mental health counseling, anger management classes, and informal mentoring and behavior coaching.”

Our Student Advisors make recommendations to the Student Success Team (SST) when they believe additional supports are needed. The SST assesses the student and determines possible therapeutic interventions, which will be culturally and linguistically appropriate for the student.

---

<sup>36</sup> [https://www.dpsk12.org/wp-content/uploads/1K-R-Student\\_Conduct-Discipline\\_Procedures\\_English.pdf](https://www.dpsk12.org/wp-content/uploads/1K-R-Student_Conduct-Discipline_Procedures_English.pdf)

## Section V: Governance

### A. Collaborative School Committee CSC

Parents/guardians, teachers, and community members are active participants in the school's governance through the Collaborative School Committee/School Accountability Committee (CSC), the School Leadership Team (SLT), the Parent Advisory Committee (PAC), Student Board of Education (SBOE), and Instructional Services Advisory (ISA) Team. Each committee serves a distinct purpose for the school, as described in this section and/or elsewhere in the plan. Each committee provides a platform for stakeholders to offer guidance and input on school decisions, ensuring that the school is aligned to community and stakeholder need, that the school continually establishes trust with its community, and that school strategy and operations are understood by all. Furthermore, many committees provide platforms to celebrate the school's successes, raise money, procure additional resources, and advocate for the school.

#### **Collaborative School Committee (CSC)**

The Collaborative School Committee (CSC) is the school accountability committee that provides a diverse set of perspectives and input in support of the school's mission, vision, and school improvement plan. Families, staff and community members on the CSC work alongside school leaders to provide feedback on important school processes and decisions. These include ways to improve academic performance, budgets, and the school's program. The CSC meets on a monthly basis throughout the school year. Consistent with district policies, the CSC consists of at least:

- Three parents or legal guardians of students enrolled in the school
- One teacher who provides instruction at the school
- One principal or principal's designee
- One community member
- One adult member of an organization of parents, teachers & students

The Principal determines the number of total number of people to be elected and/or appointed to the CSC. If the Principal chooses to have more than the above-described members, she or he ensures that the number of parents elected exceeds the number of representatives from the group with the next highest representation. To the extent practicable, the CSC represents a cross-section of the school community in terms of gender, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

The school holds annual elections for the CSC. Elections determine the parent and teacher membership. Once elected, members of the CSC appoint a community member. If a vacancy arises on the CSC, the remaining members of the CSC fill the vacancy by majority vote.

In accordance with state statute, the CSC takes on the following responsibilities:

- Act as the school accountability committee for the school.
- Recommend to the Principal priorities for spending school funds. The Principal considers 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 sends 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 directs 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 does not participate in the day-to-day operations of the school, engage in issues relating to individuals (staff, students, or parents) within the school; or engage in personnel issues (the School Personnel Committee stand alone according to the current DPS/DCTA contract).

The CSC meets at least monthly throughout the school year, and publicizes and holds a public CSC meeting, open to all staff and parents, at least every quarter.

### **School Leadership Team (SLT)**

The SLT is a representative group of teachers who provide input into the implementation of the school's educational program. ALHS convenes an SLT consistent with DCTA Article 5-5. The SLT includes:

- The Principal
- 1 DCTA representative
- 1 teacher appointed by the Principal
- At least 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers, elected annually by a majority of the faculty voting by secret ballot.

The SLT is responsible for the following:

- Review data and collaborate in the development of the school's Improvement Plan
- Review and collaborate on the design of the school's schedule, including but not limited to the student and teacher master schedule
- Provide input on professional development (coaching, PLCs, and PD). Provide input on PD topics plans and schedules within the workday and/or workweek
- Provide input on other operational and professional functions (eg. committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams)
- Review and collaborate on the implementation of the District's instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week
- Collaborate to identify strategies for increasing enrollment at the school
- Collaborate to develop communication strategies for regularly reporting student progress to parents
- Collaborate to implement best instructional practices
- Perform additional duties as outlined in Article 8

The SLT makes decisions by consensus: either a unanimous decision or a majority decision that the entire SLT, including the dissenters, can support. If consensus cannot be reached, the matter is referred to the Instructional Superintendent who consults with the Association prior to making a decision.

### **Parent Advisory Committee (PAC)**

As a way of showing commitment to the assets of the language development community, ALHS establishes a Parent Advisory committee. This committee includes:

- Principal or Principal designee
- Bilingual parent representatives
- ELD teachers

The PAC meets on a monthly basis and empowers parents provide critical input regarding ELA programming, implementation and effectiveness, the school culture and cultural responsiveness, parent and community engagement, the school improvement plan, and other critical decisions. The PAC also builds on a culture of collaboration and information within the school and the other parents.

## Student Board of Education (SBOE)

The SBOE enhances student voice and supports the quality of the school design and implementation as the school builds to full scale. The SBOE includes members of each class in the school (number to be determined by school personnel). Selection and election occur by student vote with staff guidance and advisement to ensure that the SBOE reflects all aspects of the school's diversity. At least one staff person is charged with leading and directing SBOE activities. The SBOE nominates representatives to the district SBOE from among its members. The SBOE provides input and recommendations related to critical aspects of the school culture and instructional model. The SBOE plays a critical role in collecting student feedback and input and synthesizing this for other leadership committees including the ILT and CLT. The SBOE supports recruitment and enrollment efforts.

## Institutes of Higher Education

In keeping with the standards of quality for college and career readiness, ALHS partners with one or more institutes of higher education (IHE). IHE partners support the mission, vision, and model of the school by providing opportunities for students to participate in concurrent enrollment courses that support their postsecondary pathways. The school formalizes partnerships with all IHEs and clarifies these partnerships through memorandums of understanding (MOU). MOUs detail the following, in alignment with best practices for college and career readiness:

- Define the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- State that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including Accuplacer administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Define an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Include provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

To ensure that partnerships between the school and IHE are strong and aligned, the institutions create a shared program oversight committee. This committee includes leaders and staff from both institutions, including but not limited to the Assistant Principal from the high school. The purpose of this governing committee is to enact and monitor shared responsibilities laid out in the MOU, including determining course offerings and schedules, determining enrollment in concurrent enrollment courses, and monitoring data about student performance.

### B. Oversight

As described above, the Collaborative School Committee is the school accountability committee and will provide oversight of the school's performance, both academic and operational, ensuring that input is gathered from the School Leadership Team, Bilingual Parent Advisory Committee, Student Board of Education, and Postsecondary Pathways Advisory Board. If problems are identified by one of these advisory groups, the CSC will be responsible for recommending actions to the school Principal and, if necessary, the Principal supervisor.

### C. Employment Policies

The school will follow all district employment terms and policies as required by state statute, collective bargaining agreements, and district policy with the exception of those policies waived as part of this Innovation Plan. The 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 Innovation Plan, the following flexibilities in employment policies are necessary:

<b>Professional Development</b>	<ul style="list-style-type: none"><li>● Allow <b>school to determine PD</b> for Teachers and School Leaders and not require staff to attend district PD when it is not aligned with the school needs</li></ul>
---------------------------------	--

<b>Calendar</b>	<ul style="list-style-type: none"> <li>● Allow school to modify the school calendar to <b>add additional school days for the ALHS 9th Grade Academy</b> students and teachers with pro-rated additional pay</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Allow the school to <b>modify DPS Teal Days</b> to align with the school’s assessment schedule</li> <li>● Allow the school to <b>determine interim and formative assessments</b></li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>● Allow the school to <b>better define its educational program</b> including curriculum, course offerings, textbooks, unit planning, pacing guides, CTE pathways, college partnerships</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>● Allow the school to recruit and <b>hire early</b> / outside of the DPS timeline</li> <li>● Allow <b>refusal of limited term assignments</b> of staff from district</li> <li>● Allow schools to create <b>unique roles</b> based on the school-model</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>● Allow <b>school-determined additional stipends</b> for added responsibilities, incentives</li> <li>● Allow financial <b>sponsorships/grants without DPS overhead charges</b></li> </ul>

The staff handbook, provided to all staff at the beginning of the year, describes hiring and dismissal procedures, work calendars, pay and benefits, the grievance process and expectations for employee behavior including the maintenance of a drug-free workplace. In addition, all staff members will be provided with a copy of the innovation plan. New staff members will receive the staff handbook and innovation plan.

### **Equal Opportunity Employment**

The school provides equal opportunity employment for all people without regard to race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, pregnancy status, veteran status, or disability (collectively, “Protected Classes”). No otherwise qualified employee is excluded from participation in, denied the benefits of, or is subject to unlawful discrimination or harassment under any program or activity on the basis of Protected Class status. The school promotes and provides for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. In addition, the school ensures that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion, and termination.

### **Harassment is Prohibited**

Harassment based on a person’s Protected Class status is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefits of the facilities and programs. All such harassment by district employees, students, and third parties, is strictly prohibited. All employees and students share the responsibility to ensure that harassment does not occur at the school, on the property, at a school-sanctioned activity or event, off school property when such conduct has a nexus to the school, or at any curricular or non-curricular activity or event. Provision of Reasonable Accommodations pursuant to the Americans with Disabilities Act No person, by reason of a disability, record of a disability, or because the individual is regarded as having a disability, shall be discriminated against in any term or condition of employment, so long as the person is qualified and can perform the essential functions of the job in question, with or without a reasonable accommodation.

### **Drug-Free Workplace**

Denver Public Schools policy EEAEAA allows the district to perform drug testing on employees who work in positions where safety may be a concern if they are impaired, such as security officers, heavy equipment operators and bus drivers. Such positions require testing upon hire, after work-related accidents and when supervisors suspect drug use. The district may impose random testing at any time. Refusal to submit to testing or interference with the testing process results in suspension or even loss of the job.

### **Consequences for Employees**

DPS policy EEAEAA also allows employees to be immediately fired if drug or alcohol testing returns positive results. Employees who feel the results are incorrect may request testing from an additional lab, but the appeal must be

submitted within three days of the initial results. This DPS policy follows Title 49, Part 382 of the Code of Federal Regulations. As of the time of publication, DPS does not require random testing for other employees, such as teachers and administrators.

### Employee, Student, and Parent Grievances

The school follows the Denver Public Schools official policy on resolution of grievances by employees, students, and parents.

## D. Budget Narrative

### Attachment - Budget Template

#### Summary Budget

LINCOLN HS INNOVATION PLAN BUDGET SUMMARY						
RESOURCES	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Budget Assistance, Tiered & Turnaround Funding	\$ 440,000	\$ 432,000	\$ 432,000	\$ 285,000	\$ 110,000	
State EASI Grant - Pathways Implementation Grant	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -
SBB Funding	\$ 7,536,956	\$ 8,357,098	\$ 9,258,432	\$ 9,811,994	\$ 9,988,276	\$ 10,166,954
<b>TOTAL RESOURCES</b>	<b>\$ 7,976,956</b>	<b>\$ 8,864,098</b>	<b>\$ 9,765,432</b>	<b>\$ 10,096,994</b>	<b>\$ 10,098,276</b>	<b>\$ 10,166,954</b>
<b>EXPENSES</b>						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
ADMINISTRATIVE FULL TIME STAFF	\$ 719,815	\$ 806,334	\$ 806,334	\$ 806,334	\$ 806,334	\$ 806,334
TEACHING FULL TIME STAFF	\$ 5,542,372	\$ 6,181,488	\$ 6,966,445	\$ 7,294,735	\$ 7,336,048	\$ 7,418,676
PRO-TECH FULL TIME STAFF	\$ 452,615	\$ 518,576	\$ 583,425	\$ 648,274	\$ 648,274	\$ 648,274
CLERICAL FULL TIME STAFF	\$ 281,732	\$ 281,732	\$ 281,732	\$ 281,732	\$ 281,732	\$ 281,732
<b>FULL-TIME STAFFING TOTAL</b>	<b>\$ 6,996,534</b>	<b>\$ 7,788,130</b>	<b>\$ 8,637,936</b>	<b>\$ 9,031,075</b>	<b>\$ 9,072,388</b>	<b>\$ 9,155,016</b>
Total Full-Time FTE	84.80	95.50	106.00	111.00	111.50	112.50
<b>PART-TIME &amp; HOURLY STAFFING TOTAL</b>	<b>\$ 128,915</b>	<b>\$ 128,119</b>	<b>\$ 128,119</b>	<b>\$ 128,119</b>	<b>\$ 128,119</b>	<b>\$ 128,119</b>
<b>NON-SALARY BUDGET TOTAL</b>	<b>\$ 851,507</b>	<b>\$ 947,849</b>	<b>\$ 999,377</b>	<b>\$ 937,800</b>	<b>\$ 897,769</b>	<b>\$ 883,818</b>
<b>TOTAL EXPENSES</b>	<b>\$ 7,976,956</b>	<b>\$ 8,864,098</b>	<b>\$ 9,765,432</b>	<b>\$ 10,096,994</b>	<b>\$ 10,098,276</b>	<b>\$ 10,166,953</b>
<b>REMAINING BALANCE</b>						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

A balanced, 5-year budget projection was developed with input from the Early College team and Evan Mellman in the DPS Finance Department. The budget is grounded in the staff and resource needed, which were arrived at by examining the budgets of existing similar schools within DPS.

#### Financial Priorities

- **Teachers:** Our plan prioritizes teachers and maintaining teacher caseloads so that high quality instruction can take place.
- **Leadership team:** A distributed leadership model that cultivates the school culture, develops a talent pipeline within the building, supports students in planning their paths for classes and career, and manages relationships with higher education institutions
  - Principal, AP, Dean of Student Services, Director of Athletics Student Culture and Engagement, Senior Teacher Leaders
- **Academic Programming**
  - English, Social Studies, Science, Math, ELD, ELA-S, foreign language, electives, and Concurrent Enrollment offerings
- **Student Supports**
  - Nurse, Psychologist, Interventionists, Student Advisors, Guidance counselors, Social Worker, Denver Health School-based Clinic, and CityYear Corps Members
- **Operations:**
  - Dean of Operations, Family Empowerment Coordinator

#### Revenue & Expenses Budget

##### Priorities

A 5-year balanced budget projection was developed in collaboration with the District Budget Partner, using startup fund and SBB allocations provided by the District. Budget priorities include: staffing the core teaching program, language acquisition instruction, funding for college courses, wrap-around counseling and advising positions and leadership to drive the key plan elements. The majority of the expenses are related to staffing the educational

program, and adequate percentages of the overall budget is reserved for non-salary expenses each year. Non-salary expenses include technology, professional development, CTE supports, and instructional materials. No essential services are contracted.

### **Revenues**

The majority of the school's revenue is generated from Student Based Budgeting including supplemental and mill levy funding for specific programs and services. Based on estimates from the District Budget Office, ALHS has budgeted for dedicated intensive tier funding in the amounts of: \$440,000 in Year-1, \$432,000 in Year-2, \$432,000 in Year-3, and \$285,000 in Year-4, and \$110,000 in Year-5. The projected budget is a conservative estimate of revenues without additional grants, donations, or district opt-out allocations.

The school will not request to budget on Actual Teacher Salaries as staff are committed to hiring experienced teachers that result in additional expenses. 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.

### **Expenses**

The majority of expenses are related to staffing the educational program. To be conservative on the unknown expenses for college credits, the school allocates \$50,000 - \$70,000 above DPS Mill Funding for dual enrollment and college related tuition and expenses per year through the non-salary budget allocation tab.

### **Financial Management**

The Principal, in consultation with the Assistant Principal, DPS Budget Partner, and the CSC, manages the school budget. Accounting, purchasing, requests for payments, and financial reporting are executed with sound financial management practices and in alignment with district policies. Monthly meetings are held with the Principal, Assistant Principal, and Budget Partner to monitor financial metrics, including cash flow, income statement, balance sheet, and financial requirements. This team also prepares and leads the annual conversation regarding the budget and priorities with the CSC.

### **Financial Management**

The Dean of Operations with support from the Office Support Staff, in consultation with the Principal, manages school accounting, purchasing, requests for payments, and financial reporting consistent with sound financial management practices and district policies. Non-salary related expenses include technology, professional development, tuition related costs, and instructional materials to implement the educational program.

### **Contingency Plan**

In the unlikely event that the school only enrolls 80% of the projected student population the school would work to maintain core priorities within the plan while making reductions in the following areas:

- Reducing Non-Salary expenses proportionately to account for \$39,298;
- Remove 1 (.5 FTE Elective Teacher) to account for \$41,313
- Reduce a full time AP to a .5 FTE AP
- Seeking additional funding sources

Included in the application is both a conservative 5-Year Budget based on reasonable students enrollment projections.

## **E. District Systems and Supports**

Denver Public Schools is committed to prioritizing support to ALHS and the effective implementation of this innovation plan. Through the district's Intensive Tier Strategy, ALHS will receive the following additional supports to help ensure the successful implementation of the plan and ultimate dramatic improvements in opportunities and outcomes for students:

1. Tiered Funding over a period of 5 years, delineated as follows:
  - a. Year 1 - \$440K, Year 2 - \$432K, Year 3 - \$432K, Year 4- \$285K, Year 5 - \$110K

2. Regional Support from the Instructional Superintendent and the Regional Team, consisting of: two math specialists, two literacy specialists, one culturally-responsive education specialist, and one improvement and leadership partner.
3. Tiered Departmental Support, including: a dedicated HR recruiter, dedicated HR partner with a caseload of only 5 schools, .5 FTE Improvement Science Partner, an escalation partner, a dedicated instructional specialist, also with a caseload of only five schools, and intensive support from the district's School Improvement Team, which includes deep planning aligned to ALHS' Innovation Plan, UIP and Strategic School Plan.

Formal partnership with the University of Virginia, which includes: extensive professional learning and coaching in the areas of adaptive leadership and change management, dedicated time for systems analysis and intensive planning, a cohort of school leaders partnered in this work, and guidance from a national leader in school improvement work (UVA).

## Section VI: Waivers

### DPS Policy Waivers

	Policy Waived	Area of Impact
<b>WAIVER REQUESTS - DPS BOARD POLICIES</b>		
School Proposal	<b>KHBA: Sponsorship Programs</b>	<b>Governance / Budget</b>
Policy	<p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program. The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis 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.</p>	
Replacement Policy	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> <li>1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.</li> <li>2. The sponsorship will not alter any district owned resources unless permission is granted by the district.</li> <li>3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.</li> <li>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).</li> <li>5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities.</li> </ol>	
School Proposal	<b>GCF/GDF: Staff Recruitment/ Hiring</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p><b>Hiring</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.</p> <p>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.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p><b>Background checks</b></p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to <b>recruit staff and make offers to candidates outside of the traditional district hiring calendar.</b></p>	

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>The principal or his/her designee will consider candidates from the direct placement process; however, <b>the school shall not be required to select or accept teachers through limited term assignments</b> or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements)</p> <p>Teaching will be licensed according to State law, or the replacement policy for 22-63-201.</p> <p>The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. Background checks will be administered using the existing systems and processes for the district. The School shall conduct reference checks.</p>
--	---

**Collective Bargaining Agreement Articles Waivers**  
**WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT**

School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
-----------------	---	---

Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-seven (187) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (187) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 29-5...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>For Secondary Teachers: Each secondary school teacher shall receive a minimum of three-hundred-forty-five (345) minutes of self-directed instructional planning time per week. Within the three-hundred-forty-five-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.</p> <p>8-7 Non-Teaching Duties.</p>
-----------------	---

	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.	
School's Replacement Policy	Provisions specified in Article 8 will be followed with the exception of 9th grade Academy Teachers and 9th grade support staff will be required to teach an additional 5 days prior to the start of the school year with additional prorated pay.	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> <li>• Teachers verify consideration group...</li> <li>• 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.</li> <li>• Recommendation for non-renewal of probationary teachers.</li> <li>• In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</li> <li>• Schools report vacancies. (Article 13-17) Vacancies are posted.</li> <li>• Teachers apply to transfer for vacancies. (Article 13-18)</li> <li>• Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)</li> <li>• Assignment of unassigned non-probationary teachers. (Article 13-194)</li> <li>• End of open market staffing cycle.</li> </ul>	
School's Replacement Policy	<p>The innovation school <b>will not adhere to the district staffing cycle.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</li> <li>• 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.</li> </ul>	
School Proposal	Article 28: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	<p>See Extra Duty Compensation schedule in Article 28</p> <p>Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</p>	
School's Replacement Policy	<p>The school has the authority to establish additional pay through extra duty pay or stipends as necessary for all employees.</p> <p>If the school establishes hourly or daily rates, those rates <b>will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.</b></p> <p>The school leaders, in consultation with the CSC, will determine extra duty compensation 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.</p> <p>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.</p>	

**State Statute Waivers**  
**WAIVER REQUESTS – COLORADO STATE STATUTES**

School Proposal	<b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b>	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (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	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school.</p> <ul style="list-style-type: none"> <li>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 <b>establish stipends and incentives that exceed the negotiated salary scales</b> provided the school submits a replacement policy to their CSC and HR for annual review to ensure sustainability, transparency and equity.</li> </ul> <p>For all job descriptions, the Principal in consultation with the CSC and HR shall determine the rate of pay during the budget cycle each Spring for the following year.</p> <ul style="list-style-type: none"> <li>The school will use support staff positions that have been established by the Board, when applicable. When <b>unique support staff roles</b> are needed to effectively implement the innovation plan, the School will <b>establish new positions and create job descriptions</b> 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.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(g): Handling of Money</b>	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> <li>In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account.</li> <li>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.</li> <li>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.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(n)(I): Schedule and Calendar</b>	Educational Program: Calendar and Schedule
Policy	(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.	
Replacement Policy	Provisions specified in <b>Section 22-32-109(1)(n)(I)</b> be followed with the exception of 9th grade Academy Teachers and 9th grade support staff will be required to teach an additional 5 days prior to the start of the school year with additional prorated pay.	
School Proposal	<b>Section 22-32-109 (1)(n)(II)(B): School Calendar</b>	Educational Program: Calendar and Schedule
Policy	(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	<p>The school has the authority to <b>modify the professional development “teal days” to align with the school’s assessment and pd schedule</b> that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> <li>• <b>No later than 60 calendar days before the end of the school year</b>, the principal in consultation with the CSC will determine any modifications to the following year's school calendar and school day schedule.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	Education Program
Policy	(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;	
Replacement Policy	<p>The DPS Board authorizes the school to <b>develop an educational program that aligns to the mission and vision</b> 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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

	<ul style="list-style-type: none"> <li>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.</li> <li>Substantive interim changes must be approved by the Principal and District Staff.</li> </ul>
School Proposal	<b>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</b>
Policy	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of <a href="#">section 22-7-407</a> ;
Replacement Policy	<p>The DPS Board authorizes the school to <b>develop an educational program that aligns to the mission and vision</b> of the school and enables the school to implement the innovation plan.</p> <p>The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Substantive interim changes must be approved by the Principal and District Staff.</li> </ul>
School Proposal	<b>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</b>
Policy	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development <b>except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</b></p> <p>In determining the Principal's PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended <b>when the school's principal determines that such professional development is in the best interest of the school</b> to successfully implement the innovation plan.</p>
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</b>
Policy	Teaching: Human Resource Management: Direct Placement of Teachers

<p style="text-align: center;"><b>Statute Description</b></p>	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
<p style="text-align: center;"><b>School's Replacement Policy</b></p>	<p>The school <b>may refuse limited term assignments of teachers from the district</b>. 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).</p>	
<p style="text-align: center;"><b>School Proposal</b></p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule</b></p>	<p>Teaching: Human Resource Management: Compensation</p>
<p style="text-align: center;"><b>Policy</b></p>	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	
<p style="text-align: center;"><b>Replacement Policy</b></p>	<p>The school has the authority to establish its own compensation philosophy, and provide additional stipends as necessary for all employees.</p> <p>If the school establishes hourly or daily rates, those rates <b>will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement</b>.</p> <p>The school leaders, in consultation with the CSC, will determine extra duty compensation 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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>● Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.</li> </ul>	

**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.

## **UVA Partnership - Scope of Work**

### *UVA Partnership in support of Lincoln High School.*

The support plan outlined below provides the foundation of support each school will receive during the remainder of the current school year (2019-20) and ongoing during the 2020-2021 and 2021-2022 school years to ensure the successful implementation of each school's innovation plan and aligned actions to build and sustain strong instructional systems with the capacity to deeply implement continuous improvement practices.

#### 2019

- Summer program (June 2019): Full week in person for principal + 1 AP. Over six days, leadership teams work together to understand root cause needs, launch organization change efforts, learn how to drive decisions with data, establish focused execution plans and create a learning organization that continuously adapts. It also serves to create honest conversations and build trusting relationships between the district turnaround leadership team and principals in order to co-create and sustain change in the partner schools.
- Fall site visit (September 2019): A UVA-PLE team visits each school after winter session to help each school assess progress on their turnaround plans and determine next steps. PLE extended the site visit time to allow for deeper analysis of each schools progress and potential next steps.

#### 2020

- Winter program (January 2020): 3 days in-person support for principal + 3 members of team. Having launched a change initiative the previous fall, school and district teams spend three days deepening their learning with a focus on data driven instruction and collaborative decision making. Skill building around effective data use is coupled with leadership development focused on motivation, prioritization, and leading change through midcourse corrections. School and district teams leave the program ready to take their change initiative to the next level for the spring and for year two.
- Spring site visit (~February 2020): A UVA-PLE team visits each school after winter session to help each school assess progress on their turnaround plans and determine next steps. PLE will extend the site visit time to allow for deeper analysis of each schools progress and potential next steps.
- Participation in Spring Retreat (April/May 2020): On-site support (at central office) on specific topic TBD to help school leadership teams advance their instructional and change leadership skills while capturing and applying lessons learned for the year.
- Summer program (June or July 2020): 3 days in person district leadership teams and principals (+1 AP) focus on further leveraging strengths to build on success, addressing gaps in implementation, innovating to promote change and reinvigorating change efforts to overcome resistance.
- Fall site visit (Fall 2020): A UVA-PLE team visits each school after summer session to help each school assess progress on their turnaround plans and determine next steps. PLE will extend the site visit time to allow for deeper analysis of each schools progress and potential next steps.

#### 2021

- Winter program (January 2021): 3 days in-person support for principal + 3 members of team. The final executive education program of the core partnership focuses on distributing leadership throughout the organization and creating organizational energy for sustainable success. In addition to rich dialogue designed to sharpen school and district focus for the second semester, learners reflect on their own approach to change and leadership and work to embrace a mission-focus for the journey ahead.
- Participation in final Spring Retreat for Core Partnership (April/May 2021): On-site support (at central office) on specific topic TBD.

UVA Partnership Scope: The proposed scope will fully maximize the foundation outlined above and align to the state required Innovation Plan rubric. Through our Innovation Plan support we seek to balance deep thought partnership and progress monitoring for increased student outcomes with supporting the leadership capacity of both district and school leaders. Ideally the Innovation Plan support results in: Identifying school level gaps -> Defining the root cause of the gap -> Identifying central office resources to help address gaps (including identifying if the resources do not exist) ->

Action(s) (by district and/or school) to address gaps -> Progress monitoring to determine efficacy of support -> Distributed leadership capacity -> Sustainable student outcomes

Goals of Innovation Plan Support for Lincoln		
Category	Description	Expected Result
Establish and Sustain Key Instructional Systems	Establish, Implement, and Achieve Deep Implementation of Key Systems on the Foundational Systems Rubric: (Culture Systems, Equity Practices, DDI, Observation/Feedback, Instructional Leadership, Instructional Planning & Delivery)	By the end of 1 year of the Innovation Plan support the schools will be at “Core” execution of all key systems on the Foundational Systems Rubric. By the end of 2 years of the Innovation Plan support the schools will be at “Deep” execution of all key systems on the Foundational Systems Rubric.
Identify, Develop, and Sustain Leadership Team Competencies	Identify and develop skills for all leadership team members responsible for creating and implementing Key Systems on the Foundational Systems Rubric.  This will be monitored through the identification of staff needs using the 9 Box evaluation tool and creating individual learning plans with dedicated support for each leadership team member on their key system responsibilities.	By the end of 1 year of the Innovation Plan support the schools will have identified and developed all leadership team members on the skills needed to deeply implement key systems on the Foundational Systems Rubric. By the end of 2 years of the Innovation Plan support the schools will have retained all leadership team members responsible for implementing key systems on the Foundational Systems Rubric. In addition, the school will have developed a plan to move towards deep implementation of these systems.
Achieve Significant Student Performance Outcomes	Dramatically increase performance on key district and state measures: <ul style="list-style-type: none"> <li>● District SPF Rating</li> <li>● State SPF Rating</li> <li>● Key academic performance for Students of Color</li> </ul>	By the end of 1 year of the Innovation Plan support the schools will achieve a rating of “Approaching” on the DPS and State SPF. By the end of 1 year and 2 years of the Innovation Plan support the school will increase the graduation rate for Students of Color, on track to graduation rates for Students of Color, and Whole Child Measures for students of color. (See goals in 90 day Plan for specific targets)

- Continuance of semester site visits (Spring 2021, Fall 2021, Spring 2022) to support implementation of school Innovation Plans—In a traditional core partnership PLE conducts 3 site visits to each partner school. When providing Innovation Plan support for Lincoln, we propose to continue site visits through Spring 2022. Our site visits will continue to align to school 90 day plans and other rubrics to measure progress (i.e. Foundational Systems Rubric, Curriculum Self-Assessment). PLE team will inquire about progress on each school’s 90-day plan and brainstorm/problem-solve potential highest impact next steps to support the successful implementation of each schools Innovation Plan.
  - Provide suggestions to school leaders with strong acknowledgment of contextual considerations.
  - Explore implementation of leadership growth activities for principals.

Instructional Superintendent for Lincoln commis to weekly site visits in each school for the duration of support agreement.

- Additional executive education to enhance leadership team action planning and capacity (, Summer 2021, Fall 2021, Winter 2022)

- Summer 2021: 1 day executive education program in Denver for school ILTs to name focus areas for 2021-22 school year and retain commitment to and progress against each schools Innovation Plan.
- Fall 2021, Winter 2022, Spring 2022: Participation in Sustainability Executive Education to enhance distributed leadership, continuance of Innovation Plan and problem-solving. During the final year of the partnership, we will provide deeper support to help the school leadership teams tackle complex challenges unresolved during the first year and ensure continued momentum for implementing their Innovation Plan. The sustainability support will help them address their most mission-critical challenge in moving forward on their key instructional systems while building their leadership capacity to innovate, distribute leadership, and solve future problems. Tentative schedule for Sustainability participation is:

Timeline	Programming and Support
August	Call with district team on 90-day plans
September/October	Program kickoff calls with each district team
October/November	2.7 day program with three-person school team and at least one district representative per school – Charlottesville, VA
Winter	Independent work
January/February	District Site Visit – In District
Spring	Virtual webinar & Independent work
April/May	2.7 day program with three-person school team and at least one district representative per school – Charlottesville, VA

- Accountability/Progress Monitoring for Denver support team and schools –
- Both in-person (aligned to site visits and executive education programs) and virtually, PLE team will review progress of student outcomes, delivery of support, implementation of Innovation Plans, etc. for both school leaders and district leaders.
  - A minimum of monthly virtual check-ins with Instructional Superintendents and Improvement Service Specialist to gauge progress, provide thought partnership on recommend next steps, etc.
- Human Resources support for schools –
  - Utilizing existing DPS resources (9 Box analysis, LEAP and LEAD frameworks), facilitate virtual conversations to ensure strong teacher PD plans are in place.
  - Propose at least twice (spring 2020 for start of next school year and spring 2021 for start of next school year).
- Master Schedule support for schools –
  - Leveraging work done in 2019-20 through core partnership, first name the needs for each school in making changes to the master schedule, articulate resources necessary to implement changes, determine timeline for changes (i.e. 2020-21 or 2021-22) and progress monitoring for duration for partnership.

Category	Description	Expected Result/ Key Actions
----------	-------------	------------------------------

Assess School's Level of Key Systems Implementation	Conduct Foundational Systems Rubric Analysis	Spring 2020 – Conduct a Foundational Systems Rubric review to assess the current state of key systems and establish 2 year goals to get to Core Execution of all systems by spring 2021, and Deep Execution by spring 2021.
Assess School's Level of leadership skills/competencies in Key Systems	Assess all leadership team members skills in their core functions using the 9 Box analysis	<p>Spring 2020- Determine the level of support needed for each ILT member to get to core execution of leading the key systems they are responsible for.</p> <p>Develop individualized action plans for each role, with named support from the school leadership, regional leadership, central office, and UVA targeted support.</p>
Annual Strategic Planning Process	Provide guidance and input into the school's improvement strategies, and systems planning for 2020-2020.	<p>Spring 2020 Spring 2021 Spring 2022</p> <p>UVA partners participate in the School's CIP and 90-Day plan process and strategic planning process for 2020-2021 in order to identify needed supports for:</p> <ul style="list-style-type: none"> <li>● Aligning ILT Supports to the Foundational Systems Rubric</li> <li>● Master Scheduling to ensure rigorous courses are offered to all students</li> <li>● Assess staffing needs aligned with budget and school priorities, as well as outcomes from the 9 Box ILT review</li> <li>● Support school leadership in identifying effective and distinguished staff to incentivize for retention.</li> <li>● Determine ongoing progress monitoring process of overall goals (assessing student performance using the district's dynamic Progress Monitoring Tool, and On Track to Graduate Report)</li> </ul>

<p>Monthly Continuous Improvement Process (CIP) Meetings</p>	<p>Monthly throughout the 2020-2021 and 2021-2022 school year, UVA will co-facilitate the school's CIP Meetings to assess progress toward student performance goals, and Key Systems Implementation.</p>	<p>Monthly CIP Meetings- UVA and the school's Regional Instructional Superintendent will meet with the school's ILT and key staff to review key student data measures in the district's dynamic Progress Monitoring Tool and On Track to Graduation Report. Based on the data analysis the team will identify short term action plans to meet individual student needs in order to achieve the performance goals described above.</p> <p>In addition, during the monthly CIP meetings, this group will assess the progress toward implementing key systems on the foundational systems rubric and develop key action steps based on their assessment:</p> <ol style="list-style-type: none"> <li>1. Key District Supports (Regional Team, Central Office Supports)</li> <li>2. Additional Targeted Supports from UVA (this could include coaching for the IS, Principal, or ILT, or distinctive supports including consulting supports from SREB on high-school specific needs, which may include PD, ILT structures, curriculum assessment, teacher coaching, master scheduling, community engagement, etc.)</li> </ol> <p>Following each CIP the team will update the school's 90 Day plan with key actions and aligned supports needed until the next month's CIP meeting.</p> <p>90 Day Plans will be shared with district leadership and the CDE Partner for review and input.</p>
<p>Quarterly School and District Visits</p>	<p>UVA staff will provide quarterly site visits that focus on observing the implementation of key action steps detailed in the school's 90 day plans.</p>	<p>Quarterly: UVA will send a team of experts to each school to review the implementation of the key actions in the 90 day plan and progress toward student outcome goals using the district's progress monitoring tool and OTG Report, and progress toward implementation of key systems on the foundational systems rubric (DDI, Observation/Feedback and coaching, Instructional Systems). During these visits the team will observe the school's key systems in action, observe the impact of these systems on classroom instruction through classroom walkthroughs using the rigor rubric.</p> <p>These meetings will also include targeted coaching to the school's Instructional Superintendent, Executive Leadership sessions for the school's ILT, review of each ILT member's 9 box personal development plan, and assessment of the district's implementation of aligned supports.</p>

Regular Feedback and Coaching to the School's IS, Improvement Specialist and Principal	Monthly in person or virtual coaching sessions on implementation strategies and adaptive leadership practices	<ul style="list-style-type: none"><li>• The UVA support partner will have a monthly touch point with the IS, Improvement Specialist and school leader to assess challenges and successes toward the actions detailed in the 90 day plan. In year 2 include discussion of sustained implementation of Improvement Plans.</li></ul>
--	---	---