

OAKLAND ELEMENTARY SCHOOL
INNOVATION PLAN

SPRING 2014

INNOVATION PLAN COVER PAGE

****PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN****

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

Innovation School Name: Oakland Elementary

Location (address): 4580 Dearborn St. 80239

Plan Contact (name and position): Lisa Mahannah, Principal

Email: LISA_MAHANNAH@dpsk12.org

Phone: 720-318-2541

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

Is this plan for a new school or an existing school (circle one): **New**

➤ If this plan is a new school, is the new school (check one):

Replacing legacy schools on turnaround status; or

Part of a district plan to create a portfolio of schools necessary to serve the Act's purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? **Y/N**

➤ If so, when was the request made and what was it for?

DPS will send CDE a request for new school name and School number as part of the district's school change request in June 2014.

Has the school been granted status as an Alternate Education Campus (AEC)? **Y/N**

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (Please note that the deadline is July 1st.) **Y/N**

Is the school in Priority Improvement or Turnaround? **Y/N**

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **Y/N**

Will the school be seeking a waiver for graduation guidelines? **Y/N**

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

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Overview of Innovations in this Plan:

In the Oakland innovation plan, the following are highlighted as areas where the school needs the greater autonomies granted through innovation status in order to implement the previously proposed school design and to effectively serve its students.

- **Curriculum:** Oakland needs the ability to implement a curriculum that aligns to the DSSN SCAN pilot and is aligned to the Common Core.
- **Professional Development:** Oakland needs flexibility to direct more PD time for teachers and administrators and to effectively implement a data driven 6-week data analysis cycle that allows for fluid grouping and teacher platooning.
- **Time:** Oakland needs to extend the annual calendar for staff so they can access a more intensive PD offerings and collaborate with partner schools in the DSSN to help ensure successful execution of a school's plan. Oakland further needs to extend the school day in order to increase time for instruction and student supports.
- **Human Resources:** Oakland needs flexibility to recruit and select teachers that demonstrate a commitment to school turnaround and have a track-record of closing achievement gaps. Annual contracts for all teachers will provide a way to ensure the school is attracting and retaining the right teachers during the early implementation phase. The school will provide appropriate supports to address poor performance. Teachers will be afforded due process for mid-year dismissals.
- **Budget:** Oakland needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction.

With these innovations in mind, Oakland submitted a list of waivers and replacement policies that would be applied to operate the school under innovation status. Waiver requests for Oakland, along with detailed replacement policies and procedures, are described in the innovation plan.

This innovation plan includes specific waivers to the DCTA Collective Bargaining agreement. As a turnaround school, Oakland Elementary staff will be newly hired throughout the spring of 2014. Upon the first day of summer professional development, scheduled for August 1st, 2014, staff will vote on approval of this innovation plan.

Outcomes

Oakland proposes that innovation status will allow the school to implement an educational program consistent with the school design and accelerate student achievement in order to meet the following goals. Reaching these performance goals will ensure that Oakland Elementary School meets or exceeds district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of "meets expectations" or "green" on the School Performance Framework (SPF).

School Performance Targets (Innovation Years 1-4) ¹							
	Expected PARCC (MGP) (Grades 4-10)	Expected PARCC % Proficient-Reading (Grades 3-10)	Expected PARCC % Proficient-Math (Grades 3-10)	Expected PARCC % Proficient – Writing (Grades 3-10)	Expected CMAS %Proficient - Science (Grades 3-10)	Expected Early Rdg Assmt % on grade level (Grade 3)	Expected MGP WIDA-Access
Year 1	65	40	50	30	15	40	65
Year 2	65	50	55	40	20	45	65
Year 3	65	55	60	45	25	50	65
Year 4	65	60	65	50	30	55	65

Budget

As part of its innovation planning, Oakland has developed a budget for next year that identifies how the school will fund its programming. The budget office has concluded that the school model is sustainable within the existing budget parameters afforded to a school principal, but does not anticipate significant cost savings as a result of the innovation plan. Limited cost savings will be realized in the first 5 years of the plan as the plan affords the school the ability to budget on actual teacher salaries. The school has confirmed that all supplemental funding sources will be utilized to enhance the school model and will not be relied upon to sustain the education program as identified in the innovation plan.

Support

Oakland has had a significant amount of involvement from their community in the school design and innovation plan development processes. Oakland has provided the District with evidence of majority support for the plan from administrators, and the current CSC/Steering Committee, and will hold a staff vote with new staff on the first day of teacher professional development in July 2014.

Succession Planning

Oakland’s innovation plan specifies a succession plan in which leadership capacity will be continually developed. By providing many leadership opportunities, Oakland Elementary School’s leadership pipeline expands the leadership capacity at the school and prepares multiple people to take on the role of the school principal, either at Oakland or another school. Teachers have opportunities to take on a variety of teacher leader roles. Institutional knowledge will be passed from the existing principal to any new principal through school policies and practices. The innovation plan also specifies use of its CSC to evaluate and recommend candidates to the Superintendent. The CSC will include teachers, staff, administrators, parents, and members of the community who have knowledge of the innovation plan and the current school program. The DPS Superintendent or his designee will make final determinations for the school principal.

May 2014

Dear Superintendent Boasberg & Board of Education Members,

Oakland Elementary School is proud to present our innovation plan to you! A remarkable and dedicated group of Oakland families, SOAR @ Oakland teachers, and DPS staff have worked since November on the attached plan. We believe our innovative decisions, strategies, and practices will dramatically impact the student achievement at our school, Oakland Elementary School. Oakland's desire to seek innovation status comes from our need to strategically align decisions related to instruction, human resources, and time that meets the academic and social emotional needs of OUR students. Oakland's student achievement will flourish and exceed DPS and state expectations because our community will have the ability to make site-based decisions that are relevant and imperative for Oakland's students.

The students at Oakland deserve the very best education and we will not accept failure. Oakland's school community provided feedback, input, and inspiration for our plan. We are commitment to making Oakland Elementary School a recognized educational leader in Denver and across Colorado. We invite to visit our school and witness the power of our REACH!

Respect Effort Achievement Community Happiness

Looking forward to our presentation and the opportunity to receive your feedback and answer any questions you might have.

Lisa Mahannah

Principal Oakland Elementary School

EXECUTIVE SUMMARY:

Essential Information Form

Name of School	<i>Oakland Elementary School</i>
School Type	<i>Innovation School (New Turnaround)</i>
Grade Configuration	<i>ECE – 5th grade</i>
Model or Focus (e.g., Arts, College Prep, etc.)	<i>College Prep (Reading/Habits of Discussion/Critical Thinking)</i>
Region and/or Neighborhood	<i>Montbello</i>
Primary Contact Person	<i>Lisa Mahannah Lisa_mahannah@dpsk12.org</i>

Enrollment Projections:

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
ECE	48	48	48	48	48
K	85	85	85	85	85
1	83	85	85	85	85
2	83	85	85	85	85
3	83	84	85	85	85
4	81	83	85	85	85
5	83	85	85	85	85
Total # students	546	555	558	558	558

	FRL %	SPED %	ELL %
Current Demographics	94%	10.9%	51.6%

I. Culture:

Mission of Oakland Elementary School:

Every student, every day enters into our safe, challenging and respectful environment at Oakland Elementary School. Students learn to effectively communicate their creative and critical thinking in order to apply learning to everyday life. Frequent collection of student data guides our staff in standards-based instruction and informs a system of comprehensive and timely interventions to ensure the success of every child. Students, teachers, and families work together so all students achieve their best every day.

Through innovation status, Oakland Elementary School will be able to address existing barriers to student achievement by allowing us the opportunity to make school decisions based on data, student need, teacher performance and the voice of all stakeholders. Oakland's student achievement is directly tied to innovation status because the ability to increase the school day, extend the school year and to ensure the commitment of all staff to the mission, vision and innovation is imperative. The Oakland community has seen their school closed down twice in the past four years. By providing a longer school day and calendar we increase our ability to provide additional time in reading, math and enrichment opportunities for students. Innovation status also provides Oakland's School Accountability Committee the ability to strategically manage the schools budget to provide additional instructional support. Oakland will create a school that sets the bar for urban education and transforms the history of a school community where school closures become a thing of the past.

Oakland's School Accountability Committee is committed to using current research provided by The Blueprint School Network. Blueprint's framework is based on five core strategies that recent research has identified as the biggest drivers of student achievement in highly effective, gap-closing schools. Evidence suggests schools that effectively incorporate these five core strategies as a comprehensive package into their policies, practice, and systems see great progress in the educational achievement of their students. The five core strategies are 1) excellence in school leadership and instruction 2) daily tutoring 3) increased instructional time 4) culture of high expectations 5) data to improve instruction.

In October and November of 2013, SOAR Oakland and Denver Public Schools leaders met with SOAR teachers, families and community members to communicate the decision that SOAR Oakland Charter School would relinquish its charter back to the district due to low student achievement. SOAR Oakland Charter School will end at the close of the 2013 – 2014 school year and Oakland Elementary School will open as a district-run turnaround school and become part of Denver Summit School Network, a DPS division of Post-Secondary Readiness. DPS leadership, which included Superintendent Tom Boasberg, Assistant Superintendents Pat Slaughter, Alyssa Whitehead-Bust and Antwan Wilson, selected Lisa Mahannah as the new leader for Oakland Elementary School.

The DPS Offices of School Reform and Innovation and Family and Community Engagement invited SOAR teachers, DPS teachers and community members to serve on Oakland's Steering Committee, which worked collaboratively with Ms. Mahannah to design Oakland Elementary School. Members of the Oakland Steering Committee include 5 current SOAR Oakland teachers, 5 DPS teachers, 3 SOAR parents

and/or guardians, one community member and Ms. Mahannah. The committee met weekly from 5:00 to 7:00 PM on Mondays between January 6th and April 28th. In addition, monthly community events were held at SOAR Oakland between January 6th and April 28th to solicit input from parents, guardians and community members on all aspects of the new school, including the key components of the school's innovation plan, which is designed to target rapid school improvement and to ensure success for every child.

II. Leadership:

DPS leadership, which included Superintendent Tom Boasberg and Assistant Superintendents Pat Slaughter, Alyssa Whitehead-Bust and Antwan Wilson, selected Lisa Mahannah as the new leader at Oakland Elementary School. Ms. Mahannah has worked with Denver Public Schools for the past 13 years. Ms. Mahannah began her career with DPS as a 5th grade teacher at Castro Elementary in Southwest Denver. Since then she has held a variety of roles in DPS, including math coach, math facilitator, and elementary math coordinator, a position that supports schools throughout the district. Most recently, Ms. Mahannah has served as principal of Force Elementary for the last five years. Under Ms. Mahannah's leadership, Force Elementary achieved great success. Force was recognized as a CDE Center of Excellence, received SPF Top Growth School for four years, earned SPF Top Performing School status for four years, and was recognized as the top Southwest elementary school on the SPF for three of the last four years. Ms. Mahannah received her master's degree in Educational Leadership and Policy from Denver University in 2010. With a proven track record of success at Force Elementary, a school whose demographics closely match those of the Oakland population, DPS school leaders recognized Ms. Mahannah's unique qualifications as an excellent fit for the new leader at Oakland Elementary.

At Oakland Elementary School, we know that effective leadership is essential to our ability to accomplish our mission. With effective leadership, problems can be addressed and successful change can happen. Without effective leadership, however, problems do not get solved, they worsen and learning suffers. In addition, we feel strongly that all members of our community – staff, parents, community members – should have opportunities to lead. Strategic and effective distribution of leadership roles builds ownership and buy-in, and prepares future leaders for the Far Northeast Region. With innovation status, Oakland Elementary School will focus on the distribution of leadership roles throughout the school community and the development of future DPS leaders. Membership of the leadership team will include the Principal, Assistant Principal, Dean of Culture, two principal interns (Ritchie and Learn to Lead), instructional coaches in ELD, Math, and Literacy, and teacher leaders. In addition, a business manager and community liaison will ensure that the school implements efficient management systems for internal operations, communication, and community outreach.

III. Education Plan:

Our education plan is strategically designed to ensure achievement of our school mission and vision. Our specific growth objective at Oakland Elementary School is to achieve the highest median academic growth percentile in the Northeast Region of Denver Public Schools by the year 2018. Each year Oakland will exceed district and state MGP expectations. Oakland's Steering Committee identified as key drivers of student success: data driven instruction, increased time in guided reading, additional enrichment activities

a focus on the physical, social and emotional health of students, blended learning opportunities, implementation of a data inquiry cycle driven by 6-week short term assessments aligned to common core standards, daily teacher collaboration time that allows for horizontal and vertical alignment. Each of these strategies will be a significant impact the rigorous content needed to be college and career reading.

IV. Teaching:

Oakland Elementary School focuses on strategically using all available time to develop and grow a strong cohort of teachers. The Oakland Elementary School innovation plan includes changes to hiring, employment terms, staff member schedules and assignments to ensure: 1) commitment to the implementation of the school's vision, mission, and strategic plan, 2) effective teachers in every classroom, and 3) expanded learning time for students. By ensuring that Oakland Elementary students have a cohort of the top performing teachers in DPS who are committed, effective and continuously improving, the innovation plan will result in significant increases in student academic achievement and a culture where success is expected and provided.

The school will recruit from sources beyond the DPS system, will hire when positions are open, not necessarily on the district hiring cycle, and will not accept direct or temporary placements from the district.

Oakland Elementary School provides teachers and staff members with differentiated professional development opportunities based on teachers' identified areas of growth and classroom observations. This supports their individual professional growth as well as the school-wide implementation of the innovation plan. Teachers receive 90 minutes of time each day to collaborate, conduct data teams, and meet with instructional leaders for feedback and individual data conversations. Our paraprofessionals receive instructional professional development to support their development and ability to raise student achievement in the areas of reading, writing and math.

Annual contracts for teachers and an annual commitment to Oakland Elementary School's Strategic Plan will ensure that every staff member is committed to the implementation of the school's vision, mission, and strategic plan.

V. Governance & Finance:

The Oakland's Steering Committee is currently serving as Oakland's School Accountability Committee (SAC). When the new school opens in the fall of 2014 some members of this committee will continue serving on the SAC if elected by the school community.

The school governance structure combines the traditional School Leadership Team and Collaborative School Committee into one school accountability committee, the SAC. Members of the SAC include the principal, parents, teachers, staff and community members. The principal serves on this committee, as well as the following members, which the principal assigns: AP, dean, community liaison. Positions elected by majority serving a one-year term on the SAC include: 4 teacher representatives, 4 parent representatives, and 1 support staff member. The primary roles and responsibilities of the SAC include:

meet once per month, provide guidance and recommendations to principal around annual budget, determine master calendar and schedule, recommendations on school curriculum and instruction, guidance on school culture and behavior, guidance on use of school facilities, and assisting the network leadership in principal evaluation and feedback.

Summary Budget for District-run School Applicant					
School Name:	2015-16	2016-17	2017-18	2018-19	2019-20
Oakland					
Number of Students	546	555	558	558	558
Per Pupil Revenue	\$ 2,834,252	\$ 2,879,751	\$ 2,894,751	\$ 2,894,751	\$ 2,894,751
State & Federal Grant Funds (Title 1)	\$ 200,060	\$ 200,060	\$ 200,060	\$ 200,060	\$ 200,060
Private Grants / Foundation Revenue / Gifts & Contributions (SIG)	\$ 40,000	-	-	-	-
ECE Funding	\$ 272,070	\$ 272,070	\$ 272,070	\$ 272,070	\$ 272,070
Total Revenue	\$ 3,346,382	\$ 3,351,881	\$ 3,366,881	\$ 3,366,881	\$ 3,366,881
Instructional Salaries & Benefits	\$ 2,389,204	\$ 2,413,096	\$ 2,437,227	\$ 2,461,599	\$ 2,486,215
Instructional Services / Supplies	\$ 142,951	\$ 124,558	\$ 115,427	\$ 91,055	\$ 66,439
Other Instructional Expenses	\$ 49,423	\$ 49,423	\$ 49,423	\$ 49,423	\$ 49,423
Total Instructional Expenditures	\$ 2,581,578	\$ 2,605,470	\$ 2,629,601	\$ 2,653,973	\$ 2,678,589
Supporting Services Salaries & Benefits	\$ 756,304	\$ 756,304	\$ 756,304	\$ 756,304	\$ 756,304
Other Supporting Services Expenses	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500
Total Supporting Services Expenditures	\$ 764,804	\$ 764,804	\$ 764,804	\$ 764,804	\$ 764,804
Total Expenses	\$ 3,346,382	\$ 3,370,274	\$ 3,394,405	\$ 3,418,777	\$ 3,443,393
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -

Section I: CULTURE

A. Vision and Mission Statement:

Mission: Every student, every day enters into the safe, challenging, and respectful environment at Oakland Elementary School. Students learn to communicate effectively their creative and critical thinking so they can apply their learning to everyday life. The frequent collection of student data guides teachers in standards-based instruction and informs them in making comprehensive, timely interventions to ensure every child succeeds. Students, teachers, and families pledge to work together to guarantee all students achieve their best every day.

Vision: We the students, families, and educators of Oakland Elementary School will achieve the highest academic growth percentiles in the Northeast region of Denver Public Schools by the year 2018. We will inspire the confidence, imagination, and accountability required for all students to become innovative future leaders who will tenaciously pursue their college and career dreams.

The Oakland Elementary School mission and vision were designed to align with the DPS mission, vision and shared values below.

- **DPS Mission:** To provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society.
- **DPS Vision:** Every child succeeds.
- **DPS Shared Values:** Students First, Integrity, Equity, Accountability, Collaboration, Fun.

B. Targeted Student Population:

Oakland Elementary School is located in the Far Northeast (FNE) region of Denver with a boundary that serves the neighborhood and choice students surrounding the school. In 2012-2013, 479 students were enrolled at Oakland with the following demographics: 94.4% FRL, 51.6% ELL, 10.9% SPED, 61% Hispanic, 18.8% African American, 9.6% White, 1% Asian/Pacific Islander, and 8% not defined.

Oakland Elementary School has shown consistently low academic achievement and academic growth rates for five plus years. In 2010-2011, Oakland Elementary School was phased out and replaced by the charter school SOAR. Oakland Elementary School continued to service 3rd through 5th grade students during the 2011 – 2012 school year. SOAR @ Oakland opened in 2011-2012 serving kindergarten through 2nd grade students. In 2012-2013, SOAR @ Oakland officially added 3rd through 5th grades. SOAR @ Oakland was identified as “Accredited on Probation” or “Red” on the School Performance Framework in 2013.

Oakland Elementary’s pursuit of Innovation Status will allow the school community to provide a more rigorous curriculum in literacy and mathematics and meet the needs of the culturally diverse student population. We seek to bring back families who have choiced-out of Oakland due to consistently low academic performance in recent years. By adding more time for enrichment opportunities and by increasing the amount of time students attend school, Oakland Elementary School will fulfill its commitment to the community by creating innovative future leaders who will tenaciously pursue their college and career dreams.

Oakland Elementary School values the diversity of cultures and languages in its community and will continue to recruit and serve students from diverse socio-economic, language, and ethnic backgrounds. The innovation plan is designed to provide all students with a culturally responsive education that includes: rigorous academic content, direct instruction as well as technology-based instruction, and both native language and second language development.

C. Stakeholder Participation in the Planning Process

In the fall of 2013, SOAR @ Oakland teachers and community members were notified that due to the low performance, the school would be relinquish its charter and would be reestablished as a DPS elementary school. In November of 2013, Lisa Mahannah was presented as the finalist for the principal position at Oakland. Ms. Mahannah, the DPS Office of School Reform and Innovation, the Office of Family and Community Engagement and in collaboration with SOAR @ Oakland hosted a community meeting introducing the school design process and teachers and community members were invited to participate in the design process.

Starting in December, Ms. Mahannah began hosting community meetings to establish what the Oakland community envisions for their school, what were their academic priorities, and requested volunteers for Oakland’s Steering Committee. The Steering Committee was established and consisted of SOAR families, SOAR teachers, DPS teachers, and community members. To date there are fifteen members of the Oakland Steering Committee:

Name	Current Professional Title and Organization
John Gregory	SOAR Parent
Angela Guy	SOAR Parent
Barbara Smith	SOAR Grandparent
Abby Allen	SOAR Teacher
Sally Emery	SOAR Teacher
Kelsey Rogstad	SOAR Teacher
Sharon Ronen	SOAR Teacher
April Finney	SOAR Teacher
Melissa Cantu	DPS Teacher
Stephanie Croan	DPS Teacher
Jessica Lujan	DPS Teacher
Joe Ladow	Adam 50 teacher
Charles Elbot	DPS Administrator
Katelyn Schram	Montbello Nulites Americorp Vista Volunteer

Oakland's Steering Committee met every Monday starting in January through April. Steering Committee utilized parent and student surveys to provide input on:

1. Most important school characteristics
2. Academic programs families would like to have at Oakland
3. Extracurricular activities families would like at Oakland
4. School Name
5. School Mascot
6. School Uniforms

Oakland's Steering Committee hosted monthly community meetings to share and receive feedback on the selected mission and vision, proposed academic and ELA programming, how school culture and discipline would be developed, suggestions for school name and mascot, and school governance and budget. Prior to each meeting, flyers were distributed to the community and families received voice messages using DPS autodialer, and postcards were distributed and mailed to families in the Oakland school boundary.

D. School Culture & Student Engagement

Oakland Elementary School utilizes current research to create a positive school culture that sets high expectations for all students. Research shows that students learn best within a strong culture of achievement where there are opportunities to build relationships and celebrate successes. Oakland Elementary School utilizes several research-based structures to support the development of the school culture:

- Positive Behavioral Intervention Systems (PBIS)
- Peace 4 Kids
- No Nonsense Nurturing (NNN)
- Restorative Justice (RJ)

Oakland Elementary School staff, including teachers, paraprofessionals, and support staff, receive professional development on the above programs to ensure common language and expectations. We create an atmosphere where students, staff, families and community members all understand and adhere to consistent and clear expectations, exhibit pride and citizenship, and develop the social and emotional needs of all students to be college and career ready. All Oakland Elementary School staff members explicitly teach, model, and reinforce behaviors related to the school's core values at all times as part of the regular academic program. Every portion of the educational plan, including class time, extracurricular opportunities, and community events, are opportunities for students and staff to model, support and practice Oakland Elementary School's core values.

In order to successfully serve all students, we have multiple structures in place for differentiation, support and involvement. English Language Learners are a large and valued part of our community. Therefore, all oral and written communications with families are translated into Spanish. In the classroom, English Language Development and Sheltered English Instructional Strategies are used to ensure all students are able to access content and instruction.

Students with special needs and those in need of special education services are supported through accommodations, modifications, and specialized instruction based on their individual needs. Special education and classroom teachers meet weekly to collaborate around the needs of all students and plan strategies for future lessons. Both educators monitor progress in order to ensure instruction, supports, and accommodations are effective.

E. Student Discipline Policy:

At Oakland Elementary School, we believe that the purpose of disciplinary action is the following: to change a student's behavior, to deter or prevent other students from engaging in negative behavior, and to maintain a safe and orderly school environment. Research indicates that the majority of disciplinary referrals are accounted for by a small number of students and teachers. It has also been found that student behavior improves when students are invested in and empowered to take ownership of their learning. Oakland Elementary School follows the district's discipline ladder of consequences outlined in district policies JK, JK-R, and JFK. As described above, we cultivate an environment of high standards, social emotional competencies, and accountability. The school culture and discipline systems are defined by a unique mixture of Positive Behavior Intervention Supports (PBIS), No-Nonsense Nurturing, and Restorative Justice. The unique blend of these programs has served as the foundation for effective behavioral systems at other Innovation Schools, including Cole Arts and Science Academy and Force Elementary School. Through this system, consistency across grades was ensured, time on learning was maximized, and a positive school culture was created. With this system, Force Elementary School experienced an 80% reduction in suspensions, a 60% reduction in office referrals, and a 50% reduction in the disproportionality of disciplinary consequences for students of color. Oakland Elementary School will implement a similar system, as described below.

Positive Behavioral Intervention Systems (PBIS)

A positive school culture of high expectations is maintained at Oakland Elementary School using the Positive Behavior Intervention Systems (PBIS) model. We chose the PBIS approach based on a strong body of research that shows, "schools that are effective in their implementation [of PBIS] have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of their school-wide behavior data to guide their PBIS action planning and implementation decision making" (Lewis & Sugai, 1999; Sugai et al., 2000; Taylor-Greene et al., 1997).

The Core Principles of PBIS are as follows: (pbis.org)

- Teach appropriate behavior to all children
- Intervene early
- Use a multi-tiered model of service delivery
- Use research-based, scientifically validated interventions

- Monitor student progress to inform interventions
- Use data to make decisions
- Use of assessment for different purposes

Oakland Elementary School uses a variety of strategies to implement PBIS, including:

- Setting Clear Behavioral Expectations / Posted in Classrooms and Hallways
- Using Common Language Throughout the School
- Labeling and teaching positive behaviors (No Nonsense Nurturing)
- Consistent response to and consequences for negative behaviors
- Rewards and recognition program
- PBIS Committee to monitor and adjust the system

Universal Strategies:

- Attendance and behavior rewards/recognition
- Community Meetings in classrooms each morning to talk about the day's schedule, address classroom concerns, and teach social/emotional skills
- Matrices of behavior (see district discipline ladder and matching interventions)
- Teach and practice behavioral expectations for each setting
- Continued expectations posted throughout the building
- Continue "Teach Tos" in the beginning of the year and after long breaks
- Staff consistency of discipline
- Time that includes reflection and restorative conversations
- School-wide documentation of behavior practices (possibly through a common form or time for teachers to enter behavior data) for evaluating the effectiveness and fidelity of interventions
- Bully prevention program (tier II classroom)
- Common school-wide classroom behavior system (classroom stop-light with individual incentives and consequences)
- PBIS Committee created to: monitor student behavior and disciplinary actions, adjust the system to ensure that all students are supported, address any real or perceived disproportionality of consequences

Targeted Interventions:

- Small group
- Data tracking
- More classroom support (in-class interventions) – support in Community Meetings
- Student Intervention Team (SIT) referral
- Students empowered to model and teach pro-social behaviors

Intensive Interventions:

- Small group or individual
- Behavior Plan looking at the function of the behavior
- Behavior contracts, point systems, home/school logs, check-in/check-outs, mentoring, "build on the positive"
- SIT referral

Cognitive Social Emotional Learning:

Oakland Elementary School utilizes the Peace 4 Kids curriculum as an integral component of our efforts to build a positive school culture. The Peace 4 Kids program includes a daily gathering where students are recognized for demonstrating one of the fifteen character traits of the program. The Peace 4 Kids curriculum includes three lessons per month designed to increase social competence and mental health at school. This evidence-based program also has been shown to increase academics. In a recent study conducted by the University of Texas, schools that utilized Peace 4 Kids showed significant gains in academics and behavior. Our school partners with the Center for Safe Schools for staff training and coaching to preserve the fidelity of the program. Peace 4 Kids also provides a tiered system of support. Students who need more targeted and intensive support will participate in small group instruction. Teachers conduct 30-minute morning character meetings, teach the Peace 4 Kids curriculum, and provide an avenue for students to resolve issues and restore positive relationships at school. Additionally, every Monday, whole school community meetings are utilized to identify school-wide character traits to be reinforced and taught in all classrooms. Whole school community meetings set the academic and behavioral expectations, model and reinforce character traits, and build a sense of community.

No Nonsense Nurturing (NNN):

The Behavior Management Cycle from No Nonsense Nurturing is used to track student behavior and ensure consistent disciplinary actions across school settings. Student behavior is visually tracked in each classroom through the use of a behavior meter that follows students throughout the day, tracking their behavior using a system of colors-- blue, green, yellow, orange and red--with clothes pins with student names. All students begin each day with their pins on green. The behavior meter moves with students throughout the building as they transition, including electives and lunch. At the end of each day, students chart their behavior and a behavior report is sent home with students in their Thursday Folders so parents are aware of how their child did throughout the week.

Student behavior is reinforced at Oakland Elementary School through the use of acronyms that are explicitly taught, such as STAR and HALL (STAR=Sit up, Track the speaker, Ask questions, show Respect; HALL=Head up, pay Attention, Lips zipped, Line straight). Students also receive class points for demonstrating positive behaviors.

Oakland's REACH

Respect		Effort	Achievement	Community	Happiness	
Classroom	Hallway	Bathroom	Auditorium	Cafeteria	Community Meeting	Playground
S.T.A.R <u>S</u> it Up <u>T</u> rack the Speaker <u>A</u> sks Questions <u>R</u> espect	H.A.L.L <u>H</u> ands to side <u>A</u> ttention <u>L</u> ips zipped <u>L</u> ine straight	F.L.U.S.H <u>F</u> lush the toilet <u>L</u> eave sinks clean <u>U</u> gly marks we don't make <u>S</u> how we care <u>H</u> ushed voices	Head and eyes forward Lips Zipped Clapp when appropriate	Keep your area clean Use manners Say Thank You	S.T.A.R Lips Zipped Celebrate Focus	Show sportsmanship Be active Enjoy

Our school-wide behavioral goal is to have uniform acknowledgment of desired behaviors and rewards and consequences for both desired and undesired behaviors in order to create a predictable, safe environment that is conducive to learning. The behavior system is transparent and made explicit to all stakeholders through the Oakland Elementary School Shared Community Commitment and orientation process. During the first weeks of school, students receive explicit instruction on school expectations and components of the shared commitment.

In coordination with community awards, each classroom creates an appropriate incentive structure where students can earn behavioral recognition for demonstrating extraordinary choices and leadership, as well as academic achievement and growth. These incentives vary with different classrooms, but can include choice seating during reading time, center choice and student of the week. Students' families are involved with and notified of all student recognition, both in the community and in the classroom. School-wide systems to address corrective behavior include: after school reflection and homework support, in-school suspension, out-of school suspension and the use of restorative justice.

Restorative Justice (RJ):

Restorative Justice (RJ) is a set of practices that are philosophically rooted in the belief that wrongdoing is best addressed through collectively identifying the harm done by one's actions and taking steps to repair the harm. RJ is not a curriculum or program; it is a philosophical shift in approach to handling misbehavior and conflict. The goal for Restorative Justice is for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the RJ system, students are held accountable to one another and the school community so that they begin to take ownership of their behaviors. All staff receives training and coaching on implementing Restorative Justice. In order to help students internalize the process, common RJ language is used throughout the school and issues are addressed in classroom community meetings. Students who cause harm repair the harm and take responsibility for their actions.

Refocus and Homework Support

- If a student earns refocus (red), it is recorded in Infinite Campus (IC) under the reflection tab.
- If a student doesn't complete homework or all daily assignments, it is recorded in IC under the homework support tab.
- Students who earn reflection or homework support by 1:00 attend after school that same day.
- An auto-dialer message goes out to parents to make transportation arrangements.
- Students who earn reflection or homework support after 1:00 attend the next day.
- Reflection and homework support is held each day for 30 minutes after school.
- Reflection and homework support is supervised by the leadership team on a rotating schedule.

Behavioral Report Cards:

Parents receive monthly behavioral report cards to ensure clear communication is provided. Students' weekly behavioral charts are used to complete the behavioral report card. Behavioral report cards align with Oakland's core values.

F. Student Recruitment & Enrollment:

Throughout the "zero-year" planning time, the Oakland Elementary School planning committee and the core school leadership team has hosted open houses, attended all DPS School of Choice fairs, conducted home visits, and attended FNE community engagement meetings. Monthly parent meetings have been held to keep families up to date on the school planning process and provide opportunities for feedback and questions. These meetings have also provided opportunities for families to have a voice in planning decisions (i.e.: parents provide input on uniforms, school mascot, school name, etc.). We have also partnered with district departments, district network partners, and various community organizations throughout the FNE area that specifically support families of poverty and students with disabilities. We have actively sought to recruit underrepresented populations of students for enrollment.

All parent information and correspondence at Oakland Elementary School are translated into Spanish. All open houses and resource fairs include team members from the Oakland team that can speak Spanish. If parents request forms or linguistic support in a language other than English or Spanish, Oakland is committed to work with the Multicultural Outreach Office to provide translation in the language requested.

The enrollment practices for Oakland Elementary School provide equal access to any student in its attendance boundary who is interested in attending the school, including students living in poverty, academically low-achieving students, students with disabilities, advanced students and other youth at-risk of academic failure. Widespread and multimodal promotion throughout the FNE community is conducted in both English and Spanish through newsletters, neighborhood fliers, fliers at neighborhood businesses, promotion through local neighborhood associations and realtors for the

community, articles in neighborhood newspapers, and DPS communication tools and publications. All families receive the information regardless of special education status or past academic performance.

Strategies for Recruitment and Retention:

- Recruit families through face-to-face visits.
- Ask current and former students & families to help with recruitment.
- Hold meetings for parents during non-traditional hours, including weekends and evenings.
- Visit parents in community locations.
- Provide transportation, infant care, and meals at meetings.
- Ensure that staff members are culturally sensitive.
- Understand the beliefs, values, and attitudes of the community.
- Help staff to think of recruitment and retention as a routine and ongoing process.

Oakland Elementary School's goal for annual re-enrollment is 85% or more, in line with the SPF target for this metric.

Oakland Elementary School will accept students until they have met their optimal class size enrollment targets established annually by the FNE Office of School Choice and Enrollment Services. Once the school has reached their established optimal class size enrollment targets the District will initiate the overflow process. As a participant in the regional overflow support plan at the elementary level, Oakland agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. The process works such that if a student cannot be served at their boundary school students will first be assigned to other schools that are below their funding number. In the event that all schools are at their optimal class size enrollment targets, new students are then distributed equitably between all schools. The overflow process at the elementary level will not begin until all schools in the region have started their school years; in the weeks when Oakland is in operation but other schools in the region are not yet opened, overflow students will not be assigned to the school unless they are below their established optimal class size enrollment targets. An effort is made to keep families together and to serve students as close to their home as possible. Every effort is made to support the regional target enrollment numbers but this is NOT a guarantee as occasionally a family presents with multiple children that cannot be served in one single school.

G. Student Investment and Satisfaction:

Oakland Elementary School's goal is to exceed student investment and satisfaction by setting an annual attendance rate of 96% across all grade levels. In a school where students are engaged, motivated, and invested, more students will attend school each day. Families receive information in their handbook and during family orientation at the beginning of the year, showing the correlation between attendance and academic achievement. In cases of poor attendance, school leadership, teachers and staff engage with families to support improvement, including attendance contracts as necessary. Oakland Elementary School's Community Liaison and counselor are responsible for collecting and monitoring attendance data, which are reviewed monthly by the Principal and School Accountability Committee.

Students are recognized at regular achievement ceremonies for attendance that meets or exceeds the school goals. In addition, the class with the highest attendance each week receives an “Oakland Attendance Award,” which includes special privileges for the students in that class. Each month, students who meet or exceed the school goal are invited to attend a monthly “AttenDance” to celebrate their dedication to their education and the school community.

Elementary students are highly dependent on their parents to maintain a high rate of attendance. Therefore, the attendance plan for Oakland Elementary School includes a strong partnership with parents. High expectations for parents have been set in the Parent/Student compact and handbook. Parents receive positive phone calls from the principal and classroom teachers when their child has perfect attendance for the month. Parents also receive a certificate of recognition at each six-week report card period if their child maintains a 96% or higher attendance rate.

Like their parents, students complete an annual satisfaction survey. A goal of this survey is to provide students a means to reflect on their learning, achievement and growth. The survey measures the degree to which students feel connected to their school through learning experiences and relationships with their teachers. We want students to be able to frame their learning in appropriate developmental terms. Response to the survey follows the same process as the parent satisfaction survey outlined in this application. The principal and School Accountability Committee analyzes student satisfaction data annually, determine next steps, and share the results with Oakland’s staff and community.

H. Ongoing Parent/Guardian Involvement & Satisfaction:

Oakland families have the opportunity each year to complete the DPS Parent Satisfaction Survey. Oakland has set a goal of 90% or higher satisfaction on the surveys to ensure that we meet the needs of all of our families. It has been shown that schools with strong family/school partnerships experience higher test scores, better student grades, higher levels of homework completion, more positive student motivation, and improved attitudes about school work. Oakland Elementary School teachers and leaders know that parent involvement is a crucial element to a student’s academic success. Therefore, parent engagement is a priority for the school. Every student and parent or guardian receives a copy of the student handbook and is asked to read and sign the Oakland Elementary School Shared Community Commitment prior to the start of the school year. Parents receive bi-weekly communications from their teacher, a bi-weekly behavior report, an academic progress report every six weeks, and invitations to a number of school events, including back-to-school night, parent conference nights, awards ceremonies and events put on by the Oakland Parent Organization. Parents are required to pick up student report cards in person, either by attending the conference night or visiting the school.

In order to receive 100% participation by parents on the DPS Parent Satisfaction Survey, students receive incentives to ensure the return of parent satisfaction surveys (i.e.: students who return the

survey receive a ticket for a “free dress” day). The DPS Parent Satisfaction Survey data is also analyzed at the question level in order to identify specific areas for needed growth. Any areas of potential growth identified by the survey are reviewed by the School Accountability Committee (SAC) to receive teacher and parent feedback on possible next steps to strengthen future parent satisfaction with the school.

In addition, we conduct school-created surveys for parents at strategic times throughout the school year to receive feedback on the school’s progress. Surveys include questions that are pertinent to the time of year the survey was administered (i.e., parent teacher conferences, back-to-school night, etc.). There are also recurring questions that are asked with each survey to measure growth over the school year. The results of these surveys are shared with the SAC to review and propose possible solutions for areas where the data may show a need for improvement.

Oakland Elementary School’s Steering Committee has been building relationships with families and receiving valuable input on ways to improve community relationships and the academic success for all students. We empower a strong parent-school partnership in many ways, including the following:

- A PTO that holds regular bilingual meetings in order to engage parents regarding school development, special events, needs of the school and special opportunities for both parents and their students.
- A Parent Advisory Committee engaged in conversations related to all aspects of a child’s education, including conversations about how the school is doing and where it needs to improve in specific areas, ie: English language development.
- Ongoing parent-education classes sponsored by school staff, PTO, Peace 4 Kids, and community partnerships.
- Academic Resource Nights for families to learn how to support their students in reading, math, writing, and science.

To ensure the effectiveness of Oakland’s parent and family involvement, a full-time School Community Liaison, preferably bilingual in English and Spanish, is hired to foster parent and community involvement in the school. This staff member also coordinates parent volunteerism and community provider services. The Community Liaison is charged with facilitating the Oakland Parent Organization meetings, securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, scheduling classes for families, communicating with parents and community organizations, and administering the parent satisfaction survey. The Community Liaison reports directly to the school principal and serves on the School Accountability Committee.

Lastly, the school governance structure, in order to formalize family investment, requires parent and community membership. The School Accountability Committee (SAC) consists of the principal, school community liaison, three teachers, three parents, and one member from the business community. Meetings are held once each month, but additional meetings may be required. This committee has review and input authority regarding budget; Unified Improvement Plan development, implementation, and progress; staff positions; recruitment of partnerships; and principal evaluation. A detailed description of the SAC is located in the Governance and Finance section of this plan.

Section II: LEADERSHIP

A. Leadership Team Personnel

The school leader at Oakland Elementary School will first and foremost lead for the equitable access to high quality education for all students. The principal must ensure this by being...

Instructionally focused:

- guides the use of student data, both formative and summative, to address students' mastery and/or gaps in standards
- has a deep understanding of how to support the instructional development for all teachers through professional development opportunities, collaborative planning, coaching, observation and feedback, and evaluation
- understands the requirements for college and career readiness for the 21st century
- demonstrates the leadership skills necessary for effective planning and alignment of resources to meet academically and instructionally focused goals for all students, including professional development for staff
- provides structures to support the social/emotional development of all students

Culturally Aware:

- leads staff in research-based best practices for a culturally diverse student population
- recognizes her/his responsibility to encourage a continuing diversity in the recruitment and sustainability of a diverse staff and student body
- recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community
- utilizes the assets in the school culture and assist members of the community in valuing each other
- supports the development of parent involvement and accountability

Collaborative Leader:

- is an excellent communicator, valuing her/his role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students
- provides opportunities for stakeholders to communicate and share ideas and/or concerns
- shares authentic decision making opportunities with members of the staff in order to build their capacity as teacher leaders
- participates actively in with local, state and national leaders to share ideas and searching for solutions to contribute to the field of education
- provides the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community

The Oakland Elementary School principal is Lisa Mahannah. Ms. Mahannah has spent the last thirteen years working within Denver Public Schools as a successful 5th grade ELA-E teacher, Administrative Intern Principal at Denver's flagship innovation school, Cole Arts and Science Academy, and most recently spent five years as the principal at Force Elementary School in southwest Denver. Under Ms. Mahannah's leadership Force experience great success. Force was recognized for two Center of Excellence Awards from CDE, maintain SPF Green Status all five years, and lead all southwest area elementary schools in multiple TCAP growth median percentiles. Ms. Mahannah received her Master's in Administration and School Policy through the Ritchie Program for School Leaders at DU. Ms. Mahannah has a track record of success as a teacher and leader. Ms. Mahannah has received leadership training from national leaders in leadership, school reform, and data-driven instruction. Ms. Mahannah commits to making Oakland Elementary School an educational leader in Denver and the state of Colorado.

School Management Team (SMT):

Oakland's School Management Team includes the principal, assistant principal, administrative intern(s), Office Manager, Facility Manager, and Lunchroom Manager. This team meets monthly or as needed to discuss the implemented systems that ensure efficient and effective operations and promote clear communications throughout the school community. SMT develops a First Responder List for school wide managerial responsibilities and coordinates school wide emergency management response.

Instructional Leadership Team (ILT):

Oakland's Instructional Leadership Team (ILT) includes the principal, assistant principal, Administrative Intern(s), School Community Liaison, AA (Dean of Student/Culture) and teacher leaders with additional responsibilities for directly supporting the implementation of the innovation plan. All positions will be posted in the spring of 2014.

Oakland Elementary School expands leadership opportunities by providing a developmental pipeline for teacher leaders and prospective school leaders. Teachers have opportunities to lead professional development, data teams, and Response to Intervention and/or Student Intervention Team structures and systems. Prospective school leaders can serve as administrative interns to gain insights into maximizing student achievement, budget management and development, development of school culture, professional development for staff, and community and stakeholder engagement.

Leadership Team Job Descriptions:

Assistant Principal: The AP is responsible for observing teachers and providing appropriate feedback and instructional guidance, as well as evaluating teacher performance. The AP is also responsible for overseeing the school-wide discipline program, assessment procedures, and interventions. The AP receives training in providing instructional feedback and evaluating teacher performance.

Office Manager: The Office Manager is responsible for effectively managing the information systems, attendance, communications and other administrative systems of the school, as well as welcoming visitors in the front office and managing office volunteers.

School Community Liaison: The School Community Liaison is responsible for communicating regularly with parents, facilitating the Parent Teacher Organization (PTO), securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, and scheduling classes for families.

Administrative Assistant/Dean of Students and Culture (AA): The AA is responsible for overseeing the school-wide discipline program and for providing professional development in NNN, Peace4Kids, Restorative Justice, and PBIS. The AA is also supports the Rtl and SIT teams in developing behavioral management plans and structures.

Teacher Leaders: Priority focus areas are identified each year and teachers have opportunities to take on additional leadership responsibilities as a teacher leader. In the 2014- 2015 school year, teacher leaders will be identified in the areas of Data, Blended Learning, Literacy, Mathematics, and Language to support the implementation of the Innovation Plan. Teacher Leaders will be provided release time from teaching responsibilities to provide professional development, coaching, and modeling of best practices for other teachers and students.

B. Leadership Succession Plan:

The Oakland Elementary School Accountability Committee works with district leadership to manage the principal selection process and recommends two candidates to the district superintendent for hiring. Principal candidates are provided to the SAC from the district's principal hiring pool. The superintendent may redirect the SAC to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the SAC. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the SAC. The selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the innovation plan.
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with innovation plan.
- Development of a job description based on faculty and parent/community input.
- Posting of position on DPS's website and other external outlets.
- Development of interview questions and selection criteria rubric based on job description and key leader attributes.
- Application screening and scoring.
- Conduct interviews, including performance tasks, such as classroom observations and feedback sessions.

- Reference checks of top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists' current schools.
- SAC selects final candidates and submits recommendations to DPS Superintendent for hiring.
- Announce position acceptance to staff, students, parents, and community.

While the school will recruit principal candidates from a variety of national and local sources, the school's Assistant Principals and Administrative Interns will be well-prepared candidates as they will have taken on multiple aspects of the school's leadership in their roles on the school leadership team, including teacher supervision and evaluation. In addition, they will already have relationships with staff, students, parents and the community.

C. Leadership Team Coaching & Evaluation:

The Oakland Elementary Principal reports to the Office of Post-Secondary Readiness and Denver Summit Schools Network. Leadership performance is evaluated primarily on the effectiveness of the implementation of the innovation plan, achievement of the innovation plan goals and student achievement. The DPS Leadership Effectiveness Rubric is used to provide focused feedback to the principal on leadership competencies and to identify leadership goals and professional development needs.

The principal is also provided coaching and feedback weekly by either the executive director or assistant director of the Denver Summit School Network. The principal may also choose to participate in executive coaching in collaboration the DSSN. The focus of that coaching is established at the beginning of each year through a series of meetings between the principal and the executive coach. The executive coach, principal, and evaluator meet at least once each semester to align the support in a way that it is potent, efficient, avoids duplication of effort, and makes best use of the principal's time.

Professional development opportunities include school visits within and outside Denver Public Schools, professional development opportunities offered by the district (when determined by the principal and his/her supervisor to be appropriate), and other leadership development aligned to the school's vision, mission, and goals (e.g.: blended learning, literacy instruction, change leadership, etc.).

Twice annually, the DPS supervisor completes a formal evaluation of the principal using the DPS School Leadership Framework and the Innovation Plan. The Oakland Elementary SLT provides feedback to the principal related to the leadership responsibilities outlined in the innovation plan and provides input into the principal's evaluation. Oakland teachers also provide the principal and assistant principal(s) with satisfaction reports in the spring of each year. This data is shared with school community to evaluate the effectiveness of the administrators and set leadership priorities for the upcoming year.

D. School Personnel Structure:

Innovation status allows Oakland Elementary School to recruit top leadership and teacher talent, provide targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement. To meet the needs of all students and to achieve the academic performance goals outlined, Oakland requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and educational plan of the school.

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

E. Employment Policies:

The Oakland Elementary School employment policies remain consistent with district policies, with the exception of specific waivers to District Policies, State Statutes and Rules, and the Collective Bargaining Agreement. Any Oakland Elementary School teacher, including teachers on annual contracts, may choose to join and be represented by the Denver Classroom Teachers' Association (DCTA).

The Oakland Elementary School innovation plan includes changes to hiring, employment terms, staff member schedules and assignments to ensure: 1) commitment to the implementation of the school's mission, vision and innovation plan; 2) placement of effective teachers in every classroom; 3) additional learning and enrichment opportunities for every student. By ensuring that Oakland Elementary School students have the most effective instruction from teachers and support staff, who are committed and skilled, the innovation plan will result in significant increases in student academic achievement and the creation of a culture of excellence.

The school recruits from sources beyond the DPS system, hires when positions are open (not necessarily on the district hiring cycle), and does not accept direct or temporary placements from the district. Oakland Elementary School provides teachers and staff members with professional development to support their individual professional growth as well as school-wide implementation of the innovation plan.

Annual contracts and the expectation of an annual commitment to the Oakland innovation plan are used to ensure that every staff member is committed to the implementation of the school's vision, mission, and strategic plan.

Teacher salaries and benefits are based on the district salary scale and ProComp system. Teachers may be required to work an extended day schedule and will be compensated via a pre-determined stipend. Paraprofessionals working an extended day are also compensated for the additional hourly time they worked each day. The additional pay will be determined based on the hourly amount each paraprofessional makes. ECE paraprofessionals work the full student contact day. Stipends for extended time are pensionable earnings and are included in the annual base pay.

The amount of additional time is determined by the SAC annually, based on student scheduling needs and identified need. The amounts of compensation are based on the amount of additional time and/or level of additional responsibilities and compensation for comparable work. Teachers also have opportunities to take on additional leadership and responsibilities and receive additional compensation.

Other non-teaching positions necessary to implement the innovation plan have unique job descriptions and are compensated based on competitive salaries for similar positions in other schools or organizations. Examples of other positions include: dean of students and culture, community/family liaison, and office manager.

Placement of teachers is based on teacher effectiveness and student learning needs to ensure that the most effective teachers are working with the students with the greatest needs. In addition, Oakland expands the reach of its most effective teachers through a variety of strategies, including reducing the amount of non-academic duties and increasing the amount of time that they are providing instructional coaching and feedback to peers.

Instructional support is added to classrooms based on student data and need from a variety of pipelines: intervention and mild/moderate teachers, Denver Teaching Residents, fellows, interns, student teachers, and paraprofessionals with priority given to K-3 classes. Oakland Elementary School seeks alternative licensure options to further support the development of an internal pipeline of teachers and leaders.

F. Operations - Transportation:

Oakland Elementary School students have access to DPS's Success Express shuttle system.

The Oakland leadership team will strongly encourage and support parents in accessing the shuttle.

During school registration and back-to-school night events, we will partner with the DPS Transportation Department to provide parents information regarding the shuttle system and provide opportunities for registration.

Section III: EDUCATION PROGRAM

A. Curriculum:

At Oakland Elementary, our Mission is:

“Every student, every day enters into our safe, challenging and respectful environment at the new Oakland Elementary School. Students learn to effectively communicate their creative and critical thinking in order to apply learning to everyday life. Frequent collection of student data guides our staff in standards-based instruction and informs a system of comprehensive and timely interventions to ensure the success of every child. Students, teachers, and families work together so all students achieve their best every day.”

The curriculum at Oakland Elementary is the foundation for making our mission a reality. We define our curriculum as the total learning experience provided by our school, including standards, content, programs, materials, strategies, norms and values. Our curriculum is designed to address the achievement gap that currently exists for our student population. To close this gap and achieve our mission, we take an eclectic approach to creating our school-wide curriculum, both introducing new curricular ideas and materials, and utilizing more traditional materials that have proven effective.

The overall curricular focus at Oakland Elementary is the following: rich reading instruction and practice happens throughout the building and in every content area; habits of discussion and critical thinking are embedded in all aspects of students’ school experience. All students receive an extend block of time in reading. Writing, mathematics, science and social studies are integrated in every content area. Grade level teams will collaborate with Specials teachers to collaboratively plan integrated units of study across content. Specials teacher will focus on the integration of writing using school-wide writing rubrics aligned to CCSS and grade level. Instruction is designed with formative and summative data systems to guide teacher pacing and rigor. The use of these assessments ensures ongoing data-driven instructional shifts closely aligned to the teaching-learning cycle.

The curricular materials and instructional approaches we use are drawn from the best practices of schools across the country that are both serving student populations similar to Oakland Elementary School and are achieving excellent results. In addition, all instruction at Oakland Elementary School is aligned to the Common Core State Standards and Colorado Academic Standards. Lesson planning utilizes a backwards-planning approach, implementing DPS’s Unit Lesson Protocol supported by the Understanding by Design framework, which provides deeper and more thorough understanding of content for students.

Below is a short description of the curricular materials and approaches Oakland’s uses for instruction in literacy, writing, math, science and social studies.

Literacy Instructional Model:

At Oakland Elementary School, students engage in 120 minutes of literacy instruction each day. Oakland will use the district supported literacy curriculum. The DPS’s Elementary Literacy Program is a

differentiated instructional program that supports the literacy and language development of students in kindergarten through grade 5. The Oakland's reading scope and sequence was developed by the Denver Summit Schools Network (DSSN) and Short Cycle Assessment Network (SCAN). DSSN's Reading and Writing Scope and Sequence is aligned to CCSS. Literacy instruction is aligned to the Common Core State Standards and uses a variety of research-based curricular materials to ensure student success. Students' progress is monitored weekly and mastery of standards is evaluated every six weeks to determine gaps in instruction. Following each six-week assessment cycle, standards not mastered by students are re-taught and re-assessed.

The literacy block includes: direct instruction through Read Alouds, guided reading, independent reading, intervention and blended reading time. Students are grouped based on ability for small group instruction and guided reading, ensuring that students' individualized needs are met. Reading groups are fluid and students are re-grouped regularly based on student data.

Teachers receive professional development aligned to the work of Paul Bambrick-Santoyo and Uncommon Schools. Professional development opportunities include how to effectively plan and assess reading instruction, create a culture of habits of conversation, and provide common reading lesson plans. Bambrick-Santoyo's book, Great Habit Great Readers, is integral in these PD efforts.

Guided Reading Instruction:

Guided reading is a research-based approach that allows children to develop as individual readers within the context of a small group. The approach places students in groups according to their reading levels. Guided reading provides the opportunity to match reading instruction to individual needs. Tailored small group instruction allows the teacher to model and prompt students to think about the reading process, supported by independent reading strategies.

During guided reading, the teacher is assessing progress, observing reading behaviors, and guiding students as necessary. Teachers regularly utilize formative assessment data collected during guided reading and weekly assessments to determine where gaps exist and how to introduce and reteach needed skills aligned to the Common Core. Students are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.

Oakland Elementary School is committed to making cultural connections in all subject areas. In reading, teachers draw from texts that are relatable for students' demographic and cultural backgrounds.

Writing Instructional Model:

Writing instruction will be supported by the DPS supported writer's curriculum. Oakland will utilize a writers' workshop model, incorporating whole group instruction, small-group instruction, and individual conferencing. During the small-group block, students are grouped based on an identified area of instructional need to ensure small group instruction is targeted at the child's individual zone of proximal writing development. Writing instruction aligns with the scope and sequence developed by the Denver Summit Schools Network (DSSN) and Short Cycle Assessment Network (SCAN). Writing instruction is

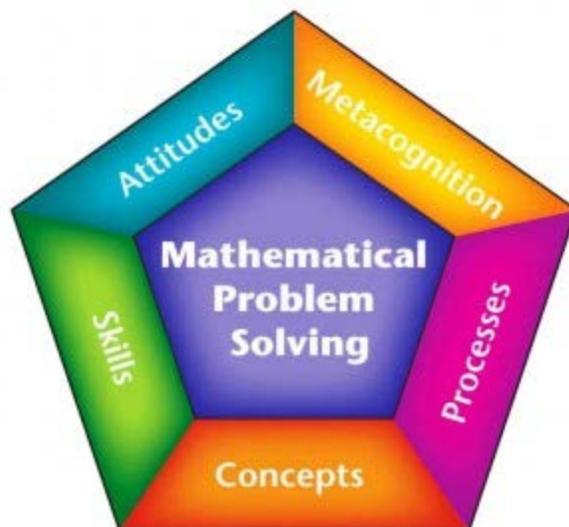
aligned to the Common Core State Standards. Students' progress is monitored during weekly data analysis of exit tasks, lesson and unit assessments, monthly formative assessments, and/or district interim assessments. Following each six-week assessment cycle, standards not mastered by students are re-taught and re-assessed. This model also serves to ensure that adequate levels of differentiation are provided for each child with all students receiving small group instruction.

Lucy Calkins Units of Study in Opinion, Informational, and Narrative Writing Elementary Series is used to support teachers understand of best practices in writing instruction. Instruction in this series is organized around four grade specific units of study at each level and a book of if/then curricular plans. The four units of study at each grade level are organized around opinion, information, and narrative writing. Each unit of study contains 18-22 sequential sessions subdivided into three to four bends, with each bend guiding the instruction step-by-step through the entire writing process from planning and drafting, to revising and editing, and eventually to publication. Each session lays out the teaching points, mini-lessons, conferences, and small-group work in a way that helps teachers replicate, and eventually personalize, Lucy and her colleagues' carefully crafted teaching moves and language.

Mathematics Instructional Model:

Mathematics instruction utilizes a workshop model incorporating whole-group instruction, small-group instruction, and individual practice delivered via stations and/or blended learning. During the small-group block, students are grouped based on an identified area of instructional need to ensure small group instruction is targeted to the child's individual zone of proximal mathematics development. Instruction aligns with the scope and sequence developed by the Denver Summit Schools Network (DSSN) and Short Cycle Assessment Network (SCAN). Math instruction is also aligned to the Common Core State Standards. Students' progress is monitored weekly during data analysis of exit tasks, lesson and unit assessments, monthly writing formative assessments and/or district interim assessments. Following each six-week assessment cycle, standards not mastered by students are re-taught and re-assessed. This model also serves to ensure that adequate levels of differentiation are provided for each child with all students receiving small group instruction.

Mathematics instruction is taught using the core mathematics program *Math in Focus*, which follows the pedagogical framework developed by the Singapore Ministry of Education. The program emphasizes concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. *Math in Focus* is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. It teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each. See Appendix J for a second grade example of the *Math in Focus* scope-and-sequence.



Math in Focus's conceptual pentagon, shown above, graphically displays the program's emphasis on conceptual understanding, skill development, strategies for solving problems, attitudes towards math, and metacognition, all of which enable students to become excellent problem solvers. The highly visual nature of the text and the consistent concrete to visual to abstract approach enables all students to both understand how procedures work and to fluently apply procedures to solve problems.

Math in Focus emphasizes number and operations in every grade K-5, just as recommended in the CCSS. The textbook is divided into two books, roughly a semester each. Approximately 75% of Book A is devoted to number and operations and 60-70% of Book B to geometry and measurement, where the number concepts are practiced. The key number topics are in the beginning of the school year so students have a whole year to master them. Students continue to practice all the operations with whole numbers in every grade in the context of problem solving. See Appendix A for a 5th grade example of how *Math in Focus* is aligned to the CCSS. Grade level teams work with administration and math instructional coaches to ensure all CCSS are taught at each grade level. For any standards and substandards not taught at a grade level, that standard(s) will be taught and teachers will use an *Understanding by Design* approach to develop lesson plans that align to the CCSS and previously taught *Math in Focus* lessons from earlier grade levels.

Math in Focus emphasizes a concrete–pictorial–abstract learning approach because numbers and symbols can be confusing to students when they don't have a grasp of what the numbers and symbols actually mean. This concrete–pictorial–abstract learning progression anchors learning in the real world with hands-on experiences.

Math in Focus also provides multiple supports for all learners. The curriculum provides teachers with resources and supports for ELLs, opportunities for re-teaching for struggling students, extra practice for on-level students, and enrichment for advanced students. In addition, each unit has a pretest that allows the teacher to assess students' readiness for a particular unit of study. If students have missing prerequisite skills, *Math in Focus* provides teachers with a reference to how the same concepts were

taught in a previous grade-level. In this way, teachers can strategically backfill missing skills without having to go outside the curriculum for instructional resources.

The *Math in Focus* program also provides multiple resources for teachers to leverage technology in the classroom. Teachers and students can use online virtual manipulatives to explore concepts. Students can engage in the *Math in Focus* interactivities, which offer online tutorials, activities and quizzes via the Think Central platform. Interactive whiteboard activities are also available for the Learn, Guided Practice, Let's Explore, and Problem of the Lessons portions of the program. The teacher's manual, assessment guide, teacher resource blackline masters, and additional ancillaries are all available in an eBook electronic format via Think Central. Teachers can also use the Think Central learning management system to plan lessons and create assignments. Finally, students and parents can access the student text and workbook online.

Math in Focus has been found to be a rigorous and successful curriculum. In a study conducted by the Educational Research Institute of America, *Math in Focus* classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the *Math in Focus: Singapore Math* (by Marshall Cavendish) "program is equally effective with various demographic and achievement level students." *Math in Focus* Course 1 (6th grade) Study was conducted by the Educational Research Institute of America in April 2011:
<http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>.

In addition, the initial implementation of *Math in Focus* in current innovation schools in Denver Public Schools has shown the curriculum to be effective. Green Valley Elementary (GVE) adopted *Math in Focus* materials during the 2011-2012 school year resulting in exceptional growth in student achievement as measured by the TCAP. Students at GVE experienced an average median growth percentile of 83. GVE experienced an overall growth in math status on TCAP the first year of implementation of +22% across all grade-levels. In grades 3rd, 4th and 5th there was a growth of +16%, +21%, and +29% respectively.

Teachers receive professional development to support the implementation of *Math in Focus*. Initial training is provided during the summer and presented by Houghton Mifflin Harcourt as part of the initial purchase of the curriculum. The training is focused on how to use the various components, instructional strategies and approaches of the curriculum. Teachers also receive ongoing professional development and support through data teams, team planning, coaching, learning labs and PLC book studies focused on math instruction. Oakland's lead math teachers will be provided addition training opportunities from Houghton Mifflin Harcourt to support the professional development of any new teachers to Oakland.

Social Studies Instructional Model:

Oakland Elementary School students explore the cultures of others, relate to the cultures of study, and share their own culturally diverse backgrounds. We are committed to developing within students a greater social awareness so they can become innovative future leaders for our community. *Social Studies Alive!* is a theory- and research-based active instruction curriculum published by TCI. The

curricular materials provide strong content and instruction balanced with hands-on-experiences to ensure students are building critical thinking skills, while mastering content that is aligned with the CCSS. *Social Studies Alive!* programs teach students about the world around them in ways that make them excited to learn every day. The curricular materials include resources such as Big Books (navigable text & instructional images), Lesson Guides that include assessments, Lesson Masters (reproducible student and teacher masters for activities), Solutions for Effective Instruction, Visuals, Poster Placards (full-color picture cards that support hands-on activities), Audio Tracks (musical recordings, dramatic readings, and audio effects), and Spanish translations of Student Handouts in all Teacher Editions. These and other materials make up the Oakland Elementary School social studies curriculum, which is delivered for 45 minutes on a 6-week instructional cycle or the equivalent across the calendar year. The social studies curriculum scope and sequence aligns to the CCSS and teachers use an *Understanding by Design* approach to develop lesson plans that align to the CCSS. Oakland Elementary School prepares all students for success on the state social studies assessment and addresses their college and career readiness.

Science Instructional Model:

Students at Oakland Elementary School engage in hands-on science instruction, which is delivered for 45 minutes on a 6-week instructional cycle or the equivalent across the calendar year. Using the *BSCS Science Tracks: Connecting Science and Literacy* science curricular materials as a foundation, teachers use an *Understanding by Design* approach to develop lesson plans that align to the CCSS. *BSCS Science Tracks: Connecting Science and Literacy* was developed by the [Biological Sciences Curriculum Study](#) (BSCS) with funding from the [National Science Foundation](#) (NSF). The Tracks curriculum is focused both on science content and processes. It builds critical thinking, literacy and inquiry skills, and has been shown to be effective with low-income students. The science curriculum scope and sequence aligns to the CCSS and teachers use an *Understanding by Design* approach to develop lesson plans. The science curriculum scope and sequence ensures that all students are well prepared for success on the state science assessment and college and career readiness.

Blended Learning Approach:

Oakland Elementary School implements an innovative blended learning instructional approach, which includes a blend of teacher-led direct instruction and technology-based instruction employing digital and online resources. Pillars of blended learning at Oakland Elementary School are a set at a 4:1 ratio for technology for students and daily integration of technology in instruction. The Blended Learning approach includes:

1) Technology Access

- 4:1 Technology for Students – (beginning with Tablets and Laptops in 2014)
- Computers in all Classrooms
- Promethean Boards for Instruction

2) Blended Learning – Teacher Led Instruction / Technology Based Instruction

- Skills blocks in reading & math using digital instructional resources
- Ed Modo portfolio and collaboration tools used across subjects
- Word Processing Initiative

- Technology enrichments

3) Learning Management System

- Assessing and tracking student progress, short cycle every six weeks
- Student collaboration and portfolio of work
- Digital Dictionary of digital lesson plans, videos, and other resources

4) Professional Development and Support for Implementation for Blended Learning

- Blended Learning Teacher Leader Role
- Blended Learning Committee
- Technical support for technology maintenance and use

5) Technology Based Communications

- School and class websites and push communications
- Digital bulletin boards
- Facebook and other digital marketing and networking

Blended Learning time is built into the schedule for literacy and math instruction, as outlined below. In addition, blended learning supports the implementation of science, social studies, language, visual art, music, physical education, and enrichment classes through the use of digital texts and multimedia demonstrations of learning.

Cultural Relevancy:

Oakland teachers receive professional development from the DPS's Organizational Culture and Effectiveness Department on the creation of an effective learning environment that honors and celebrates multiculturalism and supports our second language learners. As an example, the social studies curriculum scope and sequence aligns to the CCSS and teachers use an *Understanding by Design* approach to develop lesson plans that align to the CCSS. During this planning process, grade level teams identify culturally relevant resources, books, and activities to prepare all Oakland Elementary School students to be global citizens.

Oakland strongly believes that bilingualism is a cognitive, social and economic asset; we embody this value in our interactions with students and families. Curriculum choices are intentional in order to support our second language learners as well as our teachers. All curriculums that can be provided in students' native language will be purchased and/or provided.

Class Size:

As a neighborhood boundary school, Oakland Elementary School does not cap class sizes but follows the district recommendations for the Far North East region: 26 for kindergarten, 28 for 1st and 2nd grades, and 28 for 3rd through 5th grades. Regardless of class size, our model adds a second educator to each classroom by employing instructional paraprofessionals, Denver Teacher Residents, interns, and student teachers, thus reducing the teacher-student ratio. Class sizes do not vary between core and elective subjects.

ECE	Kinder	1 st	2 nd	3 rd	4 th	5 th	Total
48	85	83	83	83	81	83	546

B. School Schedule & Calendar:

Oakland Elementary School co-creates a school calendar annually with other Denver Summit Schools Network elementary schools which follow the same school calendar. This calendar meets or exceeds district and state length of time requirements and supports the implementation of the innovation plan. The proposed annual calendar is shared with Oakland Elementary School’s SAC and staff for feedback. The school calendar and daily schedule rigorously address the students’ academic, social, emotional, physical, and intellectual needs. Proposed changes to the district calendar for the 2014-2015 school year include: changing the dates of the six planning/assessment days to match the school’s 6-week assessment cycle, adding fourteen professional development days for teachers prior to the start of the school year, and adding 2-week blocks of Saturday School for students who have not met grade level expectations after each 6-week assessment cycle in 3rd through 5th grades. Adding 7.5 days to the year for students who are not yet proficient increases instructional time by 58 hours, providing an opportunity for students who are behind academically to catch up and begin the year prepared to succeed.

Teachers work a total of 203 days: 180 days with students and 23 days dedicated to planning and professional development. Professional days focus on establishing common expectations, rituals and routines, and grade level proficiencies. Teachers receive a stipend for working above and beyond a traditional DPS calendar year. Teachers receive 90 minutes a day for data teams, collaborative planning, vertical team planning, coaching, peer observations and book studies. Teachers’ collaborative time takes place during the daily 90 minute specials rotation.

C. Progress Monitoring and Assessment:

At Oakland Elementary School, student achievement is our top priority. Therefore, regular student assessment is an essential tool to ensure our students catch up and keep up academically. Oakland Elementary School is planning to administer different assessments throughout the year to evaluate the progress of students and the performance of the school.

Oakland Elementary School will adhere to the district recommended timeline for PARCC and WIDA-ACCESS testing as an absolute bar of progress and point of comparison with other schools. In addition to the PARCC recommended timeline, Oakland will participate in the DSSN Short Cycle Assessment Network (SCAN) scope and sequence in mathematics and reading. Students at Oakland Elementary School will be assessed every six weeks using the CCSS for grades K through 5. Oakland will determine annually with the support of the Director and Assistant Director of DSSN what district interims will be utilized. ECE is not included. ECE will use the T.S. Gold assessments following state and district timelines.

Oakland School implements all state mandated assessments and any assessments required by the District SPF including, but not limited to: TCAP, PARCC, WIDA/ACCESS, DRA (and/or replacement selected by the District in coordination with the READ Act), and ACT. In addition, in lieu of the District interims, the Oakland administers interim assessments that are aligned with Common Core and Colorado Academic standards and provide data that is suitable for use for informing instruction, progress monitoring student progress including English language learners and in informing teacher compensation decisions in lieu of SLO's. In order to meet this goal the Oakland administers 6 week interim assessments and DPS's mid-year and end of year interims.

Students are assessed, grouped, regrouped, and progress monitored using formative and summative data sources throughout the school year. Teachers monitor progress on an ongoing basis to measure growth towards goals for all students and bring relevant student data to data team meetings. Special educators and interventionists actively participate in shared data conversations with general education teachers. Student data is captured on a school-wide data wall and assessment maps to track individual student and grade-level progress using a color-coded system.

Parents formally receive information on their child's progress every six weeks through either a progress report or a standards-based report card. Parents can access their child's grade book any time through the parent portal.

Data conversations occur at multiple levels. Assessments define our academic goals and analysis identifies the strategies and tools needed to get there. School leaders meet bi-weekly to evaluate grade level data trends and make school-wide recommendations for professional development, student intervention groups, and/or pacing and planning outcomes.

Grade level teams meet every 6 weeks to analyze SCAN student data aligned to district interims and/or 6-week SCAN assessments. Teachers use the following guiding questions:

1. How well did each class do?
2. What are the strengths and weaknesses in standards? Which standards need to be retaught?
3. What were the results regarding the different question types: open response versus multiple choice?
4. Which students mastered the standards taught and which students need reteaching or intervention?

Teachers participate in bi-weekly data team/planning meetings focused on daily, weekly, unit and period level data. Teachers also meet bi-weekly with an administrator or instructional coach to evaluate daily, weekly, and unit data.

Immediately following the 6-week data team meetings, grade level teams develop a teacher action plan that is explicitly tied to conclusions from the data analysis. Action plans identify the standards that need to be retaught, the students who will receive this instruction, an analysis of why students did not master specific standards, a plan for correction during reteaching, and development of a 6-week instructional plan.

Reaching the following performance goals will ensure that Oakland Elementary School meets or exceeds district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations” or “green” on the School Performance Framework (SPF).

Student progress on district interim assessments, SCAN 6-week assessments, DRA/EDL, and STAR are monitored after every assessment to ensure that students are making adequate progress. These measures are also used to provide evidence to the parents, community, and district of the successful programming at Oakland Elementary School.

If data shows that Oakland Elementary School students are not making adequate progress or that a group of students are not meeting benchmarks, immediate action is taken. Students are further assessed, teacher practice is analyzed, curriculum is reviewed and analyzed, and changes to instructional practice occur. Changes can include, but are not limited to:

- Instruction: pacing, scope-and-sequence, and/or delivery.
- Grouping: regrouping across classrooms, smaller groups, etc.
- Time: students may spend more time in a particular content area until gap is closed.

Retention decisions for students performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics. The principal, deans, teacher, and parents will confer prior to the end of the school year about the student’s progress. If students are making insufficient progress, an academic plan is prepared and grade retention may be recommended to the School Accountability Committee by the principal, APs, teacher, SIT or parents.

If the Oakland Elementary School Accountability Committee approves the grade retention of a student, the student is retained. All retention decisions are made by May 1st of the current year. Parents do not have the ability to override the decision of the School Accountability Committee. Parents are made aware of this policy at orientation or at the time of registration for all mid-year enrollees. The school regularly communicates student performance to parents/guardians. Promotion and retention information is communicated to parents through the Parent/Student Handbook.

Performance Goals

Reaching the following performance goals will ensure that Oakland Elementary School meets or exceeds district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations” or “green” on the School Performance Framework (SPF).

School Performance Targets (Innovation Years 1-4) ¹							
	Expected TCAP (MGP) (Grades 4-10)	Expected TCAP % Proficient-Reading (Grades 3-10)	Expected TCAP % Proficient-Math (Grades 3-10)	Expected TCAP % Proficient – Writing (Grades 3-10)	Expected TCAP % Proficient - Science (Grades 3-10)	Expected Early Rdg Assmt % on grade level (Grades K-3)	Expected MGP on new WIDA-Access
<i>Meets Standard on SPF Rubric</i>	<i>Above 50</i>	<i>At least 50%</i>	<i>At least 40% (elem.) 50% (middle) 20% (high)</i>	<i>At least 40%</i>	<i>At least 30%</i>	<i>At least 50% of students at or above grade level</i>	<i>*Current CELA MGP at or above 50</i>
Year 1	65	40	50	30	15	40	65
Year 2	65	50	55	40	20	45	65
Year 3	65	55	60	45	25	50	65
Year 4	65	60	65	50	30	55	65

D. English Language Learner Students:

Identification Process:

Oakland Elementary School follows all the guidelines and procedures outlined in the DPS Instructional Services Advisory (ISA) team manual and the Modified Consent Decree (MCD) 2012. Every Oakland Elementary School office staff and leadership team member is properly trained in the ELL Program designation process. The ISA team and school personnel ensure that students are accurately identified as English Language Learners (ELLs) by establishing a standard school registration protocol requiring that all parents fill out a Home Language Questionnaire (HLQ) to identify the primary or home language. If parents answer “yes” to any questions on the HLQ form, the parents receive program information. A detailed explanation of Oakland Elementary School’s TNLI program is communicated to parents in Spanish, when appropriate, by an ISA team member or ELA qualified leadership team member. Parents are given a DPS brochure and access to a DPS video explaining the different ELA placement options.

Once parents are informed of the different program options, they complete the Parent Permission Form (PPF), enabling them to choose from the following options: Option 1 (ELA-S at TNLI Program School); Option 2 (ELA-E); Option 3 (no Program services). PPFs are collected by office personnel and kept on file.

Before a student is placed in a classroom, a trained staff member administers the district’s W-APT assessment within 10 days of registration. Other formative assessments, such as a DRA (English) / EDL (Spanish), are administered to assess a student’s reading ability. Based on the results, the student will be initially placed in a classroom aligned to language ability and consistent with parent options. An ISA

team member reviews the initial placement and makes any recommendations. The school communicates the initial placement to parents, as well as the results of the formative assessments. The ISA team schedules a meeting within one month to discuss the initial placement, analyze student progress, and make further recommendations. Parents are notified of their child’s final placement decision within 30-days of starting school at Oakland Elementary.

At the beginning of each school year, Oakland Elementary School will create lists of ELLs eligible for entry into the TNLI program using the district database. The ISA team reviews placement and progress of all ELL students in the fall and spring of each school year. Bodies of evidence, including ACCESS data, individual reading assessments, and writing samples, are analyzed. ISA members review student progress toward English and Spanish proficiency, as well as academic proficiency on T-CAP, DSSN six-week interim assessments, SCAN Assessments, and other classroom assessments. The ISA team determines if any program changes need to be made, and does so in the best educational interest each student. If changes are made to the provisional placement, a letter is sent home to parents about the change and parents have the option to agree to the placement recommendations of the ISA team or to decline ELA program services (Option 3). Parent program refusal is documented by the completion of a new PPF. A school administrator or teacher may refer a PPF3 student to the ISA team at any time to revisit the student’s language needs. Parents cannot change their HLQ once completed. However, parents are able change their PPF options at any time.

Oakland Elementary School is a Transitional Native Language Instructional Program. Oakland follows DPS’s language allocation guidelines. Language of instruction in math, science, and social studies in ECE – 3rd grade will be All teachers are either ELA-E qualified or “on track” to becoming qualified within two years, according to DPS guidelines. Oakland utilizes DPS’s recommended language of Instruction for TNLI for all content in grade K – 5th grade.

Recommended Language of Instruction for Transitional Native Language Instruction Elementary School Grades K -2				
	Entering Level 1-1.9*	Beginning Level 2-2.9	Developing Level 3-3.9	Developing Level 3-3.9
English Language Development (ELD) Minimum of 45 Minute class for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs
Literacy: Read aloud, Guided reading, Writing, Shared reading, and Rotations, etc.	Spanish Instruction** with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension See Literacy Block Schedule	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension

See attached Literacy Block Schedule				
Mathematics	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension
Social Studies	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension
Science	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension
Specials: ELs with non-ELs	Supported English Content Instruction	Supported English Content Instruction	Supported English Content Instruction	Supported English Content Instruction
* Based on body of evidence aligned to WIDA Can Do Descriptors and WIDA ACCESS.				
Recommended Language of Instruction for Transitional Native Language Instruction Elementary School Grades 3-5				
	Entering Level 1-1.9*	Beginning Level 2-2.9	Developing Level 3-3.9	Developing Level 3-3.9
English Language Development (ELD) Minimum of 45 Minute class for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs	English Instruction specifically targeted for ELs
Literacy: Read aloud, Guided reading, Writing, Shared reading, and Rotations, etc. See attached Literacy Block Schedule	Spanish Instruction with SLD, Bridge and Extension See Literacy Block Schedule	Spanish Instruction with SLD, Bridge and Extension See Literacy Block Schedule	Spanish Instruction with SLD, Bridge and Extension See Literacy Block Schedule	English Instruction with ELD, Bridge, and Extension
Mathematics	Spanish Instruction	Spanish Instruction	Supported English Content	Supported English Content

	with SLD, Bridge and Extension	with SLD, Bridge and Extension	Instruction with ELD, Bridge and Extension	Instruction with ELD, Bridge and Extension
Social Studies	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension	Supported English Content Instruction with ELD, Bridge and Extension
Science	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension	Spanish Instruction with SLD, Bridge and Extension
Specials: ELs with non-ELs	Supported English Content Instruction	Supported English Content Instruction	Supported English Content Instruction	Supported English Content Instruction

One ELA-S teacher is hired at each grade level K-2. Oakland Elementary School is intentional in its implementation of the new TNLI program. We are aware that current Oakland SOAR students have not been instructed in Spanish. As students pass grade levels, intermediate classroom designations (ELA-E, ELA-E/S, ELA-S) will change to meet the language needs of Oakland’s students. We will look at ACCESS data, DRA/EDL assessments, STAR data, DSSN 6-week cycle assessment, T-CAP scores, and other classroom data to determine classroom designations on a yearly basis. Students can only be considered for transition from Spanish to English instruction once they have reached a Level 3.5 or higher in all domains on the ACCESS assessment. In addition, Spanish language support is not a substitute for Spanish language instruction.

An EL student with intermediate-level ACCESS scores (3.0-4.9) can still be eligible for Spanish language instruction if the professional judgment of the ELA-S teacher and ISA team is that such assignment is in the best interests of the student, and is done with informed consent of the parents.

Ongoing communication between the ISA Team, ELA-S teachers, and Supported English Content Instruction teachers shall be maintained to determine whether the assignment is appropriate or should be reconsidered.

Teachers have ongoing professional development throughout the school year on best instructional practices for ELLs, such as the SIOP model and how to differentiate for language needs. Teachers are expected to be clear in the language objectives, which are built into each lesson. Teachers receive weekly support from administrators and instructional coaches during the 90-minute planning blocks built into the schedule. Each lesson has time for all of the four language domains to be practiced; reading, writing, speaking, and listening. Teachers are trained in analyzing ACCESS data, running

records, and utilizing WIDA Standards in choosing appropriate work products for students to demonstrate their understanding.

The leadership team provides clear expectations of best practices for ELLs, including “look fors” for administrators and observers during weekly observation and feedback cycles. The leadership team uses trends observed during classroom walk-throughs to plan professional development. PD is differentiated so that language proficiencies unique to classrooms is addressed, as well as the background and knowledge levels of individual teachers. ELL PD is facilitated by ELA-qualified leadership team members and highly effective teacher leaders. Oakland Elementary School also collaborates with the district ELA department to ensure the high quality of EL trainings.

Oakland Elementary School is committed to ensuring that each ELL student receives 45 minutes of daily English Language Development. Additionally, we believe that English Language Development can occur within different content areas throughout the day. Based on the proposed platooning schedule, one ELA-E teacher will provide science and social studies instruction. Specific expository texts from *Avenues* are used during science and social studies blocks. Teachers use ACCESS data, DRA and EDL scores, as well as other classroom assessments to inform instruction. Teachers reference WIDA standards, as well as CCSS, while planning for language instruction. *Avenues* is used, along with other content resources, to meet these standards.

Teachers are trained in writing specific content language objectives for all ELD classes. The content language objectives meet the specific needs of students in science and social studies classes. Teachers are given time to collaboratively plan with teammates to find the best curriculum resources to meet student needs. When using any curriculum, teachers provide opportunities for students to practice all language domains: reading, writing, speaking, listening. Emphasis is put on collaborative activities, which encourages students to communicate their ideas.

The goal for all ELLs at Oakland Elementary School is that they progress at least one proficiency level per year, as measured by the ACCESS test. For students in the TNLI program, grade level DRA and EDL benchmarks help measure students’ progress towards English and Spanish proficiency. WIDA standards and WIDA “Can do” descriptors are used to measure student academic language progress, in conjunction with daily content/language objectives. When ELs reach a “trigger” point; Oakland ISA team will review their English proficiency and academic achievement to determine if they are ready to be “redesignated” as English Proficient¹. Redesignation is the initial step to exiting a student from the ELA program. DPS analyzed ACCESS and TCAP data and determined that the CDE redesignation trigger criteria, which is an ACCESS Overall score of 5 or higher and a Literacy score of 5 or higher is the most appropriate way to trigger review for Redesignation. DPS English Learners who met the CDE redesignation criteria were equally or more likely to score Proficient or Advanced on the 2013 TCAP literacy assessments as non-ELs (TCAP Reading and Writing). This represents a change from the DPS redesignation criteria we used in Spring 2013

Oakland Elementary School’s ISA team consists of an ELA qualified assistant principal and an ELA-S qualified teacher at both the primary and intermediate levels. These team members work together to

ensure the proper placement of students at grade levels, as well as offer assistance to flexibly group students according to Oakland's platooning schedule. The ISA team schedules annual meetings with each ELL's teacher to review and analyze data. Data such as DRA, EDL, STAR, writing samples, and other formative assessments are used to determine students' language progression. Placement of students will be flexible, made according to each student's language development needs.

In order to measure progress in content areas such as science and social studies, we create units and assessments specifically designed to increase vocabulary usage and critical thinking. Performance assessments are used at the conclusion of each unit, integrating the four language domains. Language proficiency is assessed using the WIDA language proficiency rubrics, as well as teacher created rubrics. Each content unit has a built-in performance assessment, allowing students to demonstrate their understanding of both content and language objectives in multiple ways. Assessments measure a student's ability to communicate ideas and use the language of science and social studies.

In addition to ISA team support, Oakland Elementary School is committed to providing each teacher with weekly data analysis opportunities. Specific feedback is given to teachers on instruction and progress monitoring of ELL students, those receiving Spanish language instruction, and those receiving Spanish language support. Assessments such as the EDL are used to measure grade level Spanish literacy and to inform instructional decisions needed for students in each classroom.

Oakland Elementary School ensures that each child receives a rigorous and appropriate education, regardless of language ability. Therefore, all teachers have weekly feedback conversations where classroom instructional strategies are evaluated in terms of their ability to allow ELLs to access content. All teachers are expected to plan for and assess the individual progress of language acquisition for every ELL, and teachers are given the support, coaching, and resources to make this happen. Every lesson is expected to have specific academic vocabulary, with built in supports for ELLs, so students are able to access content and use academic vocabulary. Teachers reference WIDA "Can Do" descriptors while planning for ways students can show their understanding of content.

Oakland Elementary School has a 2-hour guided reading block at each grade level. Teachers have the ability to meet with each child, every day in order to meet the specific literacy and language needs of students. Students can be flexibly grouped according to reading levels, as well as the specific language needs for ELL students. Intentional phonics and comprehension lessons are given for each guided reading group. Student data is continually analyzed in order to plan for future groupings of students.

For grade levels using the platooning model, ELA-E teachers teach either reading or science and social studies. Teachers have the ability to become "experts" in certain content areas, and can therefore be more intentional in planning for different language levels.

For grades K-2, there is one ELA-S teacher at each grade level. Students receive native language instruction in Spanish during the literacy block. Teacher and school leaders are flexible in determining the language of instruction for these students, and will look at all reading, writing, and language data, as well as individual student's prior history and experience with different languages in the classroom. Oakland Elementary School's instructional team is aware that most returning students to Oakland have

never had the experience of being instructed in Spanish. For grades 3-5, there is one ELA-E/S teacher at each grade level to offer Spanish language support. These classrooms are also given extra paraprofessional support.

Oakland Classroom Designations:

	Year 1	Year 2	Year 3	Year 4
ECE	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E
K-1	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E
Second	1 ELA-E/S 1 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E
Third	1 ELA-E/S 2 ELA-E	1 ELA-E/S 2 ELA-E	1 ELA-S 2 ELA-E	1 ELA-S 2 ELA-E
Fourth	1 ELA-E/S 2 ELA-E	1 ELA-E/S 2 ELA-E	1 ELA-S 1 ELA-E	1 ELA-S 1 ELA-E
Fifth	1 ELA-E/S 2 ELA-E	1 ELA-E/S 2 ELA-E	1 ELA-E/S 2 ELA-E	1 ELA-S 2 ELA-E

In order to ensure an equitable and rigorous education for all students, Oakland Elementary School inventories the libraries in each classroom. Each classroom library must have an appropriate amount of bilingual Spanish materials. In addition, classroom libraries have sufficient copies of books at different reading and language levels. Classroom libraries also have multiple genres to pique the interests of different students.

When choosing curriculum materials, decisions are based on grade level rigor, common core state standards, as well as engagement of content. Teachers are trained and supported to create units that are language rich, collaborative, and contain multiple opportunities for students of any language level to express his/her level of understanding.

Every teacher at Oakland Elementary School is ELA-E qualified, or in the process of becoming ELA-E qualified through Denver Public School’s ELA certification program. The instructional leadership team supports, trains, and offers feedback on ELL instructional strategies to all teachers. Ms. Mahannah completed her ELA certification as DPS teacher and continues to seek professional development opportunities. All leadership team members will receive DPS certification for administration and seek additional professional development opportunities. All teachers are expected to use ELL best practices, such as Sheltered English Content Instruction. Every lesson is accessible to every ELL in the classroom, and supports are built-in so each student can achieve grade level rigor. Teachers put emphasis on creating language rich classrooms, which provides multiple opportunities for students to communicate their learning.

As accordance with our school mission, every student, every day, will enter into a supportive environment. This can be observed in every classroom and is reflected by the relationships students and teachers build, and by the equitable and rigorous education we provide. There is consistent communication between school and parents regarding the progress of each child. In addition, we are committed to hiring staff with the ability to communicate with parents in Spanish as often as possible. We will utilize DPS resources to ensure that every parent receives communication in their preferred language.

Oakland Elementary School will provide a late-exit TNLI program. The goal is that all Spanish speaking ELLs who opt into our TNLI program will exit the program academically proficient in both English and Spanish. Oakland believes that bilingualism is an asset, and will assist students as they move forward in their education and careers.

Oakland Elementary School is intentional and flexible in the first year of implementing its TNLI Model. The first year we will only have one ELA-S teacher at each grade level K-2. Each proceeding year we will add an ELA-S teacher in grades 3-5. Native language instruction will be given in each ELA-S classroom. The expectation is that by 5th grade students will be biliterate in both English and Spanish. Oakland will use Literacy Squared’s Biliteracy Zone to track students’ progress biliteracy. Academic progress in English will be measured by DSSN 6-week assessment cycles, SCAN assessments, DRA assessments, STAR data, as well as classroom formative assessments.

Biliteracy Zone	
EDL Range, Spanish	DRA Range, English
A-2	***
3-6	A-2
8-10	3-6

12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

Reference: Kathy Escamilla: *Transitions to Biliteracy: Beyond Spanish and English, April 2007*

Exiting/Redesignation:

When it is determined that a child should be mainstreamed into English only instruction or exited from ELA services, we Oakland Elementary School follows the District guidelines to ensure that our process uses:

- A conjunctive or composite score to measure when a student has achieved proficiency in English on a valid and reliable ELP test.
- Grade level proficiency in each of the four language domains to permit students to participate effectively in grade level academic content instruction and assessments in English.
- A valid and reliable measure of the student’s proficiency in English that enables students’ meaningful and equal participation in the educational program without program services.

In order to complete the exit or redesignation process, we use accompanying documentation, ie: standardized assessments, report cards, current reading assessments, scored writing samples, and attendance histories. Oakland parents/guardians are fully informed about a student’s exit or redesignation consideration through a face-to-face meeting. All exit or resignation decisions include parent input and feedback. Parents are formally notified in writing of final team decisions. Students are closely monitored for two years after exiting the program using the same thorough body of evidence used to determine redesignation. If, at any time, during this two-year monitoring process the ISA team or a teacher determines that a student would benefit from further ELA services, a body of evidence is collected to consider readmitting the student to the ELA program. When considering an ELL with an IEP for redesignation or exit, the ISA Team consults with the Special Education/IEP team.

As stated above, all decisions made by Oakland's ISA team are based on a body of evidence and include input from all stakeholders. A redesignated student’s academic success is monitored for two years after exit from ELL services. This follow up is done by the ISA administrator in tandem with the administrative leadership team and mainstream teachers. The ISA team notifies classroom teachers, the administrative leadership team, and parents, all of whom collaborate, agree and sign the district ELA Re-designation Review Form. Documentation of the exit decision is included in the student’s cumulative folder as well as copies of those records maintained in the dean’s files. Oakland Elementary School follows district policy and ensures that all ISA team and mainstream classroom teachers document each student’s academic performance using the ELA Monitoring Form and supporting documentation. Monitoring

forms are used to monitor the degree to which redesignated students are meaningfully participating and demonstrating academic proficiency in mainstream English instruction.

E. Special Education Students:

Oakland Elementary school will comply with all state and federal laws and requirements for serving students in the Least Restrictive Environment (LRE) and providing appropriate levels of services to students with disabilities. In particular, the school will comply with the Individuals with Disabilities Act (IDEA). 

Oakland Elementary School uses an integrated academic model where students at all levels participate in heterogeneous classes, but also benefit from small group instruction and blended instruction as needed to improve academic achievement and mastery. This model provides multiple opportunities for special education services and specialized instruction to be provided without disruption to a student's daily schedule.

Students with disabilities participate in the school wide assessment cycle, which includes annual WIDA testing, district interims and SCAN 6-week assessments, as well as weekly curriculum-embedded assessments of essential learning goals. Student progress is monitored using CBMs in accordance with the guidelines established by DPS Department of Student Services. In addition, special education teachers assist in the tracking of student progress in the general education classroom and provide tutoring and homework support. Special educators and/or case managers use baseline data to set targeted IEP goals in the student's area of disability, closely monitor the student's progress with curriculum-based measures and behavior observation tools, and communicate the student's progress to administration, general education teachers, and parents. The provider uses the data to target the areas of need with specialized instruction and research-based methods and interventions. The case manager compiles all academic data points (diagnostic, benchmark, and progress monitoring) in a data file that drives the individualized service delivery for that student.

Finally, special education staff actively participates in the data team processes to ensure that all students are making adequate progress. Special education staff members participate in the same rigorous evaluation processes as all other Oakland Elementary School staff, including one-on-one data conversations with school administration to closely monitoring student progress in the areas where they are receiving specialized instruction services.

Staffing and Professional Development:

For all special educator positions, Oakland Elementary School recruits candidates who possess appropriate licensure and are highly qualified. We seek candidates who have a proven record of implementing effective instructional strategies and curricula identified by the extensive body of research on best practices for instructing students with disabilities. Candidates demonstrate the ability to support all disabilities, including social/emotional and educational.

All special education teachers are trained in best practices for providing specialized instruction. Teachers attend the ongoing professional development opportunities provided by DPS Student Services. At the school level, special education teachers receive ongoing professional development in content-based curriculum, working with diverse student populations, and classroom management and engagement strategies. In addition, special education staff participate in periodic professional development sessions with general education staff to share the key instructional strategies and techniques they learn in their book study groups.

Oakland Elementary School is projected to have 42 mild/moderate students and two special education teachers. Each special educator will have a caseload of approximately 21 students. Students will be grouped by grade level and specific IEP goals as a means of meeting each student's specific needs. Special education staff will also be supported by a bilingual paraprofessional who can provide more targeted support for ELLs identified with IEP goals.

Program Plan:

The special education team, including special education teachers, paraprofessionals, and related service providers, provides a continuum of services to support student success in the general education setting. These services include direct instruction outside of the general education classroom, integrated instruction and support inside the general education classroom, behavior interventions, and consultation with classroom teachers. Students with IEPs are included in the general education classroom to the maximum extent possible to meet their individual learning needs. These integrated services are tailored to the needs of the students, as identified in the IEP, and therefore vary.

Special education teachers support students through collaboration with the general education teacher to differentiate lessons, co-teach, provide instruction to small groups, and support individual students as needed. They also integrate interventions or multimodality supports, such as classroom visuals and manipulatives, into instruction, provide ELL support, provide accommodations, and support assistive technology.

Direct services outside of the general education classroom are mostly reserved for targeted instruction of discrete skills with remediation and research-based programs. Such research-based interventions may include the Wilson Reading System, Foundations, Spellography, ALEKS and Why Try. Students with IEPs who have stronger skill sets can also access these as Tier II interventions in the general education classroom, and therefore are enabled to be further included in content areas. Direct services can also include intensive support of general education objectives via pre-teaching, extended independent practice, re-teaching, and conceptual applications. The overall objective of these direct services is to support student growth and, therefore, student ability to access the general education curriculum. Special education providers also facilitate positive behavioral supports for students with emotional and developmental disabilities.

When a student is identified as needing additional academic support, the student participates in a screening process for small group instruction in their area of need (reading and/or mathematics). Based on this data, students are placed in small groups for targeted intervention. A student's responsiveness to small group instruction is closely monitored and analyzed. When a student is unable to make adequate progress in these groups, instruction is modified and adjusted as a part of regular data team meetings. If the student continues to struggle to make adequate progress, he/she is referred to the Student Intervention Team (SIT). The SIT includes regular education teachers, intervention teachers, and special education staff. Parents are also an integral part of the SIT process. The SIT utilizes the DPS protocols and formats. Each student who participates in the SIT process receives a 6-week plan to be implemented and closely monitored. When students have participated in the SIT process and continue to struggle to make adequate progress, the team may determine that the IEP process should be pursued. At that point in time, a student may be referred to the IEP team for an evaluation. The IEP team will use the guidelines and processes outlined by the DPS Department of Students Services to conduct an evaluation and IEP determination. The same process is followed for students who display social/emotional needs, with additional supports from the school-wide PBIS and Peace 4 Kids systems.

DPS Center Programming:

Oakland Elementary School provides two center-based programs (MI-A) for students with autism. Oakland offers a primary (K-2nd) and an intermediate (3rd-5th) center for students with autism. Oakland administrators have worked extensively with SOAR @ Oakland Autism Team (A-Team) to understand the center's current programming and ensure the continued effectiveness of the program for all students in the center. Oakland administrators have also met with consultants from the Denver based Joshua School, which assisted in the development and professional development for SOAR's A-Team. Oakland's community ensures that all students have equitable access to the highest level of academic, social, emotional, behavioral and intervention programming for all of our students. Oakland's autism program employs three lead teachers: one primary lead teacher, one intermediate lead teacher, and one full time speech and language pathologist. In addition, the autism program is staffed by three paraprofessionals, all of whom are trained in the treatment of children with autism spectrum disorders, ie: augmentative-alternative communication (AAC) and Applied Behavioral Analysis (ABA). We are planning to add a fourth paraprofessional, dependent on additional funding from school-based budgeting.

Student Recruitment:

The recruitment process for Oakland Elementary School is inclusive of all students who wish to attend our school. It is the intent to provide special education services for identified students across a continuum of services based upon the individual needs of each student. No student will be turned away from Oakland Elementary School because of a special needs and/or IEP. Once students are admitted, Oakland staff members reach out to families in order to welcome them, learn about the individual strengths and needs of the student, and prepare for excellent service delivery.

Students identified with mild to moderate special needs receive support in a pull-out or inclusionary model that adheres to the minutes on each student's Individual Education Plan (IEP). Oakland's

Instructional Leadership and Special Education Team evaluate each students' IEP goals to determine classroom placement. Students with special needs who require additional support services receive these services in accordance with their IEP, utilizing push-in and pull-out models. Schedules are created and adjusted frequently to meet the individual needs of the identified students based on decisions made during IEP meetings.

Academic Intervention & Acceleration:

Oakland Elementary School is committed to the academic achievement and growth of all students. Oakland's data-driven instructional model ensures that students with special needs, as well as students that require academic acceleration, receive appropriate instruction. The weekly assessment and data analysis cycle allows for immediate feedback on student performance levels and determination of specific academic strategies to be employed in the week to come. In order to challenge each student at his or her skill level, Oakland Elementary School teachers differentiate and individualize instruction in the following ways: small groupings, specialized instruction, varied academic activities.

Oakland Elementary School implements strong, research-based core curricula in all content areas (ie: *Math in Focus*). Universal screening of all students is completed with intervention placement assessments, including STAR Reading, Developmental Reading Assessment 2, DPS Interim Assessments (2-5), CSAP (3-5), ACCESS, and SCAN 6-week assessments. An examination of data across assessments determines areas of possible intervention.

Oakland Elementary School implements a Response to Intervention (RtI) model in order to give all students the instructional support they need to succeed. RtI is a proactive prevention and problem solving model designed to limit or prevent academic failure for students who are having difficulty learning by providing scientific, research-based interventions designed to bring students up to grade level achievement, as well as to identify Gifted and Talented students so they can achieve to their maximum potential.

Each tier provides increasingly individualized instruction, continuous monitoring of progress to calculate gains, and criteria for changing interventions and/or tiers through a regularly-scheduled and systematic team decision-making process. Oakland plans to implement the Colorado Multi-Tiered Model of Instruction and Intervention as outlined by the Colorado RtI Framework provided by the Colorado Department of Education (CDE).

Students in K – 3rd receive reading intervention embedded in their guided reading block utilizing an inclusion model utilizing intervention teachers and intervention paraprofessionals. Students in 4th and 5th receive intervention during their guided reading times utilizing a pullout and inclusion model support by interventionist and intervention paraprofessionals.

All 4th grade students receive math intervention which is support by Oakland's Math Fellow and Math Coordinator. All Students in K – 2nd and 5th grade receive math intervention as part of their core math content time utilizing Mindstream's online math program, ST Math. Created by MIND Research Institute,

ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. With the touch functionality of ST Math students experience an even greater level of interactivity. With ST Math, learning continues outside of school too, as teachers can assign specific math objectives in the software program for homework. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

Oakland Elementary School uses a Student Intervention Team (SIT) to work with all general education teachers to support differentiation and Tier II & III interventions. The SIT team implements universal screening using normative data tools and other curriculum based measures to identify students for Tier II interventions that target specific areas of need. These Tier II interventions include, but are not limited to, small group instruction within the general education classroom, ELL supports and programming, and research-based programs. The progress of students receiving Tier II interventions is monitored weekly by the SIT team. Students in grades K-5 who are determined to be at the Tier II or targeted level receive between 20 and 45 minutes of targeted intervention daily, in addition to grade level instruction.

If students fail to progress toward their goals or respond to these Tier II interventions (6-week period), they are referred for Tier III interventions and the SIT team works to identify a root cause of the academic struggle and create a full SIT plan to address this need. All Tier III interventions are research-based. These interventions may include, but are not limited to, Wilson Reading System, Foundations, Spellography, ALEKS and Why Try. All SIT plans are closely monitored and measured for efficacy; the team makes changes when necessary and gives referrals to Special Education when appropriate. Students in grades K-5 who are determined to be at the Tier III or intensive level receive between 45 and 90 minutes of intense, targeted intervention daily, in addition to grade level instruction. Referrals for special education testing only occur after students have received 6 weeks of targeted, research-based intervention at each tier (at least 18 weeks) and weekly data shows a lack of progress.

Rtl Leadership Team:

The purpose of the Rtl Leadership team is to provide overall guidance and support to the Rtl process. The team membership consists of an administrator, interventionist, primary teacher, intermediate teacher, and a special educator. The team focuses on the following:

- Meet monthly to monitor the Rtl Instructional Plan to ensure that the data demonstrates that the plan is working as designed; making any needed adjustments.
- Ensuring effective classroom instruction in the core.
- Creating a process that ensures that teachers/interventionists use and document research-based intervention prior to bringing students to the SIT.
- Ensuring that regular observations are conducted to confirm fidelity of implementation at the universal, targeted, and intensive levels of instruction.

- Ensuring that regular data team meeting cycles occur to monitor student progress and make timely adjustments to instruction.
- Ensure that budgeting and scheduling decisions are closely tied to student and teacher needs based on data.

Plan to Collect Data to Determine Intervention Needs and Evaluate Intervention Effectiveness		
DRA-2/EDL-2	STAR	Intervention Program Placement Assessments
<p>1. Who needs to be tested (if not being done school wide)? All Students</p> <p>2. Who will prepare/order testing materials? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting.</p> <p>3. Who will give the assessments? Classroom teachers and/or assessment team members</p> <p>4. When? First week of August through the end of September</p> <p>5. Scheduling Plan? Teachers create their own schedules</p> <p>6. Who will score assessments? Teachers score their own assessments as administered, individually and across grade levels</p> <p>7. Which data system will be used? School Net, TANGO, and school-wide Excel spreadsheets.</p> <p>8. Who will enter the data into the system? Classroom teachers, data will be uploaded automatically using TANGO.</p> <p>9. How (who) will the data be compiled</p>	<p>1. Who needs to be tested (if not being done school wide)? All Students</p> <p>2. Who will prepare assessment schedule? STAR Site Assessment Leader (SAL) and technology teacher will develop schedule for each DPS administration window.</p> <p>3. Who will give the assessments? Teachers, facilitator, and/or school based assessment team (paras, facilitator, sped team, specialists, & classroom teachers).</p> <p>4. When? DPS assessment schedule will be used: Fall – October Winter – December Spring – May Classroom teachers will also provide progress monitoring every three weeks to ensure priorities for instruction and intervention.</p> <p>5. Scheduling Plan? TBD</p> <p>6. Who will score assessments? Scores generated electronically</p>	<p>1. Who needs to be tested (if not being done school wide)? Core small-group assessments administered to all, intervention administered based on identified student need using universal screening data.</p> <p>2. Who will prepare/order testing materials? Interventionists and paras</p> <p>3. Who will give the assessments? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting</p> <p>4. When? Fall – First week of school or as needed</p> <p>5. Scheduling Plan? Within the first two weeks of school for grades 1-5, by the end of the first month for Kinder</p> <p>6. Who will score assessments? Classroom and Intervention Teachers</p> <p>7. Which data system will be</p>

<p>and analyzed? Data will be printed in class-wide reports by grade level to be analyzed and debriefed at September Data Team Meeting in order to establish SMART Goals and Refine Groupings.</p> <p>10. When will it be published/viewed by staff? Data Wall will be created as a part of the meeting during the first week of school and maintained throughout the school year.</p>	<p>through Renaissance Learning.</p> <p>7. Which data system will be used? STAR Early Reading and STAR Reading scores will be uploaded to school-wide data system and spreadsheets.</p> <p>8. Who will enter the data into the system? School Assessment Team will enter data into school-wide data system and spreadsheets.</p> <p>9. How (who) will the data be compiled and analyzed? Data will be printed in class-wide reports by grade level to be analyzed and debriefed at Fall, Winter and Spring Data Team Meeting in order to establish teacher action plans.</p> <p>10. When will it be published/viewed by staff? Data Wall will be created as a part of the meeting during first week of school and maintained throughout the school year.</p>	<p>used? School wide Excel spreadsheets in Google Docs.</p> <p>8. Who will enter the data into the system? Teachers and Interventionist</p> <p>9. How (who) will the data be compiled and analyzed? Data will be compiled by interventionist to establish and design the walk-to-read intervention block groupings and schedule</p> <p>10. When will it be published/viewed by staff? Intervention and small group instructional data and grouping plan will be updated every 6-8 weeks. The updates and progress of students will be shared with grade-level teams, support staff, and school administration.</p>
<p>Plan for Assessing and Placing New Students Who Enroll Mid-Year into Intervention Block Groups:</p> <p>When new students arrive at Oakland, the registration secretary will complete the top section of this form and place it in the classroom teacher's box and assessment team member:</p> <p>Name: _____</p> <p>ID #: _____</p> <p>Date Enrolled: _____</p> <p>Classroom Assignment: _____</p> <p>Teacher Name: _____</p> <p>Grade-Level _____</p> <p>This section completed by Assessment Team</p>		

<p>Member: Administer DRA-2/EDL-2 and any diagnostic assessments needed to make instructional decisions (Spelling inventory, CORE Phonics Survey, Math Screener, etc.) DRA-2/EDL-2: _____ Diagnostic Data: _____ **BE sure to bring this form to the next grade-level data team for support in placing student into the appropriate Intervention Block group.</p>		
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Plan for Literacy Intervention:

Tier 1 Universal Level School-Wide Core Instruction:

Using a Balanced Literacy Model, students participate in whole group instruction, small-group reading instruction, and individual learning stations. Students are re-grouped across classrooms to ensure targeted whole group and small group instruction that is within the child’s individual zone of proximal reading development.

Tier 2 Targeted Level School-Wide Literacy/Intervention Block:

Every student in K-3rd grade receives a small group intervention block as part of the 120-minute guided reading time. During this time, the classroom teachers conduct small-group reading instruction and monitor work stations. Intervention teachers, ESL teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Small groups provide double-dosing in specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, ReadWell, Leveled Literacy Instruction, Six Minute Solution, PALS, and Read Naturally. Students in 4th and 5th grades who are reading below grade level also receive small group intervention as part of their 120-minute guided reading block. During this time, the classroom teachers conduct small-group reading instruction and monitor work stations. Intervention teachers, ESL teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Small groups provide double-dosing in specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, Leveled Literacy Instruction, Six Minute Solution, and Read Naturally.

Tier 3 Intensive Level School-Wide Literacy/Intervention Block:

Students in need of intensive reading intervention receive their instruction during the same 120-minute block of time as the rest of the students in their grade-level. This ensures that students in need of more intensive reading intervention (IEP and ESL students) are still able to fully participate in the core reading lesson, receiving daily instruction in grade-level standards. The only difference is that they participate in smaller groups for the entire 120-minute period using more intensive reading intervention curricula. Possible intervention programs include, but not be limited to, Writing Road to Reading, ReadWell, Wilson Foundations, Wilson Just Words, Wilson Reading, and Language!

Plan for Mathematics Intervention:

Tier 1 Universal Level School-Wide Core Instruction:

Mathematics instruction follows the Math in Focus curriculum, including whole group instruction, small-group instruction, and individual learning stations. Students are re-grouped across classrooms to ensure whole group and small group instruction that is targeted at the child's individual zone of proximal mathematics development. Students in 3rd-5th grades will also receive blended learning intervention using ST Math.

Tier 2 Targeted Level School-Wide Math Intervention Block:

A 30 - 45 minute intervention/small group block is provided according to the master schedule for all grades K-5. During this time the classroom teachers conduct small-group mathematics instruction and monitor work stations. Intervention teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Groups participate in double-dosing, targeting specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, Math in Focus Reteach, Origo, Navigator, and Do the Math. Students in grades K-5 receiving targeted math intervention are provided time to complete a daily 30-minute blended learning block using ST Math.

Tier 3 Intensive Level School-Wide Mathematics Intervention Block:

Students in need of intensive mathematics intervention receive instruction during the same 30-45 minute block of time as the rest of the students in their grade level. This ensures that students in need of more intensive math intervention (IEP and ESL students) are still able to fully participate in the core math lesson, receiving daily instruction in grade-level standards. The only difference is that they participate in smaller groups for the entire 30-minute period, using more intensive math intervention curricula. Possible intervention programs include, but not be limited to, Math in Focus Reteach, Origo, Hands-On Standards, Navigator, and Do the Math. Students in grades K-5 receiving intensive math intervention are provided time to complete a daily 30-minute blended learning block using ST Math.

Plan for Behavior Intervention:

A similar tiered system is utilized for social/emotional instruction of students. All students participate in the Peace 4 Kids core curriculum during morning meetings. Students who need additional supports for behavior participate in small groups using the Peace 4 Kids program for more intensive, small-group instruction several times a week. The frequency of group sessions is based on individual student need. Groups are supported by school counselor, psychologist, and Dean of Culture and Equity. Students in need of intensive support receive individualized behavior contracts and/or behavior plans to be monitored by teachers, student advisor, and special education staff.

Fluid Systems for Intervention:

Oakland Elementary School utilizes a fluid system for interventions. Students' progress is monitored on a weekly basis by interventionist. Whenever a student demonstrates the need to be moved to different

groups for either more intensive intervention or for less intensity (acceleration), students are moved accordingly. The decision to move a student is made by the RtI Intervention Team and/or SIT Team and classroom teacher. This system ensures that students are appropriately placed by instructional level. By delivering intervention during targeted times for each grade level, student grouping is both more feasible and provides a wider base of potential groups in which to place students.

F. Gifted and Talented (GT) Students

Oakland Elementary School's commitment to all students includes highly effective strategies for identifying and challenging our GT students. Oakland uses the DPS policies and procedures for identification of gifted and talented students. Students are identified using three criteria:

- Assessment data from TCAP and or DRA-2, demonstrating 2 years above grade level
- Scores of 90% or higher on the NNT-2 (2nd and 4th grades)
- Parent and/or teacher questionnaire

Oakland employs a centrally hired GT specialist one day per week (.25 FTE). The GT specialist is responsible for GT assessment and identification, developing and monitoring progress on Advanced Learning Plans, consulting with teachers on curriculum extensions, and providing direct support to students. The GT teacher is evaluated jointly by the school and the district GT Director.

GT students and any other students who show high levels of achievement receive advanced learning opportunities such as curriculum compacting or acceleration, clustering of high performing students for instruction, and enrichment opportunities, even if they are not all identified as gifted and talented. Oakland follows procedures set forth by the G/T department to ensure that students who are traditionally under-represented are included in the program. ELLs are evaluated for eligibility based on modified criteria. ELLs only need to demonstrate one year above grade level skills, modified TCAP criteria, and a checklist that analyzes the rate at which a child has acquired their second language.

Each identified gifted and talented student receives an Advanced Learning Plan (ALP). Gifted and talented students often have unique social/emotional needs coupled with advanced intellectual abilities. ALPs can provide avenues for gifted students to realize their potential and experience success. The ALP provides documentation for gifted education services in the student's areas of strengths, the student's yearly growth, and the ways that the student's academic, social, and emotional needs must be addressed. This establishes a partnership among the gifted student, the classroom teacher, the parent/guardian, and the gifted education specialist at the school. The ALP can also provide assessment accommodations for GT students who need additional time to complete district, state and school assessments.

Student progress toward ALP goals is monitored throughout the year and goal attainment is documented at the end of each year in collaboration with the classroom teacher, parent/guardian, and GT specialist. GT student achievement data and growth is reviewed throughout the year and adjustments are made according to the ALP and student instructional levels indicated in student achievement data.

G. Supplemental Programming

Health and Mental Health Services:

Oakland Elementary School offers a variety of health and mental health services to students and families. Oakland partners with Mental Health Services of Denver (MHSD) to provide services during the school day for students. MHSD funds a full time school psychologist and full time case manager, who will serve the Oakland community exclusively.

Oakland students receive social/emotional instruction using the Peace 4 Kids program. The Peace 4 Kids program offers a daily gathering where a minimum of three students per day are recognized for demonstrating one of the 15 character traits. These morning meetings also provide an avenue for students to resolve issues and restore positive relationships in the classroom. The Peace 4 Kids curriculum includes three lessons per month to increase social competence and mental health in the school. This evidenced-based program has also been shown to positively affect academics. In a recent study conducted by the University of Texas, schools that utilized Peace for Kids showed significant gains in academics and behavior. Based on the success of Peace for Kids over the past 10 years, the program was recently nominated as a top social skill development program by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Oakland Elementary School also partners with the Center for Safe Schools for staff training and coaching to ensure the fidelity of the Peace 4 Kids program. Peace 4 Kids also provides a tiered system of support. Students who need more targeted and intensive support in the development of social/emotional skills and strategies can participate in small group instruction. Knowing that parents play an integral role in developing and maintaining a positive school culture, we offer the Parent Empowerment program that connects to the Peace 4 Kids curriculum.

Extended Day Enrichments:

Oakland Elementary School provides a longer school day and school year so that all students have sufficient time and resources to master academic content, as well as participate in structured enrichment activities. Teachers and community providers offer enrichment during the extended day that may include: interventions, advanced math and science classes, after school dance club, theater, visual arts, and athletics. In addition to these built-in school programs, Oakland Elementary School works to build community partners in the Far Northeast that promote academics as well as positive, healthy behavior for our students and their families. Examples of existing and potential partnerships include: the Denver Public Library, Girls on the Run, Boys and Girls Club, Junior Achievement, Denver Kids, Denver Parks and Recreation, Earth Force, Boy and Girl Scouts of America, Fit Fun, Rapids Soccer, Rocky Mountain Children's Choir, Colorado Youth Symphony Orchestra, KidsTeck and ELKids.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention:

At Oakland Elementary School, we know that a growing body of research indicates that the most important variable schools control in determining student achievement is teacher quality. Research from the National Assessment of Educational Progress (NAEP) and the Program for International Student Assessment (PISA) suggests that schools and school systems that invest heavily in building human capital reap tremendous benefits in student achievement. The impact of high-quality teachers has far-reaching effects on students' life outcomes.

To ensure Oakland students have the most effective teachers, we aggressively recruit top candidates based on our primary criteria for hiring teachers: mission and vision compatibility; Blueprint turnaround teacher competencies; instructional skills; the capacity to communicate and work effectively across differences of race, class, gender, and sexual orientation (among others); communication skills; and work ethic/resilience. In addition, personal committee screens deeply at every stage for cultural competence, specific experience with the target demographics, and a variety of factors and experiences that predict authentic relationships and success with students.

Oakland Elementary School does not follow the district staffing cycle. We post vacancies when they become open and work with the district HR office to post positions through the district website. In addition to this posting, we engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. Recruiting efforts take full advantage of our local and national partners and online job boards. Some of these include: Teach for America, Denver Public Schools and a variety of local and national universities and schools of education.

Oakland Elementary School classroom teachers are required to hold a Colorado license. Students receive core academic instruction by teachers who meet the criteria for "highly qualified" in accordance with the Elementary and Secondary Education Act (ESEA). Fingerprinting and background checks are required for anyone who supervises students.

Oakland Elementary School considers all eligible applicants for vacancies, including district teachers who apply to transfer. Transfers do not receive priority consideration. Oakland Elementary School does not accept direct placements from the district or assignment of unassigned non-probationary teachers. The Oakland Elementary principal, in consultation with the SAC, makes decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies.

The selection and hiring process follows the DSSN Blueprint teacher Selection Toolkit Guidelines. All candidates are evaluated based upon Blueprint Competencies:

Indicators		
Competencies	1. Relentless Drive for Results <i>(Standards--Based Goals)</i>	<ul style="list-style-type: none"> ● Sets ambitious and measurable goals for student achievement. ● Plans purposefully with the end goal in mind (i.e. daily objectives, standards).
	2. Influence and Motivate Others <i>(Positive Classroom Culture and Environment)</i>	<ul style="list-style-type: none"> ● Works collaboratively to problem--solve and achieve shared goals. ● Mobilizes and invests stakeholders (students, parents, colleagues) to achieve goals.
	3. Data-Driven, Problem-Solving Approach <i>(Differentiation)</i>	<ul style="list-style-type: none"> ● Uses data to identify patterns in student performance, anticipate potential pitfalls and adjust practices. ● Determines student needs via daily mastery assessments and checks for understanding in order to inform instruction in real-time. ● Actively analyzes situations and changes tactics as needed.
	4. Interpersonal Understanding and Cultural Awareness <i>(Positive Classroom Culture and Environment)</i>	<ul style="list-style-type: none"> ● Builds relationships with diverse constituents. ● Worries about serving constituents in their best interest. ● Works to develop an understanding of the community and the unique needs of stakeholders. ● Creates a welcoming environment. ● Understands how personal bias, privilege, or assumptions could impact working with stakeholders.
	5. Ability to Overcome Adversity	<ul style="list-style-type: none"> ● Recovers quickly from setbacks. ● Does not let disappointments prevent work from being accomplished ● Demonstrates resilience and persistence in the face of obstacles.
	6. Sense of Self-Efficacy	<ul style="list-style-type: none"> ● Confidence in own ability to lead and produce results for all students. ● Demonstrates emotional self--control and reasoned thought. ● Continually reflects on performance and seeks feedback and resources to improve effectiveness.
	7. Initiative and Persistence	<ul style="list-style-type: none"> ● Actively monitors the classroom. ● Maintains a sense of urgency through appropriate pacing and bell-to--bell instruction. ● Sustains energy to avoid burnout.

Instructional Skills & Knowledge	8. Strong Pedagogy and Delivery <i>(High Impact Instructional Moves, Differentiation, Masterful Content Knowledge)</i>	<ul style="list-style-type: none"> ● Holds deep knowledge of the content area and continually seeks professional growth opportunities to further develop this knowledge. ● Facilitates student-centered learning opportunities. ● Makes lessons relevant and meaningful by connecting each lesson to daily and long--term learning goals, prior knowledge, and real--world examples. ● Ensures that all students are engaged at all parts of the lesson cycle. ● Breaks down complex ideas logically and coherently in a student friendly manner. ● Incorporates higher order thinking skills into lesson activities and questioning.
	9. Effective Classroom Management <i>(Effective Classroom Management)</i>	<ul style="list-style-type: none"> ● Deliberately creates a positive and productive learning environment. ● Sets and maintains clear expectations for students' behavior. ● Holds every student accountable for meeting high expectations.

The teacher selection process occurs in 6 stages:

Stage 1, Initial Screen of Resume and Cover Letter:

Applicants are asked to submit a school-specific cover letter and resume, which should include information on the candidate’s education and experiences, as well as certification to ensure they are highly-qualified for the position. Each candidate is screened and scored using Blueprint’s Teacher Cover Letter and Resume Screening Template. (See Appendix A for copy of Blueprint Teacher Cover Letter and Resume Screening Rubric Template.)

Stage Two, Phone Interview:

The hiring committee uses the Behavioral Event Interview (BEI) techniques, interview questions, and scoring protocols. The BEI technique requires candidates to detail actions and thinking in past work events. Interviewers using BEI ask questions that encourage candidates to reflect on concrete, past actions, rather than hypothetical responses. (See Appendix A for copy of Blueprint Phone Interview Template, which is used for each phone interview.)

Stage Three, Interview:

- Part 1, Lesson Plan Scenario: Candidates are given a lesson plan scenario with student pre-test data and demographics (i.e. IEP status, ELL status, etc.) in order to create a personalized lesson plan based on the data. All lesson plans are evaluated using a rubric.
- Part 2, Written Response: Candidates are given a question case study aligned to one to two Blueprint turnaround teacher competencies. Essays are evaluated using a rubric. (See Appendix A for sample of Blueprint Phone Written Response Template and rubric.)

-Part 3, Interview: Candidates are interviewed by the school's hiring committee. Questions are selected from the Blueprint Teacher Toolkit before interviews begin to ensure that all candidates respond to the same questions. Additional grade level specific questions may also be included.

Stage Four, Model Lesson:

School administration and interview committee (whenever possible) ask to observe candidates in their current school and/or ask candidates to video record a lesson for school administrators and interview committee members to observe. Candidates' lessons are evaluated using a rubric.

Stage Five, Reference Check:

In alignment with the DPS Human Resource Department guidelines, candidates are required to provide at least two references, with one reference coming from an immediate supervisor who has evaluated the candidate in the past. Oakland uses the DPS Human Resources and Blueprint reference check documents to collect and document feedback from references.

Stage Six, Follow-up and Final Selection:

The leadership team works collaboratively to review candidate application documentation and make final selections.

Oakland Elementary School focuses on cultural competency at each stage of the hiring process, as well as on cultural competency PD for new and existing staff. Through written questions, phone screens, and in-person interviews, candidates are asked to demonstrate cultural competency, as defined by an individual's capacity to work effectively across differences. Examples may include positive experiences across lines of race, gender, class, and sexual orientation among colleagues; knowledge of privilege and racism; a commitment to anti-racist teaching and actions; and effective coalition-building among families and community. Once a part of the team, all Oakland Elementary staff members participate in cultural competency training sessions at multiple times throughout the course of the year.

Oakland sets an annual goal to retain 90% of the teaching staff. In 2012 The New Teacher Project (TNTP) released a new case study, *Keeping Irreplaceables in D.C. Public Schools*, highlights District of Columbia Public Schools as an example of a large district utilizing smart retention strategies, and identifies ways it can continue to make progress. TNTP recommends eight teacher retention strategies Oakland's administration employs: 1) informed effective teacher teachers they are high performing 2) provide teachers with regular positive feedback 3) offer public acknowledgment of teacher accomplishments 4) offer access to additional resources 5) teacher leader roles determined 6) teacher development areas identified 7) provide critical feedback to teachers.

B. Teacher Coaching:

The goal of teacher coaching is to grow teachers as effectively and quickly as possible to ensure highly effective instruction occurs in every classroom. Teacher coaches identify actionable steps aligned to highly effective classroom practices (i.e.: classroom management and rigor) that a teacher can master in the shortest amount of time. In order to achieve this goal, teacher coaching must be highly

individualized, systematic, and continuous. The first step in developing highly effective teachers is to clearly identify the characteristics of a highly effective teacher at Oakland Elementary School. We use the DPS LEAP Framework and Doug Lemov's *Teach Like a Champion* as the primary resources for effective instructional strategies. Teachers receive weekly/bi-weekly coaching on the implementation and refinement of these techniques, as well as curriculum specific teacher coaching and training. Teachers receive weekly/bi-weekly formal and informal observations, coaching and support from the principal, APs, and teacher leaders/teacher effectiveness coaches. Review of instructional plans and student achievement data are a regular part of the supervision and coaching conversations.

Observation and Feedback Cycle:

The observation and feedback cycle adhere closely to the structural frameworks and guidelines identified in Leverage Leadership (Bambrick-Sayntoyo, 2012). Fifteen to 20-minute observations of teachers occur every week, followed by a weekly feedback session. Each feedback session is focused, evidence-based, and constructive. Leadership uses the Six Steps for Effective Feedback protocol provided in Leverage Leadership to frame feedback and coaching conversations. Teachers bring their lesson plans and teacher's guides connected to the observed lesson, as well as upcoming lessons, to ground the debrief conversation in instructional practice and provide next steps for implementation. The identified action steps are focused, high-yield, connected to the LEAP Framework, and manageable enough for a teacher to make changes that can be observed in practice within a week. Based on the identified action step, teachers may be given professional reading, video exemplars, or models in their classrooms to support their action step implementation. The Oakland administration uses the data tracking systems provided by Leverage Leadership to create a system to track the instructional coaching cycles of teachers. Teachers receive frequent formal and informal observations and feedback from the principal, APs, and teacher leaders. Review of instructional plans and student achievement data is a regular part of the supervision and coaching conversations.

C. Teacher Evaluation:

The Oakland Elementary School innovation plan is intended to support teachers at all stages of their professional development. Teacher evaluation is meant to identify the current strengths and growth areas of teachers, to identify professional growth opportunities and supports, and to monitor progress toward becoming a highly effective teacher.

The evaluation and support of professional growth of our teachers is the responsibility of Oakland's school leaders. Each teacher is assigned an evaluator from the administrative team (principal, APs, and/or administrative intern). In order to fully align with the guidelines of Colorado SB-191, Oakland follows the DPS LEAP policies and procedures for the annual evaluation of teachers. Teachers fully participate in the observation, professionalism, student survey, and student data components of the LEAP system. The student data component of LEAP will constitute 50% of the overall evaluation of teachers.

The assigned evaluator also observes each educator formally two times a year, completing a detailed observation protocol for a full-period observation. Twice a year, educators formally meet with their assigned evaluator for mid-year and end-of-year reviews, where performance is discussed with

respect to the formal evaluations of educator effectiveness, including student performance data and the LEAP teacher effectiveness rubric.

Oakland Elementary teachers and staff receive annual contracts. When a teacher or staff member on an annual contract is identified during observations (formal or informal), LEAP evaluations and/or LEAP professionalism as not meeting expectations in any area(s), additional conferences are held with the assigned evaluator and principal to determine:

1. If a plan of improvement with regular monitoring is needed;
2. What targeted areas within LEAP and/or Professionalism Frameworks need improvement;

If it is determined that a plan of improvement plan is needed, the staff member is provided 30-60 days to make needed improvements.

Any teacher recommend for a plan of improvement is provided additional coaching and feedback, release time to observe other teachers, and additional professional development resources. If these measures do not improve performance, the teacher may be recommended for non-renewal of an annual contract. The teacher performance and grievance policy is outlined in the Oakland Staff Handbook.

The principal consults with her or his district supervisor and district HR partner regarding performance management plans and any possible termination of an employee.

The Executive and/or Assistant Executive Director of DSSN is responsible for evaluating the principal. The School Accountability Committee and mid-year teacher surveys contribute to that evaluation. The Directors of the DSSN take action as necessary in setting up a plan for improvement, and then initiate further action as deemed necessary to keep the school leadership in line with the achievement of the goals outlined in the innovation plan.

D. Professional Development

Oakland Elementary School is committed to offering the most comprehensive professional development to staff prior to the academic school year through a two-week workshop prior to the start of school, as well as an ongoing calendar of whole-school and team-based professional collaboration and learning. The professional development topics are determined based on school-wide goals, individual teacher goals, and student achievement data identified throughout the year. Professional development is lead by administrators, teacher leaders, DPS School Partners, and possibly outside educational consultants. Professional development opportunities are determined and driven by the following:

1. Student achievement data
2. Data from the observation and feedback cycles
3. Student culture data

Summer Workshop 2014:

In the summer of 2014, teachers and staff will receive professional development on the school-wide implementation of our reading, writing, science and social studies curricula. Kindergarten and 1st grade teachers, as well as those using the platooning model, will be provided targeted training in either reading and/or math. All teachers will be trained in writing using Lucy Caulkin's Units of Study to create a culture of writing in all content areas. Specials teachers (music, art, PE, technology and library) will work collaboratively with grade level teachers to support the development of writing in their respective content areas.

The 2014 summer workshop will also provide professional development for teachers and staff in common expectations, school-wide cultural practices, classroom and school-wide rituals and routines, multicultural awareness/equity training, LEAP process, PBIS, common planning protocols, data team protocols, school protocols and handbooks. In addition, teachers will work in collaborative groups to develop end-of-year expectations in literacy and math. Teachers and support staff will utilize DPS's Unit of Student protocol and the principles of backward planning from Understanding by Design, Common Core State Standards, and newly adopted curricular materials to determine end-of-year expectations and units of study.

Annual PD:

At the start of each school year, Oakland Elementary teachers, staff and leaders convene for two weeks of professional development and team building. The focus includes developing and reviewing school-wide systems for behavior, data, observations and feedback, and collaborative planning. Staff new to Oakland are required to attend all two weeks to receive initial professional development that was offered in the summer of 2014. Returning teachers can self-select review sessions during the first week of summer professional development. All teachers are required to attend the second week of annual summer professional development.

Grade Level and/or Vertical Team Time:

Grade level teams have 90 minutes per day of common planning time to work together, analyze student data, and plan for and evaluate instruction. Team time is used for grade level business, coaching and feedback, instructional rounds, collaborative data analysis, and lesson planning and revisions to curriculum, instruction, and assessments.

Vertical teams are required to meet monthly to review student data, grade level expectations, and develop common assessments. Intervention, Mild Moderate, and intervention paraprofessionals are assigned to a grade level team and required to meet weekly with the team. Specials teachers meet once a week during their common planning time to review data and develop common writing rubrics and assessments.

6 Week Cycle of Learning:

Every six weeks, interim assessments are administered. Immediately following interim assessments, teachers meet for a full day without students to collaboratively analyze student achievement on interim assessments and plan for the following six-week cycle. Teachers plan

for: re-teaching concepts that were not mastered, re-grouping students based on data, revising lesson plans and curricular materials, and identifying professional development needs.

Evaluation of PD:

The professional development program is evaluated regularly by the Instructional Leadership Team (ILT) and School Accountability Team. Professional development sessions are evaluated using three key questions outlined in Paul Bambrick-Santoyo's book Leverage Leadership:

1. Is the professional development actionable? Does it articulate what teachers will be able to do when they walk out of the workshop?
2. Is it evaluable? Will you be able to easily evaluate whether teachers know how to implement workshop objectives?
3. Is it feasible? Can you accomplish the PD objectives in the time allotted?

Oakland's ILT and SAC evaluation of our professional development program includes analyzing its impact on teacher effectiveness and student achievement. If teacher effectiveness and/or student achievement are not increasing at an adequate rate to reach the school's goals, the SLT will determine necessary changes to the professional development program.

E. Pedagogy

The instructional methodology for Oakland Elementary School is closely aligned with the descriptors in the LEAP Frameworks for effective teaching, with an emphasis on student achievement and data-driven instruction. Oakland teachers use an adapted version of DPS's Unit of Planning Template and school-wide daily lesson template. Teachers' lesson plans are completed using the Oakland Lesson Plan Template and are reviewed by administration.

Oakland Elementary School implements instructional methodologies that include: direct instruction, inquiry-based collaboration, and technology-based instruction. Using the direct instruction model, teachers plan, dictate, and guide student learning. Teachers gradually release responsibility to students (e.g. "I do, we do, you do."), which requires students to participate, think and work during a lesson plan. The direct instruction model starts with "I do." The teacher provides new content to students while modeling thinking and problem solving strategies in an explicit fashion. Next, the teacher provides opportunities for students to work with the teacher on a problem similar to the one just presented, which is the "we do" part of gradual release. Students are encouraged to ask questions and discuss their thought processes during the group dialogue. Finally, students address a similar problem independently or as part of a small group, and are encouraged to take time for critical thinking before asking for help. During the last part of the direct instruction model, "you do," the teacher circulates in order to check student understanding, student mastery and/or student misconceptions of standards.

Instruction at Oakland Elementary School also emphasizes an inquiry-based workshop model, which provides students the opportunity to apply concepts and critical thinking independently, in pairs, or in groups. Students are taught and provided school-wide structures for collaboration and giving and receiving feedback from peers. Oakland's instructional approach requires students to go deeper in

their learning and allows teachers to evaluate mastery of essential learning goals through authentic assessments and demonstrations of learning.

Oakland also provides blended learning opportunities for students to engage in technology-based content, instruction, assessments, and performances. Computers, tablets/iPads, and video technologies allow students to have access to rigorous content and instruction adapted to their individual learning needs. Students also use technology for additional intervention to accelerate learning and master grade level standards or for expanded learning opportunities to advance learning beyond grade level standards. Students' performance and achievement during blended learning opportunities are tracked, evaluated, and considered to evaluate students' mastery of standards, achievement growth, and possible reteaching.

Grouping of Students and Collaborative Structures:

Oakland Elementary School students work in homogeneous, heterogeneous, and strategically leveled groups (i.e.: one high, one low, and two mediums). Teachers use a variety of techniques to support the successful implementation of collaborative group structures, including strategies found in the Kagan works on cooperative learning, as well as approaches found in *Teach Like a Champion* and *Great Habits Great Readers*. Whole and small group structures are leveraged to increase student engagement, student talk, and student accountability. Group activities are focused on pushing student thinking to higher levels and encouraging students to problem solve within a team structure.

Oakland teachers use flexible groupings to support the mastery and re-teaching of lesson and unit objectives. Students who struggle to grasp a concept may be grouped together to receive more personal attention from the teacher or support teacher and/or paraprofessional. Simultaneously, students who understood the concept initially may be asked to perform a more challenging exercise or be provided with an enrichment opportunity related to the lesson.

Academic achievement and content mastery is essential to preparing students for college and career. The use of high student accountability and engagement strategies serve to increase students' investment in their learning. When learning is student-driven, children are more invested. Oakland students' are asked take ownership of their learning by setting short and long range academic and behavior goals. Oakland Elementary School dedicates time in daily and weekly morning and community meetings to teach character and leadership development, as well as academic strategies such as perseverance, collaboration, and global citizenship.

Culturally Responsive Strategies:

Teachers and support staff receive regular professional development and feedback on ways to meet the needs of our culturally diverse student population. Teachers receive training on ways to interact with students that validate, respect and encourage their cultural preference in order to ensure equitable access to education. Oakland students are explicitly taught strategies to persevere in the face of difficulty, whether the challenge is academic or behavioral.

Section V: GOVERNANCE & FINANCE

A. School Governance:

At Oakland Elementary School, the DPS Collaborative School Committee (CSC) structure is replaced by a School Accountability Committee (SAC). We believe that by revising the typical governance structure, the SAC takes on a new and innovative role that more effectively meets the needs of students. Our SAC meets the requirements of State Law 22-7-106, the law that addresses school accountability committees. The goal of the SAC is to unite and energize all of Oakland's stakeholders. The SAC also provides a consistent forum for a school governance model that puts students first and provides clear communication lines with all stakeholders. The SAC consists of the principal, four teacher representatives, four parents, one classified staff member, and one member from the business community.

SAC membership is established through an application process and a majority vote of families and/or teachers. Oakland families vote for the parent representatives on the SAC and teachers vote for teacher representatives on the SAC.

The SAC reviews and gives input regarding:

- The school budget to ensure its alignment with the UIP and the school's program design;
- The development, implementation, and progress of the UIP;
- Changes in staff positions;
- The ongoing implementation of our innovation plan and the school's mission and vision;
- Ongoing data collected through surveys of student and parent satisfaction;
- Establishing relationships with parents, community members, and civic, service and neighborhood organizations, in order to increase involvement in the school and provide a forum for community input;
- Participation in the principal's annual evaluation by giving input on the principal's involvement in and support of the SAC;
- Reviewing, and when appropriate, revising the school calendar and/or schedule.

The SAC receives periodic updates on student progress as measured by the six-week interim assessments, TCAP, ACCESS, and other school-wide assessments. This data is at the forefront of all decisions made by the SAC to ensure that student achievement and progress is the lens for all decisions and recommendations to the Oakland community.

Meetings of the SAC are open to the public. They are held once each month, but additional meetings may be required. Meetings to discuss time-sensitive agenda items like budget are scheduled in a manner to ensure that the SAC has adequate time to review information and give input into the decision making process. Oakland's school website is used to report out the proposed agendas, minutes, and

next steps of the SAC for all school and community members to read and review. These documents are also available in the main office for families, who do not have access to the school website.

The SAC establishes a set of by-laws that includes, but is not limited to, the following:

- The SAC is co-chaired by one administrator, one teacher representative and one parent. The co-chairs ensure the agenda is followed and discussions are focused, that each member of the SAC is given equitable time to speak regarding each agenda item, that each member receives the agenda, and documents that need to be reviewed.
- The secretary is selected by consensus and the term is for one year to run concurrently with that of the co-chairs. The Secretary takes detailed minutes of each meeting and maintains the minutes on the school website and bulletin board. The Secretary notes agenda items accepted by the SAC for future meetings and handles SAC correspondences.
- SAC meetings take place at a designated day and time each month. Meetings are held in the school building. In the event that a meeting cannot be held, members are contacted by phone or e-mail to reach a decision.
- Meetings are always be open to the public. Parents or community members may contact the principal or co-chair and request a topic for the agenda at an upcoming meeting.
- The SAC is strongly committed to reaching decisions by consensus; if consensus cannot be reached decisions are made by a simple majority vote. A two-thirds quorum must be present for decisions to be made.
- All SAC members agree to work together by using Oakland's Norms of Collaborative Work, understand and respect many points of view, and come to acceptable agreement on all issues.
- Conflicts among the members of the SAC that arise and are not resolved by consensus can, when necessary, be submitted to the Area Superintendent for resolution.

The by-laws may be amended when, and if, deemed necessary by the committee, but must match the school plan and reflect what is best for the school community. Any suggested amendment is placed on the agenda. Amendments are voted upon by the SAC. By-laws are reviewed and confirmed by the SAC each year.

Leadership Succession Plan:

The Oakland Elementary School Accountability Committee (SAC) works with district leadership to manage the principal selection process and recommends two candidates to the district superintendent for hiring. Principal candidates are provided to the SAC from the district's principal hiring pool. The superintendent may redirect the SAC to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the SAC.

The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the SAC.

The selection process will include:

- A work group to identify the characteristics and criteria of a desired new leader that are consistent with the innovation plan.
- A parent/community meeting to identify the characteristics and criteria of a desired new leader that are consistent with innovation plan.
- Development of a job description based on faculty and parent/community input.
- Posting of the position on DPS's website and other external outlets.
- Development of interview questions and a selection criteria rubric based on the job description and key leader attributes.
- Application screening and scoring.
- Conduct interviews, including performance tasks, such as classroom observations and feedback sessions.
- Reference checks of top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists' current schools.
- SLT selects final candidates and submits recommendations to the DPS Superintendent for hiring.
- Announce the final decision to staff, students, parents, and community.

While the school recruits principal candidates from a variety of national and local sources, the school's Assistant Principals and Administrative Interns may be ideal candidates, as they will have taken on multiple aspects of the school's leadership in their roles on the school leadership team, including teacher supervision and evaluation. In addition, they will already have relationships with staff, students, parents and the community.

B. Budget & Policy Narrative:

Oakland Elementary School's administration and School Accountability Committee ensure that our budget closely supports and aligns to our mission, vision and educational plan outlined in the innovation plan. Oakland's SAC meets annually beginning in January to review school enrollment projections, current and relevant student data, and the upcoming year's budget to determine how SBB funding supports and aligns with school's mission, vision and education plan.

Oakland Elementary School will comply with all requirements of NCLB Title II-A TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND, regarding any funds

Salaries:

Oakland Elementary School creates a budget based on actual salaries, not average salaries. The difference is used to provide additional instructional support during the initial three years of implementation of the innovation plan. This amount is reduced each year to reflect the potential diminishing of this revenue source if the school does not experience staff turnover and the actual school salaries increase over time.

Oakland Elementary School adopts a salary schedule that meets or exceeds the salaries outlined on the district's salary schedule. Teachers are provided compensation for additional time,

responsibilities, and/or additional levels of performance as determined by the school SAC, consistent with the innovation plan. For the purpose of budgeting, extended time stipends are estimated at \$5,000 per teacher, per year with a percentage increase for inflation. The additional stipends provided for extended day and year are support by the Office of Post Secondary Readiness.

In order to support and manage the school budget, an office manager is hired who is certified in LAWSON, Cayenta and other budget programs used by the district. The principal meets regularly with the office manager to review expenditures and ensure that spending is within the DPS guidelines and the budget is balanced. We also work closely with our DPS budget partner to review spending, balancing and future planning of the budget.

Our School Finance Act revenue assumptions, found within our budget, were made using the projections for the percentage of students who are eligible for free and reduced lunch provided by DPS's School of Choice Office and historical data for the Oakland Elementary School boundary area. Oakland's Student Accountably Committee uses this data to distribute target funds to support the academic and social-emotional health of all students.

If anticipated revenues are not received or are lower than expected, we will revisit our staffing structure and reevaluate our allocations through the lens of our mission, vision and innovation plan. This process will focus on limiting our potential cuts to areas that are least likely to significantly affect our implementation of the innovation plan.

District Goods and Services:

Oakland Elementary School annually selects district services that align to the innovation plan. We opt out of central services when those services do not align or when more efficient and effective options are identified by the Oakland SAC.

Oakland Elementary School seeks private donations and grants to support extracurricular activities, instructional materials, and the technological tools necessary to implement the blended learning model outlined in our innovation plan.

Other Revenue:

Oakland Elementary leadership collaborates with the School Accountability Committee to identify and pursue other grants, donations, and fundraising opportunities.

C. Facility:

The new Oakland Elementary School will remain at it's current facility. The school name will not be changed. Oakland's Steering Committee hosted two naming focus groups and provided a student and parent survey requesting feedback on changing the school name. Oakland's students and families overwhelmingly support keeping Oakland's original name and mascot, the Eagles.

Section VI: WAIVERS

**Oakland Elementary School
Requested Waivers
DPS, DCTA, and Colorado State Statutes**

COLORADO STATE STATUTE REQUESTED WAIVERS

Statute	Section 22-32-109(1)(n)(l): Schedule and Calendar	Calendar and Schedule
Statute Language	<p>(n) (l) 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 (l) 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 (l) upon application therefore by the board of education of the district.</p>	
School's Replacement Policy	<p>No later than 60 days before the end of the school year, the Oakland Elementary SAC will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the DSSN Executive Director and/or Deputy Executive Director. When Oakland's school calendar exceeds 184 teacher contact days a full staff vote will be held</p>	

	and 60% of staff must agree to extend the school year. Oakland’s school calendar will not exceed 203 teacher contact days.	
Statute	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Statute Language	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
School’s Replacement Policy	In accordance with the innovation plan, Oakland Elementary School’s SAC shall determine, at least 60 days before the end of the school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. When Oakland’s school calendar exceeds 184 teacher contact days a full staff vote will be held and 60% of staff must agree to extend the school year. Oakland’s school calendar will not exceed 203 teacher contact days.	
Statute	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Statute Language	(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.	
School’s Replacement Policy	In accordance with the innovation plan, Oakland Elementary School’s SAC shall determine, at least 60 days prior to the end of the school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. When Oakland’s school calendar	

	exceeds 184 teacher contact days a full staff vote will be held and 60% of staff must agree to extend the school year. Oakland’s school calendar will not exceed 203 teacher contact days.	
Statute	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Curriculum
Statute Language	(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;	
School’s Replacement Policy	In accordance with the innovation plan, Oakland Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Oakland Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.	
Statute	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Curriculum
Statute Language	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;	
School’s Replacement Policy	In accordance with the innovation plan, Oakland Elementary School will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to Oakland Elementary the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school’s innovation plan. In accordance with the innovation plan, Oakland Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Oakland Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.	
Statute	22-7-1207: Advancement – decision – parental involvement	Promotion, Retention and Acceleration of Students

<p>Statute Language</p>	<p>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>
<p>School’s Replacement Policy</p>	<p>Retention decisions for students in grades K-5 performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics which may include DRA2/EDL2, STAR, ACCESS, DSSN Short Cycle</p>

	<p>Assessments, District Interims, and any intervention progress monitoring data. The principal, APs, teacher, and parents will confer 60 days prior to the end of the school year about the student’s progress. During the 60 days the parent will be provided bi-weekly updates on student progress on the academic plan. If students are making insufficient progress, an academic plan is prepared and grade retention may be recommended to the School Accountability Committee by the principal, APs, teacher, SIT or parents.</p> <p>If the Oakland Elementary School Accountability Team approves the grade retention of a student, the student is retained. Parents do not have the ability to override the decision of the School Accountability Team. Parents are made aware of this policy at orientation or at the time of registration for all mid-year enrollees. The school regularly communicates student performance to parents/guardians. Promotion and retention information is communicated to parents through the Parent/Student Handbook. All retention decisions will be made by May 1st of the current year.</p>	
Statute	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Statute Language	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(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,</p>	
School’s Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the School Accountability Committee, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the SAC shall determine the rate of pay during the budget cycle each Spring for the following year.</p>	
Statute	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals
Statute Language	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103</p>	

	(3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).	
School's Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to Oakland Elementary. All processes for dismissal must meet the minimum standards established in District policy GDQD.	
Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Human Resources Management: Dismissals
Statute Language	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	Oakland Elementary teachers receive annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.	
Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds	Human Resource Management: Dismissals

	for Dismissal	
Statute Language	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
School's Replacement Policy	<p>Oakland Elementary teachers and staff will be employed using an annual contract. This contract can be non-renewed at the end of the contract term. Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 – 60 school teacher contact days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute for a mid-year termination and/or the end of the school year.</p> <p>No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p> <p>No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Human Resource Management: Dismissals
Statute Language	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall</p>	

mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.

(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.

(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.

(c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel,

to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

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

conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

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

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

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

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

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

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or

	<p>upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
<p>Replacement Policy</p>	<p>Oakland Elementary teachers hired will be hired on annual contracts. Teacher mid-year dismissal shall be for cause consistent with the process outlined in DPS policy GDQD/R. Mid-Year Dismissal Procedures For Employees on Annual Contracts: These procedures are an effort to maintain fair and equitable treatment for all school employees. These procedures do not change the employment status of staff on annual contracts.</p> <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal pursuant to Colorado State Law 22-63-301 and will give the employee a reasonable opportunity to respond.</p> <p>B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the</p>

dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.

1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

C. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

1. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

2. The Human Resources administrator's review concludes the dismissal procedures. If a teacher has been employed at Oakland for three consecutive years or longer, in addition to the above hearing, the teacher shall be entitled to a hearing with an impartial hearing officer. The following procedures shall apply to the hearing before an impartial hearing officer:

a. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.

b. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.

c. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.

d. Pertinent information not privileged under law in the possession of the district shall

	<p>be made available to the employee at his/her request.</p> <p>e. The employee may be represented by legal counsel at the hearing.</p> <p>f. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>g. All hearings conducted by the hearing officer shall be confidential.</p> <p>h. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>i. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>j. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>	
Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Statute Language	<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</p>	

	be subject to such salary schedule, policy, or combination schedule and policy.	
School's Replacement Policy	Oakland Elementary will adopt a salary schedule that will meet or exceed the district's salary schedule. The Oakland's SAC reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, eternal professional development or for performance incentive pay.	
Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	Human Resource Management: Direct Placement of Teachers
Statute Language	<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 non-membership 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</p>	

	<p>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>School's Replacement Policy</p>	<p>Oakland Elementary may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	
<p>Statute</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Statute Language</p>	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of</p>	

the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

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

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

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

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school.

Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.

(II) Repealed.

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

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

identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

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

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

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

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

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

	<p>(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>School's Replacement</p>	<p>Oakland teachers will be hired on annual contracts. The annual contract expires at the end of each contract year.</p>

Policy	<p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p> <p>If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. Oakland Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
Statute	22-63-402. Services - disbursements	Human Resource Management: Staffing
Statute Language	<p>No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.</p>	
School's Replacement Policy	<p>Oakland Elementary will only employ licensed teachers. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. School district moneys will be used to pay licensed teachers hired to perform services consistent with the innovation plan.</p>	
Statute	Section 22-32-110(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development
Statute Language	<p>(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</p>	

	development programs to assist the identified principals in improving their skills in the identified areas.
School's Replacement Policy	In accordance with the innovation plan, the Oakland Elementary School SAC, in consultation with the district evaluator, shall jointly determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.

DPS POLICY REQUESTED WAIVERS		
	Policy Waived	Area of Impact
School Proposal	IC/ICA: School Year/School Calendar	Calendar and Schedule
Policy	Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...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.	
School's Replacement Policy	<p>No later than 60 days before the end of the school year, the School Accountability Committee will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. When Oakland's school calendar exceeds 184 teacher contact days a full staff vote will be held and 60% of staff must agree to extend the school year. Oakland's school calendar will not exceed 203 teacher contact days.</p> <p>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</p>	

	<p>shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent and/or Executive Director.</p>	
School Proposal	IE: Organization of Instruction	Instruction
Policy	<p>The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.</p>	
School’s Replacement Policy	<p>Oakland Elementary School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education.</p>	
School Proposal	IGA: Curriculum Development	Curriculum
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools. To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards. The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
School’s Replacement Policy	<p>Curriculum development at Oakland Elementary School will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources. 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. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.</p>	

School Proposal	IGD: Curriculum Adoption	Curriculum
Policy	The Board of Education is required by state statutes 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.	
School's Replacement Policy	Oakland Elementary School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.	
School Proposal	IIA/ IIA-R: Instructional Materials	Curriculum
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
School's Replacement Policy	Oakland Elementary School will select appropriate textbooks and equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review. The district will review the school's education plan every three years as part of the school's innovation status review.	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Curriculum
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> 1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student 	

	<p>performance levels;</p> <p>3. The extent to which they support teaching practices known to positively impact student learning; and</p> <p>4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions.</p> <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
<p style="text-align: center;">School's Replacement Policy</p>	<p>Textbooks and instructional materials will be selected by Oakland Elementary School based on alignment to the CCSS and CAS and proven results with similar populations of students in alignment with the innovation plan. The school will purchase and use non-adopted textbooks in core subject areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Accountability Committee consistent with the school's innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review. The district will review the school's education plan every three years as part of the school's innovation status review.</p>	
<p style="text-align: center;">School Proposal</p>	<p>IKE / IKE-R: Promotion, Retention and Acceleration of Students</p>	<p>Promotion, Retention and Acceleration of Students</p>
<p style="text-align: center;">Policy</p>	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <p>1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be</p>	

	<p>recommended.</p> <p>2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.</p> <p>3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following:</p> <p>a. A summary of the school's interventions during the current year to meet the student's academic needs</p> <p>b. The interventions to be implemented during the next school year to meet the student's academic needs.</p> <p>4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.</p>	
<p style="text-align: center;">School's Replacement Policy</p>	<p>Retention decisions for students in grades K-5 performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics which may include DRA2/EDL2, STAR, ACCESS, DSSN Short Cycle Assessments, District Interims, and any intervention progress monitoring data. The principal, APs, teacher, and parents will confer 60 days prior to the end of the school year to discuss the student's progress. During the 60 days prior to the end of school, the parent will be provided bi-weekly updates on student progress on the academic plan. If students are making insufficient progress, an academic plan is prepared and grade retention may be recommended to the School Accountability Committee by the principal, APs, teacher, SIT or parents.</p> <p>If the Oakland Elementary School Accountability Team approves the grade retention of a student, the student is retained. Parents do not have the ability to override the decision of the School Accountability Team. Parents are made aware of this policy at orientation or at the time of registration for all mid-year enrollees. The school regularly communicates student performance to parents/guardians. Promotion and retention information is communicated to parents through the Parent/Student Handbook. All retention decisions will be made by May 1st of the current year.</p>	
<p style="text-align: center;">School Proposal</p>	<p>GCF: Professional Staff Hiring</p>	<p>Human Resources Management: Hiring</p>

<p>Policy</p>	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
<p>School's Replacement Policy</p>	<p>Oakland Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <p>Oakland Elementary will work with the district HR 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.</p> <p>Oakland Elementary will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The Oakland Elementary principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p> <p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. Background checks will be administered using the existing systems and processes for the district.</p>	
<p>School Proposal</p>	<p>GCB: Professional Staff Contracts and Compensation</p>	<p>Human Resources Management: Hiring, Compensation, Job Descriptions</p>
<p>Policy</p>	<p>It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract</p>	

	procedures established by Colorado statutes.	
School's Replacement Policy	<p>Oakland Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <p>Oakland Elementary will work with the district HR 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.</p> <p>Oakland Elementary will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The Oakland Elementary 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.</p>	
School Proposal	GCID: Professional Staff Training, Workshops and Conferences	Human Resources Management: Professional Development
Policy	<p>Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.</p>	
School's Replacement Policy	<p>For purposes of this policy, Oakland's School Accountability Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the innovation plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. All of the school's professional development shall be approved by the school's principal and the SAC. The school retains the option to participate or not participate in any professional development programs offered by the district.</p>	

DCTA CBA ARTICLES REQUESTED WAIVERS

	CBA Article Waived	Area of Impact
Article	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Article Language	<p>2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association.</p> <p>2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.</p>	
School's Replacement Policy	<p>Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by Oakland's SAC to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.</p>	
Article	Article 5-4: School Leadership Team	Management
Article Language	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</p>	
School's Replacement Policy	<p>The CSC will be replaced with the Oakland Elementary School Accountability Committee (SAC). The SAC will comply with State Law on School Accountability Committees. The membership of the SAC will include 13 voting members determined through the following process.</p> <p>Positions assigned by the principal:</p> <ul style="list-style-type: none"> ● 1 Principal ● 1 AP and/or principal intern ● 1 Community Liaison <p>Positions elected by majority vote (serving 1 year terms):</p> <ul style="list-style-type: none"> ● 4 Teachers ● 4 Parents 	

	<ul style="list-style-type: none"> • 1 Support Staff Member <p>The SAC shall have the following responsibilities:</p> <ul style="list-style-type: none"> • Meet at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Provide guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule <p>Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</p>	
Article	Article 1-7: Definition of “School Year”	Calendar & Schedule
Article Language	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
School’s Replacement Policy	The term “school year” as used in these Articles shall mean the school calendar as it is established by Oakland Elementary School. This definition will include both an identification of days and a typical daily schedule.	
Article	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Calendar & Schedule
Article Language	<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-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with</p>	

	<p>Article 32...</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>8-7 Non-Teaching Duties.</p> <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.</p>
<p>School’s Replacement</p>	<ul style="list-style-type: none"> • Provisions specified in Article 8 will not apply to Oakland Elementary. The Oakland’s School Accountability Committee (SAC) will make decisions as described in the

Policy	<p>innovation plan.</p> <ul style="list-style-type: none"> • The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. • Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. Teachers will be compensated for additional days via a stipend supported by DPS's Office of Post-Secondary Readiness and/or school budget that is determined based on the average rate of pay for similar extended time in other district schools. The stipend will be determined by to May 1st of the previous year. • When Oakland's school calendar exceeds 184 teacher contact days a full staff vote will be held and 60% of staff must agree to extend the school year. Oakland's school calendar will not exceed 203 teacher contact days. • Non student contact days, planning days, assessment days, and professional development days will be determined by the SAC annually, consistent with the innovation plan, as part of the adoption of the school calendar. • Oakland Elementary teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students. 	
Article	Article 13-7 Hiring timelines, 13-8 Personnel Committee	Human Resources Management: Hiring & Staff Assignments
Article Language	<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"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for</p>	

	<p>vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
<p>School's Replacement Policy</p>	<p>Oakland Elementary will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. Oakland Elementary will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>A temporary hiring committee will be constructed for each specific vacancy, with final determination to be made by the school principal. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The Oakland Elementary SAC will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the SAC determines that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the SAC will make RIBS decisions based on performance, professionalism, and merit.</p>	
<p>Article</p>	<p>Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers</p>	<p>Human Resource Management: Teacher Evaluation</p>
<p>Article Language</p>	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their</p>	

	<p>personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>
<p>School’s</p>	<p>Evaluator refers to the supervisor who is responsible for the evaluation of personnel. All</p>

<p>Replacement Policy</p>	<p>school personnel will be evaluated annually. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Evaluations will include both formal and informal observations. Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 – 60 school teacher contact days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute cause for a nonrenewal of annual contract.</p>	
<p>Article</p>	<p>Article 7: Grievance Policy</p>	<p>Human Resources Management</p>
<p>Article Language</p>	<p>6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous</p>	
<p>School's Replacement Policy</p>	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by</p>	

mutual agreement.

Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

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

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

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

7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its

	review of the situation.	
Article	Article 32: Extra Duty Compensation	Human Resources Management: Compensation
Article Language	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	The Oakland Elementary SAC estimates extra duty compensation (stipend) for extended day and year hours to be approximately \$5,000. Oakland Elementary will meet or exceeded DPS's hourly and daily rates for additional roles and responsibilities consistent with the innovation plan. Oakland Elementary's SAC will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year.	
Article	Article 20: Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Article Language	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
School's Replacement Policy	Oakland Elementary School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their	

qualifications and fit with the school innovation plan and position requirements.

Appendix B: Evidence of Support from Community Partners



March 20, 2014

Board of Education
Denver Public Schools
900 Grant St.
Denver, CO 80203

Dear Denver Public School Board members,

Board of Directors

Dan Carroll
Stephanie Cohen
Cathy Cockrum Dean
Susan Hayes
Lance Fors
Kristyn Klei Borrero
Ted MacDonald
Anne Popkin
Andrea Rice
Mark S. Sexton

CEO

Michael Lombardo

**Colorado Regional
Board of Directors**

Nora Heitmann
Darcy Levy
Mark Sexton
Blaise Tracy

**Interim Executive
Director Colorado**

Jessica Simmons

It is with enthusiasm that I share my support for the innovation status of Oakland Elementary School. To build a successful future, our city must offer more great schools for our children with great and innovative leaders. The failure to educate all of our students to be college and career-ready has devastating effects on our city. I have been impressed with the success Lisa had at Force Elementary School and her plans for partnership and innovation. The Far Northeast is in desperate need for leaders like Lisa and schools like Oakland. I believe so deeply in Lisa and Oakland, we are making a multi-year commitment as a partner to support student achievement.

Oakland's commitment to engage families, students, faculty and staff, and the Far Northeast Denver community is holistic and empowering. There is a strong desire for more high quality seats for students and Oakland is going to do just that- create opportunities for students to succeed!

Reading Partners is proud to partner with Oakland Elementary School. Our partnership leverages parent and community engagement to empower students to reach their potential. This is central to Lisa's vision and Oakland's commitment to do this hard-work day in and day out! Oakland Elementary will offer families in the Northeast Denver community an additional outstanding educational choice. I support their application and urge Denver Public schools to approve this promising school and support its future success.

Sincerely,

Jessica Simmons
Executive Director
Reading Partners

6300 East Yale Avenue #110 | Denver, CO 80222 | (720) 409-9909 | www.readingpartners.org



Christina Morefield
Director, Corporate Citizenship

March 20, 2014

Lisa Mahannah
Principal
The New Oakland Elementary School
4580 Dearborn St. 80239
Denver, CO 80239

Dear Lisa,

I am pleased to tell you that DIRECTV would like to provide funding for ST Math at The New Oakland Elementary School. We pledge \$29,000 toward your school's implementation for the 2014-2015 school year.

The work you're doing to re-launch and reform Oakland is ambitious and admirable. Through our relationships with other turnaround schools, we've seen firsthand how ST Math can dramatically improve student achievement, so we're confident that your teachers and students will see results using the program.

In addition to our grant, DIRECTV's Corporate Citizenship team would like to partner you to help your school community embrace ST Math by fostering a "Jiji culture" at Oakland. We hope to inspire your students to love math, which we believe is the foundation for all STEM learning.

We look forward to meeting with you again in the coming weeks and beginning a dialogue about how we can work together.

Best,

A handwritten signature in black ink that reads 'Tina'.

2230 E Imperial Hwy, El Segundo, CA 90245 **Phone:** 310.964.4089 **Fax:** 310.964.0866 **Email:** cdmorefield@directv.com

Appendix C: Evidence of Support from Admins, Teachers, and Staff

- **As a Turnaround school Oakland does not yet have teachers to vote on the school's innovation plan. The school's staff vote will take place on the first day staff reports to school, scheduled for August 1st, 2014. Staff are provided with the innovation plan upon applying for a position to the school.**
- **The school leader, Lisa Mahannah, is the sole administrator has led the innovation planning process with the community and supports the approval of this innovation plan.**
- **The school's steering committee is currently serving as the CSC/SAC and each member of the steering committee has submitted a letter of support (below) indicating 100% approval of the plan.**

April 20, 2014

To Superintendent Boasberg and Board of Education Members,

It is with great enthusiasm that we submit the Oakland Elementary School Innovation Plan. From the very onset of this process, the Oakland Steering Committee has worked with enthusiasm to develop a plan that is responsive to the needs to our school community. With multiple changes in school structure and leadership during a short span of time, it was clear that our plan needed to be enduring and put systems in place to foster dramatic student growth and reengage with the surrounding community.

Through research, conversations with community members, teachers from multiple districts, and students, we have developed a plan to ensure that student growth (both academic and social-emotional) is the top priority. Using rigorous instruction, professional development for highly qualified instructors, and the use of data to inform instruction, we believe that our plan will create dramatic and enduring growth. Through the input of the stakeholders, we believe that our plan will propel students forward toward their best futures.

In addition to creating a plan that greatly impacts students, our plan has also taken into account the role of families and community members. Parents on the Steering Committee have been integral in this planning process along with parents who attend the monthly community meetings and those who participate in our school-wide surveys. Having the perspective of these critical stakeholders has enriched the planning process greatly and given us an encompassing view of the needs of the Oakland Elementary School community.

Within our plan lie our hopes and dreams for the future of Oakland Elementary School. We are excited to embark on this journey of change with the goal of renewing the school's relationship with the community and creating life enriching growth for all students.

Warm regards,



Kelsey Rogstad

Oakland Elementary School Steering Committee Member

Dear Tom Boasberg and Board of Education Members,

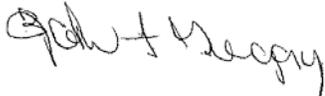
April 22nd, 2014

We are writing this letter in support of Oakland's Innovation Plan. We were part of Oakland's Steering Committee and have participated in all the meetings since December. We are excited about the plan and the opportunities for more community support and involvement. We also have learned a tremendous amount of information on how a school works and understanding the process of developing a school.

We have also reached to other parents and families informing them of the exciting changes occurring at Oakland and trying to keep the families in the neighborhood at our school. We believe this innovation plan is in the best interest for our students and students' success will be impacted.

In Appreciation,

John Gregory



Angie Guy



Dear Mr. Boasberg,

As a current Employee of SOAR Oakland Elementary I joined the committee knowing the immense amount of alterations that would be necessary to get my students what they need. The members of our committee came together with a mutual passion to change our students' future for the better. This commitment from members of all different areas of expertise has allowed us to collaborate on a school vision which has since shaped every decision the committee has made. By 2018 Oakland Elementary will be the number one school in the far North East, and every decision we have made thus far, and here forward, will guide us toward that achievement.

Our vision holds teachers, students, and administration accountable for their actions so that our students have the opportunity to develop into lifelong learners. In order for our students to become college and career ready we believe that inspiring imagination, strong communication, and confidence within our students will prepare them to move forward both academically and socially in the coming years.

This proposal is a collaboration of beliefs about our students' future. Every Monday night we have come together to scompose the strongest possible plan of innovation for our students. We are proud to finally present Oakland Elementary's Plan of Innovation for your approval. We, as a team, as a community, are confident and hopefully that you will see just how much potential and light our school vision will bring to our students.

Kind regards and eager to get your feedback,

Sarah Emery

April 21, 2014

To: Superintendent Tom Boasberg and to the DPS School Board of Education

I have had the unique perspective of leading Oakland Elementary School from April 2011 through June 2012, coming to know the community's needs and potential. Although my mission was to transfer a viable school to the SOAR Charter organization, I felt that the best option was for Oakland to become an innovation school led by a dynamic school principal.

The conditions are now ripe for success with the appointment of Lisa Mahannah as the Oakland principal and with the current application for innovation status. As a member of Oakland's Steering Committee, I have witnessed the strategic, community-based approach to designing a school destined for success. While the mission statement is well-balanced and solid, the school's vision is bold and daring. The attention to detail throughout the development process has been inclusive and thoughtful.

Lisa Mahannah's knowledge and passion have affected everyone on the Steering Committee. She has dazzled us with her understanding of curriculum, instruction, school structure and culture, not to mention her complete commitment to what is in the best interest of young people.

Oakland Elementary School is the beneficiary of the remarkable work that was accomplished at Force Elementary in addition to the latest learning contributed by the intrepid creators of the new Oakland!

Sincerely,



Charles Elbot
Principal on Special Assignment
Oakland Steering Committee

Sharon L. Ronen
1145 Ogden Street Unit 204
Denver, CO 80218
April 20, 2014

Tom Boasberg
Superintendent
Denver Public Schools
900 Grant Street
Denver, CO 80203

Dear Mr. Boasberg:

In December 2013, Lisa Mahannah brought together a dynamic team of individuals to form the Steering Committee for creation of the Innovation Plan for Oakland Elementary School. Over the past 4 ½ months, Lisa has been a consummate leader and has thoroughly covered all topics necessary to develop a robust and ambitious Innovation Plan. The driving forces in our new plan were and will continue to be perseverance, respect, and unconditional love for the students and families in the Oakland Elementary School community.

Lisa went above and beyond the call of duty to not only include the voices of parents, teachers, and community members; she also inspired their direct and hands-on participation by designing diverse sub-committees during each meeting and requiring all members of the committee to make formal presentations throughout the process. Parents on the committee were inspired to become advocates within the community, and would come back to meetings each week with more feedback they had collected from fellow parents and families, eager to share the thoughts and opinions they knew needed to be heard and heeded by the next Oakland principal and staff.

The Oakland Elementary School Innovation Plan Steering Committee has already demonstrated excellence in their critical and reflective thinking, dedication to open discussion and decision making through consensus, but most of all, the committee opened a huge space for parents and family members, ensured that the space was filled, voices were heard, and parent/family needs and wishes were given immense power and priority. The Oakland Elementary School Innovation Plan is being submitted with enthusiasm for new academic curricula and structural plans, however the strongest aspect of the Plan is that it was built with respect and buy-in from the most important stakeholders in the community – parents, students, and families.

Sincerely,

Sharon L. Ronen

Sharon L. Ronen
ECE Teacher
SOAR@Oakland Charter School

To Superintendent Boasberg and Board of Education Members:

It is with great pride and excitement that I have the opportunity to write this letter. The past four months has been an honor working as part of the New Oakland's Steering Committee. Since the beginning of this process, Lisa Mahannah has lead teachers, community members, and parents in a collaborative effort in creating Oakland's Vision. Each voice, including the students, was integral in developing our innovation plan.

As you will note in the innovation plan, we have been very systematic in our instructional programing, including the language instructional plan, curriculum resources, and platooning schedule. We were intentional in building in time for collaborative planning, feedback and observation meetings, as well as data analysis meetings. Time is set aside for each grade level to receive differentiated PD support during the week. From the beginning of our mission and vision statements, it was clear that teachers would receive more observations and support than is typical in other schools. Programs such as music, science, and social studies were prioritized by parents, and will be brought back to Oakland. First and foremost as part of the plan, specific programs will be utilized to change the school culture for students, as well as reestablish relationships with parents and community members.

I remember receiving the phone call from Ms. Mahannah as she described her new opportunity as the Principal of Oakland Elementary. Ms. Mahannah explained that Oakland's turnaround will be a difficult endeavor, however, with the right people at the school, new relationships built with parents, as well as thoughtful and intentional planning, Oakland will become a school the whole community can be proud of. Ms. Mahannah not only motivated our Steering Committee throughout the process, but also inspired all of us to engage on a very personal level. Yes, currently SOAR Oakland is 158th compared to DPS's other elementary schools. However, there is no doubt in my mind that the new Oakland will reach it's vision of having the highest medium growth percentile in all of the far northeast by 2018, if not sooner.

This process has reinvigorated the community, students, parents, and future Oakland teachers. We have all been reminded of why we became educators, and for some of us, what type of education we want for our own children. Being a member of the New Oakland's Steering Committee is the greatest opportunity I have ever been presented with. Accepting Oakland's Innovation Plan will make Oakland's Vision a reality.

Respectfully,

Joe Ladew
4th grade teacher

Mr. Superintendent Boasberg and Board of Education Members,

The Oakland Elementary School community has had a difficult history. There have been many changes over the past few years, including the transition to a charter program that may have not been fully understood by the community and families themselves.

Trying to reconcile the needs of the students and families with a strong curriculum and positive student culture has not been an easy job for the Oakland Elementary Steering Committee. The committee, which is made up of parents, Denver Public School employees, and teachers currently working for the charter school that operates in the building, has worked cooperatively and respectfully together since January to try to build a program that meets the needs of everyone who lives and works at Oakland Elementary every day.

The end result is a detailed student culture plan with daily and monthly positive reinforcements built in for students, and a system of consequences for rule breaking behavior. Through clear and immediate communication with parents about students' rule breaking behaviors the goal is to drive positive choice in students and keep parents informed.

We have also looked in depth at comprehensive reading and math curricula that can support the diverse language needs of the student population at Oakland. As a classroom teacher of many years, both reading and math, seem to me, to have all of the components to develop successful learners. They are programs that I would be excited to use in my classroom with built in assessments and interventions which will also help keep parents abreast of what students are learning at school.

I feel confident in my recommendation that the Innovations Plan for Oakland Elementary be approved and implemented in the 2014-2015 school year.

Sincerely,

April Finney

April Finney

First Grade Teacher, SOAR @Oakland

afinney@soardenver.org

Mr. Superintendent Boasberg and Board of Education Members,

As a member of the Oakland Elementary Steering Committee, I have had the honor to be a part of a process that not many have the opportunity to experience. Asking to become an active participant of this committee in the fall of 2013, I knew I was taking on a large task, but I did not realize that it would be such a rewarding, learning, and time of professional and personal growth. Everyone involved, including current SOAR and Denver Public School staff members, community members, and parents, all dedicated themselves to this work in order to ensure the betterment of the school community and the success of each and every student.

It was the mission of the Oakland Steering Committee to gain as much feedback from our community and hear as many voices as we possibly could in order to guide the development of the innovation plan for Oakland Elementary School starting fall of 2014. The Steering Committee wanted to create a plan that was inclusive of the community, focused on measurable student growth, and constructing an environment that was conducive to student safety and achievement. It is my wholehearted belief that the innovation plan being presented to you, will allow for these aspirations.

With immense pride and a sense of belief, I strongly recommend the innovation plan, developed by the Oakland Elementary School Steering Committee, for approval. We know that this plan holds the key to a bright future for the new Oakland Elementary School. We cannot wait to bring all of the ideas and hopes of parents, students, and community members to life, if this plan is approved.

Sincerely,



Abby Allen
5th Grade Teacher

Appendix E: Facility Questionnaire

Core Classroom Requirements Years 1-3:

Administrative/Support Spaces		
Main Office	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Satellite Office	<input type="checkbox"/> Yes	X <input type="checkbox"/> No
Work Room/Copy Room	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of teacher work/planning rooms needed:		
Specialty Classroom Needs		
Number of Science Labs:		
Number of art rooms (with or without kiln):	1	
Number of computer labs:	1	
Library Media Center (LMC)	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Auditorium	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Physical Education/Athletic Requirements		
Gymnasium	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (please list):		
Other Needs		
Playground(s)	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	X <input type="checkbox"/> Yes	<input type="checkbox"/> No
Spaces not addressed and/or special considerations:		

Appendix G: Job Descriptions for all Leadership Team Positions

Job Description: PRINCIPAL

Essential Functions:

Denver Public Schools (DPS) is a large, diverse, urban district that is courageously meeting the needs of all students through innovative education reform. With the implementation of the Denver Plan, DPS established a strong commitment to finding, growing and keeping great leaders who desire to uphold our vision, Every Child Succeeds. We are laser-focused on hiring talented leaders to drive better outcomes for students through raising the academic bar and closing achievement gaps. In Denver, the principal upholds and drives our shared core values: Students First, Integrity, Equity, Collaboration, Accountability and Fun. The principal provides the overall direction and leadership of a DPS School in an innovative and progressive environment through supporting the DPS vision of leading the nation's cities in student achievement, high school graduation, college readiness, and career success.

Culture and Equity Leadership

- Leads for equity toward college and career readiness.
 - Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
 - Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.
- Leads for culture of empowerment, continuous improvement and celebration.
 - Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
 - Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs

Instructional Leadership

- Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft.
 - Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs
 - Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.
- Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).
 - Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide

decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).

- Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis
- Leads for effective English Language Acquisition programming
 - Ensures that the DPS best practice on identification of, instruction of, assessment of, and program evaluation for English language proficiency takes place.
 - Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas.

Human Resource Leadership

- Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.
 - Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
 - Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.
- Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.
 - Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are supported in articulating their strengths and discovering their areas for growth.
 - Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

Strategic Leadership

- Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students.
 - Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
 - Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.
- Distributes leadership to inspire change in support of an empowered school culture. Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
 - Empowers teachers to engage as teacher-leaders.
 - Establishes structures in the school that enable effective teacher leadership.
- Demonstrates professionalism and continuous professional growth.
 - Reflects shared values in interactions in the school, district, and community; demonstrates high standards for professional and personal interaction.

- Models and upholds high standards for professional behavior that are representative of the positive norms, values, and culture of the organization.

Organizational Leadership

- Strategically aligns people, time and money to drive student achievement.
 - Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
 - Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.
 - Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals
- Ensures effective communications with and between all staff and stakeholders.
 - Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
 - Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

- Actively advocates for members of the school community and effectively engages family and community.
 - Actively finds ways to communicate the successes of the school to the broader community and creates partnerships to bring additional people and resources into the school.
 - Uses innovative ideas that increase student enrollment (as appropriate), using a comprehensive marketing plan as well as planned activities for outreach at various points during the school year.

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required. Previous leadership experience preferred.

Licensure/Qualifying Standards:

A current valid State of Colorado Principal License.

Job Description: ASSISTANT PRINCIPAL

Essential Functions:

Denver Public Schools is recognized as one of the top districts in the country for cultivating a healthy environment for school reform to flourish. We are the fastest-growing large urban school district in the country and have demonstrated growth of our state assessment scores by double-digits during the last several years. DPS is laser focused on hiring talented leaders to drive better outcomes for students through raising the academic bar and closing achievement gaps.

The assistant principal will uphold and drive our shared core values of students first, integrity, equity, collaboration, accountability and fun. The assistant principal supports the principal with the overall direction and leadership of the school in an innovative and progressive environment through supporting the DPS vision of leading the nation's cities in student achievement, high school graduation, college preparation, and career readiness.

In the Denver Public Schools, our mission is simple: Every Child Succeeds. The role of every school leader in the Denver Public Schools is to ensure the engagement of this mission and to ensure the strong preparation of our students for success in higher education, career, civic responsibility and life.

Culture and Equity Leadership

- Leads for equity toward college and career readiness.
 - Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
 - Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.
- Leads for culture of empowerment, continuous improvement and celebration.
 - Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
 - Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs

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 - Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.

- Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).
 - Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).
 - Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis
- Leads for effective English Language Acquisition programming
 - Ensures that the DPS best practice on identification of, instruction of, assessment of, and program evaluation for English language proficiency takes place.
 - Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas.

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- Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.
 - Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
 - Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.
- Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.
 - Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are supported in articulating their strengths and discovering their areas for growth.
 - Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

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- Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students.
 - Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
 - Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.
- Distributes leadership to inspire change in support of an empowered school culture. Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
 - Empowers teachers to engage as teacher-leaders.

- Establishes structures in the school that enable effective teacher leadership.
- Demonstrates professionalism and continuous professional growth.
 - Reflects shared values in interactions in the school, district, and community; demonstrates high standards for professional and personal interaction.
 - Models and upholds high standards for professional behavior that are representative of the positive norms, values, and culture of the organization.

Organizational Leadership

- Strategically aligns people, time and money to drive student achievement.
 - Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
 - Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.
 - Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals
- Ensures effective communications with and between all staff and stakeholders.
 - Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
 - Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

- Actively advocates for members of the school community and effectively engages family and community.
 - Actively finds ways to communicate the successes of the school to the broader community and creates partnerships to bring additional people and resources into the school.
 - Uses innovative ideas that increase student enrollment (as appropriate), using a comprehensive marketing plan as well as planned activities for outreach at various points during the school year.

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required. Previous leadership experience preferred.

Licensure/Qualifying Standards:

A current valid State of Colorado Principal License.

Appendix H: Resumes for all Leadership Team Members

Lisa Mahannah
8254 Swadley St 720-318-2541
Lisa_Mahannah@dpsk12.org

Career Profile

Thirteen years of experience in Denver Public Schools focused on ensuring every child succeeds and working from the mantra of “no excuses.” As the principal at Force Elementary School for four years, the school has received numerous awards including being recognized twice by the Colorado Department of Education as a Center of Excellence for commitment and growth of our English Language Learners. Recognized as a leader of change and asked to present and participate in numerous discussions on how a culture of data can impact student learning.

Professional Experience

Principal Force Elementary School (grades ECE – 5th)

Denver, CO 2009 – 2013

- Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs
- Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft
- Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis
- Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas
- Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others.
- Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.

Cole Arts and Science Academy

Ritchie Administrative Intern (ECE – 8th grade)

Denver, CO 2008 – 2009

- **Work with mentor principal to develop effective instructional leadership knowledgeable, highly skilled and committed to building learning communities designed to accelerate the achievement and success of each and every student.**
- **intensive set of learning experiences that builds a community of learners, grounded in the program's theoretical framework, and develops instructional leadership skills with a focus on building organizational capacity for increasing student achievement for all students**

Elementary Math Curriculum Coordinator

Denver Public School 2006 – 2008

- **Plan and facilitate district-wide math professional development for all administrators and teacher**
- **Ensure all instructional programs are research-based and vertically-aligned**
- **Ensure that strong systems are in place that are conducive to the effective operation of a school, the effective delivery of instruction, appropriate professional support for educators, and meaningful parent and community involvement**
- **Assist in the creation and design of district-wide assessments for all 2nd – 5th grade students**

Teacher and Math Facilitator

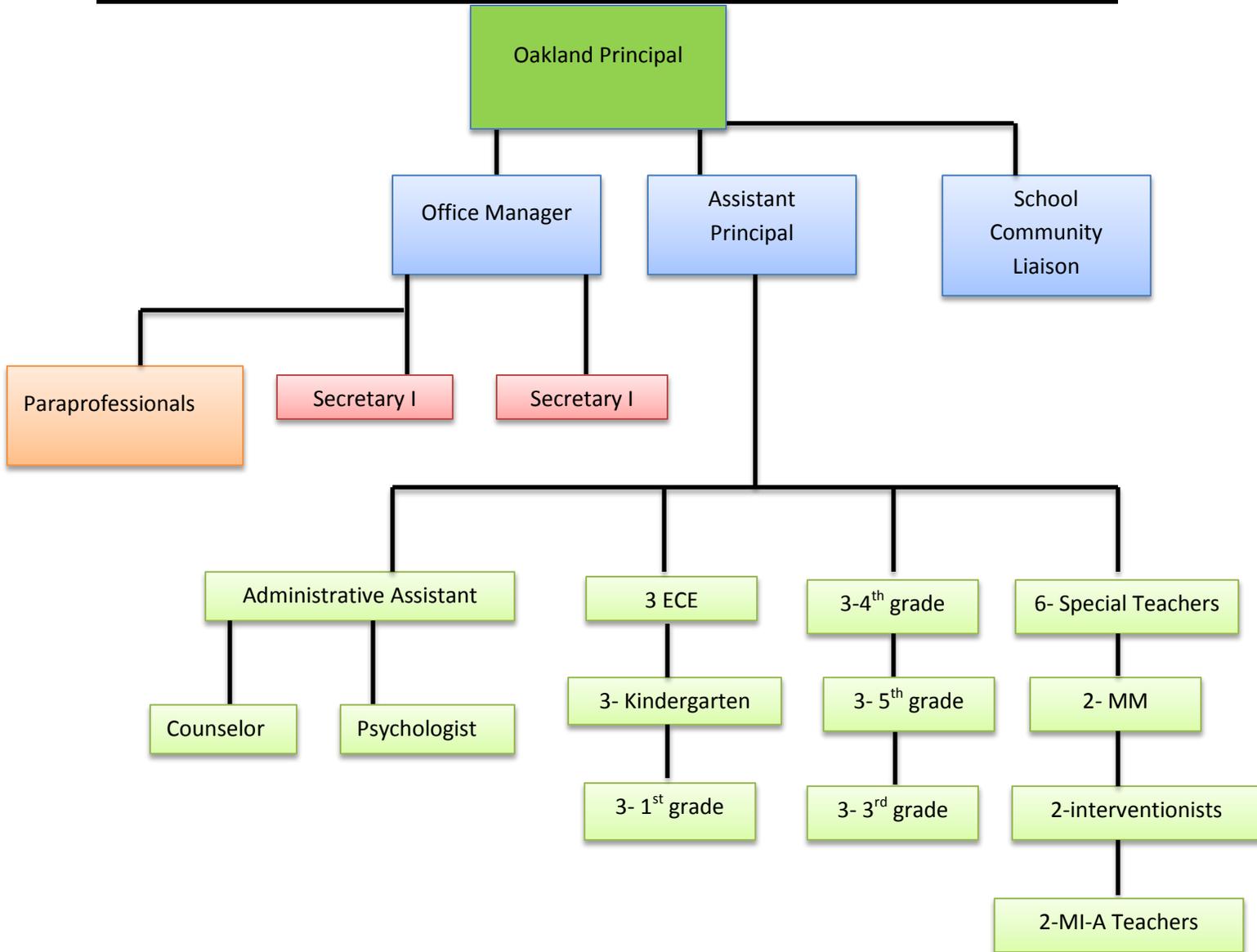
Denver Public School 2001 -- 2006

- **Teach appropriate grade level standards based curriculum in Reading, Writing, Math, Science, Social Studies and Personal Development to diverse elementary students, following DPS Literacy Program and Everyday Math**
- **Counsel students to encourage and support student achievement.**
- **Prepare educational course outlines, objectives and materials according to curriculum guidelines or state and local requirements.**
- **Communicate with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems; and coordinate instructional efforts.**

Education

M.A., Administration and Educational Policy, University of Denver, Denver, CO
 Type D Administrators License, Ritchie Program for School Leaders
 Teacher Certification, Metropolitan University of Denver, Denver, CO
 B.S., Psychology, Regis University, Denver, CO
 B.A., Sociology, Regis University, Denver, CO

Appendix I: School Organization Chart



Appendix J: Staff Roster

Oakland Elementary School

Staff Roster

2014 – 2015

Position	Name	FTE
Principal	Lisa Mahannah	1.0
Assistant Principal	TBD	1.0
Office Manager	TBD	1.0
Secretary I	Leslie Smith	1.0
Secretary I	TBD	1.0
Community Liaison	TBD	1.0
AA- Dean of Student/Culture	TBD	1.0
Learn to Lead Admin Intern	Jessica Marks-Ridgeway	1.0
Ritchie Admin Intern	Nathalie Hudson	1.0
Humanities Facilitator	TBD	1.0
Counselor	TBD	1.0
Psychologist	TBD	.60
Nurse	TBD	.40
ECE ELA-S	TBD	1.0
ECE ELA-E	TBD	1.0
ECE ELA-E	TBD	1.0
Kindergarten ELA-S	TBD	1.0
Kindergarten ELA-E	TBD	1.0
Kindergarten ELA-E	TBD	1.0

1st grade ELA-S	TBD	1.0
1st grade ELA-E	TBD	1.0
1st grade ELA-E	TBD	1.0
2nd grade ELA-S	TBD	1.0
2nd grade ELA-E	TBD	1.0
2nd grade ELA-E	TBD	1.0
3rd grade ELA-E/S	TBD	1.0
3rd grade ELA-E	TBD	1.0
3rd grade ELA-E	TBD	1.0
4th grade ELA-E/S	TBD	1.0
4th grade ELA-E	TBD	1.0
4th grade ELA-S	TBD	1.0
5th grade ELA-E/S	TBD	1.0
5th grade ELA-E	TBD	1.0
5th grade ELA-E	TBD	1.0
Mild Moderate	TBD	1.0
Mild Moderate	TBD	1.0
MI-A Primary Teacher	TBD	1.0
MI-A Intermediate Teacher	TBD	1.0
MI-A Speech Language Pathologist	TBD	1.0
Interventionist	TBD	1.0
Interventionist	TBD	1.0
Music Teacher	TBD	1.0

Art Teacher	TBD	1.0
PE Teacher	TBD	1.0
PE Teacher	TBD	1.0
Technology Teacher	TBD	1.0
Librarian	TBD	1.0
Math Fellows Coordinator	TBD	1.0
ELA Paraprofessionals	TBD	4 x 7 hours
MI-A paraprofessionals	TBD	6 x 8 hours
Health Tech	TBD	1 x 7 hours
Kindergarten paraprofessionals	TBD	3 x 7 hours
ECE paraprofessionals	TBD	3 x 8 hours
General Assignment paraprofessionals	TBD	4 x 7 hours

Oakland Elementary School

Staff handbook

Mission

Every student, every day enters into the safe, challenging and respectful environment at Oakland Elementary School. Students learn to communicate effectively their creative and critical thinking so they can apply their learning to everyday life. The frequent collection of student data guides teachers in standards-based instruction and informs them in making comprehensive, timely interventions to ensure every child succeeds. Students, teachers, and families pledge to work together to guarantee all students achieve their best every day.

Vision

We the students, families, and educators of the Oakland Elementary School will achieve the highest academic growth percentiles in the Northeast region of Denver Public Schools by the year 2018. We will inspire the confidence, imagination, and accountability required for all students to become innovative future leaders who will tenaciously pursue their college and career dreams.

ACCIDENTS, ILLNESS REPORTS-CHILDREN

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

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

ACCIDENT REPORTS-STAFF (WORKMEN'S COMPENSATION)

Injuries of any kind to employees should be reported to the principal and Office Manager immediately and an accident form completed. Information on Workers Compensation will be provided for employees. **Important: In order to qualify for Workers Compensation, you must report an accident within 48 hours.** It is recommended that you fill out a Workers Compensation form even if you do not think you will go to the doctor that day. These forms will cover you in the event that you need to go to the doctor at a later date.

ATTENDANCE- STAFF

Daily Procedures – All staff members are expected to arrive at the school no later than 7:30, check-in at the main office, pick-up keys, and check mailboxes. Staff may leave at 4:00 pm after checking-out and returning classroom keys to the lock box. For the benefit of our children and our professional learning community, it is imperative that we all respect the integrity of the work-day and adhere to these times. If it is necessary to adjust the regular workday (i.e., arrive late or leave early), send an email to the principal and Secretary II (Michele) in advance.

Teacher Absences- Call or log on to the Substitute Employee Management System (SEMS) as soon as you know you will be absent, and **never later than 6:00 a.m. for a same day absence.** If you do not plan to return the next day, call the school by 1:00 p.m. so we may attempt to retain the substitute for the following day. SEMS procedures are located in the addendum of the staff handbook.

Teachers are responsible for calling in their own absences for illness, family illness, and/or death in the family. The Office Manager will call in absences for school business, professional development, and personal days only after a personal leave form is submitted and approved (must be approved 5 days prior to taking) by the principal.

To request a specific substitute:

- Phone the substitute and confirm availability.
- Log on to SEMS. Follow prompts. You may also call SEMS at 720-423-3231. You will need the substitute's ID number if you call SEMS.
- You must receive a job number in order for the system to process a substitute both when requesting a specific substitute and when calling in an absence where you do not request a specific substitute.

Please take care of yourself to ensure your health as needed, and also keep in mind what research has shown about the impact of the number of teacher absences on student achievement and learning. Our students depend on you.

You must maintain an EMERGENCY substitute teacher folder, which is kept in the office. The following items are to be included:

- Welcome letter to the substitute teacher.
- Class List (make sure that you update this frequently as it will change)
- Attendance sheet with explicit directions that it must be sent to the office by 8:30 a.m.
- Names and room numbers of teachers on either side of your classroom that can help out if needed.
- Monitors and class helpers should know what assistance they can give substitute teachers. There should be a note to the substitute to indicate students who are reliable and dependable
- Daily Schedule complete with morning pick-up time and location, specials times and drop-off and pick-up location, lunch time and times of literacy block, math block, etc.
- Emergency information, such as where the red/green card is located for fire drills and procedures for a lockdown and shelter in place (this can be copied from our Staff Handbook)
- Detailed lesson plans that can be executed in an emergency must be left as well (e.g. Lessons that are standards-based, yet can be done at a moment's notice versus following the everyday curriculum to every detail. Remember, in an emergency, you may not have the opportunity to explain lesson details to a sub, so leaving an activity that they can do with students and is self-explanatory may be best). It is better to leave an overabundance of work rather than leaving too little. The secretary may not take lesson plans over the phone.
- **All teachers must have their Emergency Sub Plans and Folders completed and in the main office by August 11th.**

Remind students that cooperation and completed class work is expected. When you return to work, you are to complete the back of the "Substitute Teacher's Summary Report" and return it to the Secretary II (Michele). ***Be sure to let the Office Manager and principal know if there are substitutes who should be added to or deleted from our list of substitutes. We want the best individuals working with our students!***

The DCTA Agreement states that personal days cannot be taken before or after a school holiday. Additionally, the Agreement states that personal days must be submitted for approval **five** days prior to being taken unless in the event of an emergency. Abuse of this policy will be investigated and corrective action will apply if abuse is substantiated.

District policy requires a doctor's note after staff member accumulative 3 or more absences, please provide doctor's note to Secretary II (Michele) and forward to the Department of Health Services.

It is imperative that you find a replacement for your assigned supervision duty if you are absent. Our students' safety is one of our top priorities! If you are not at your assigned supervision, it puts our students' safety at risk.

PERSONAL DAYS

A Short Leave form must be completed *five* days in advance to request personal leave and approved by the principal. These forms are located in the forms area by the teacher mailboxes.

Article 5-4: School Leadership Team Management

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

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

The CSC will be replaced with the Oakland Elementary School Accountability Committee (SAC). The SAC will comply with State Law on School Accountability Committees. The membership of the SAC will include 13 voting members determined through the following process.

- Positions assigned by the principal:
 - 1 Principal
 - 1 AP and/or principal intern
 - 1 Community Liaison
- Positions elected by majority vote (serving 1 year terms):
 - 4 Teachers
 - 4 Parents
 - 1 Support Staff Member
- The SAC shall have the following responsibilities:
 - Meeting at least once a month
 - Recommending final candidates to DPS for the principal position (when a vacancy exists)
 - Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:
 - Approving the school's annual budget
 - Determining and approving the school's master calendar and schedule
 - Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

ATTENDANCE- STUDENTS

REPORTING ABSENCES:

- Parents must communicate with the main office, orally or in writing, about a child's absence.
- When parents report an absence to a teacher, **it is the teacher's responsibility to notify Juanita of the date and reason for the absence via note or email so that she can enter it into Infinite Campus as this is a legal record.**
- **Student attendance will be taken everyday by 8:30 a.m. using Infinite Campus.** No paper attendance will be accepted. Taking attendance is your professional responsibility.
- During the day, the office is to be notified immediately if a student's whereabouts or attendance is in question.
- After the 8:00 a.m. bell, students must report to the main office and to pick up a tardy pass. Students may not be admitted to class without this pass. **Do not allow parents to bring a child to class without permission from the office.**

- Students who are to be dismissed early will be notified by a call from the main office and must be signed out by a parent or authorized guardian. Do not allow parents to excuse a student from class without permission from the office and with a pink dismissal slip.
- Absences, tardies and early dismissals will be considered “Excused” only with a written note from a doctor or sufficient parent explanation. **After 10 “Unexcused” absences, tardies or early dismissals, a filing with the Denver Juvenile Court may be initiated.**
- All notes from doctors to excuse absences, tardies or early dismissals will be kept in the main office. If you receive any of this documentation, please send them to the office.

ATTENDANCE TRACKING:

- Parents will be called, by our office, after an unexcused or questionable absence, tardy or early dismissal.
- A letter will be sent to parents whose child has had 10, or more, absences, tardies or early dismissals. This letter will be sent from Oakland Community Liaison or school counselor. A record of these letters will be kept.
- Each student’s attendance record will be reviewed quarterly. Students with ten unexcused or questionable absences, tardies and early dismissals will: 1) receive a letter from community liaison or counselor, 2) each additional absence, tardy and early dismissal will be followed-up with a telephone call or letter, 3) may be taken to Denver District Juvenile Attendance Court.

School Calendar and Schedule

No later than 60 days before the end of the school year, the School Accountability Committee will determine the following year’s school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school.

All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.

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

Provisions specified in Article 8 will not apply to Oakland Elementary. The Oakland’s School Accountability Committee (SAC) will make decisions as described in the innovation plan. The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days

will be determined by the SAC annually, consistent with the innovation plan, as part of the adoption of the school calendar.

Evening meetings will be scheduled, as necessary, to implement the innovation plan. In accordance with the innovation plan, student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. Teachers will be compensated for additional time via a stipend support DPS's Office of Post-Secondary Readiness and/or school budget that is determined based on the average rate of pay for similar extended time in other district schools. Oakland Elementary teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.

In accordance with the innovation plan, Oakland Elementary School's SAC shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

BUILDING AND CLASSROOM CARE

Please impress upon students that the custodial staff works extremely hard to make our building clean. It is everyone's responsibility to help keep it that way. It is expected that classrooms will be safe, neat, orderly, and visually appealing. Each classroom should present an environment that encourages and displays the learning process and the talents of our students. What is being taught should be clearly evident in all classrooms. Outside each classroom up to data student work should be posted with the aligned Common Core State Standard and/or Colorado State Standard.

Please take a few minutes at the end of the day to have students pick up excessive trash from the floors and organize the classroom. Due to budget cuts, custodians are not able to clean each classroom every day. Classrooms will be cleaned on an every-other day schedule. Trash will be removed from rooms daily. If this does not occur, notify the custodian via email and carbon copy the assistant principal and principal to ensure follow-up.

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

COMMUNICATION WITH PARENTS AND COMMUNITY

WRITTEN COMMUNICATION - All written communication with parents and community must be submitted to the office manager **before** it is sent. Allow at least 48 hours for approval. **A final copy must also be given to the office.** Please note that this should be a final copy and the office manager will not take the time to edit communications. A Microsoft Word template for school letterhead and notices are available upon request. Note that our office staff and administration ask for such parent communications because it is imperative that we are aware of what is being shared with parents in the event they come to the office with questions.

TELEPHONES -All teachers have access to voicemail and are expected to record and maintain a current greeting. Please set up voicemail immediately and check it at least twice daily as all phone calls during instructional time will be sent directly to voicemail. A quick phone call to a parent to share positive

information about a student is always appropriate. When calling to discuss an issue or concern, please do so privately.

COMMUNICATION WITH STAFF

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

To facilitate communication, please note the following.

- Check your mailbox in the office upon arrival, at your lunch break and after school.
- Voicemail and email **MUST** be checked daily upon arrival and when you leave. You may consider leaving a message on your voicemail to indicate what time of day you will check your voicemail. **As of August 1st, everyone will be expected to check email twice daily for important communication, including bulletins. If you do not have access to email or are having problems with your current email, please contact the office manager.**
- Daily announcements will be sent by email.
- The weekly bulletin will be sent to your computer via Outlook each Friday afternoon or by Sunday evening. It is your professional duty to read and refer to the bulletin throughout the week regarding activities and information. If you wish to put anything in the weekly bulletin, submit your information to the office manager by Thursday of each week. Staff is responsible for information shared via bulletins.
- Faculty meetings and/or team meetings will be held on a weekly basis or as necessary.
- Before changing procedures or scheduled events, please notify the principal and office.
- If a class is out of the classroom for activities other than those regularly scheduled, notify the office and leave a note on the door indicating the location of the class and approximate return time.

CONFIDENTIALITY

All information pertaining to students, personnel or school documents are confidential. Discussions or materials relating to students, personnel or school documents shall be limited to appropriate personnel and areas of the school building that provide necessary privacy. Breaching confidentiality is a violation of FERPA and may result in disciplinary action. Do not discuss anything with parents about any child other than their own. Do not use the name of another student when sharing concerns or discipline matters as this is a breach of confidentiality. Paraprofessionals may relay school related information to parents only with the permission of the teacher or principal.

CUMULATIVE RECORDS

Cumulative records are kept in the office in a locked file and are available to teachers at anytime during school hours. Check with the secretary before removing cums from the office. Cumulative records are to be checked out with the Secretary I and are never to be taken from the building.

CUSTODIAL SERVICES

All requests for custodial services should be made to the facility manager using the appropriate form located in the files across from the teacher mailboxes or via email (if done in this manner, carbon copy the principal or assistant principal. Put a copy in the custodian's box and allow at least 24 hours. If further assistance is needed, contact the office manager.

Curriculum

Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. 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. 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 SAC.

Oakland Elementary School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. Oakland School will select appropriate textbooks and equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. The district will review the school's education plan every three years as part of the school's innovation status review.

Textbooks and instructional materials will be selected by the Oakland based on alignment to the CCSS and CAS and proven results with similar populations of students. The school will purchase and use non-adopted textbooks in core subject areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school's innovation plan. The district will review the school's education plan every three years as part of the school's innovation status review.

In accordance with the innovation plan, Oakland Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Oakland Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.

DELAYED START/SCHOOL CANCELLATION

In the event of a delayed start or school cancellation, please refer to the District website or local television stations.

DISMISSAL

All classes are to be dismissed promptly at 3:45 p.m. and not before. Students who receive DPS transportation may leave class at 3:40 pm. All teachers will walk their students to the playground and will remain with students until they are picked up. If there are any remaining students at 3:55 pm, teachers will bring them to the main office to call home. Any teacher who does not have a class at the end of the day is required to report to their duty area or other designated area to facilitate the safety of our children. Students who participate in the after school program need to quickly make their way to the assigned locations. All other students must leave the school grounds immediately. Students remaining at the school for any other reason must have parent and principal permission.

Dress Code

The dress code for all staff will be at a minimum business casual. Business casual is defined as

- For women: A reasonable length skirt or trousers/capris of a non-jeans material combined with a top is considered acceptable. An informal dress with appropriate skirt length is also acceptable.

- For men: A combination of collared shirt (such as a dress shirt or polo shirt, cotton trousers (such as khakis or blue, green, brown, or black trousers).
- Jeans may be worn each Friday with an acceptable top
- Each staff member will receive a staff shirt/polo and sweatshirt. Staff or DPS shirts can we worn anytime during the week.

E-MAIL

E-mail is the primary communication tool used between the office and all teachers. **You will be expected to check your e-mail at least twice daily – once upon arrival and once prior to departure beginning August 20th.** It would also be a good idea to check it mid-day.

EMERGENCY PROCEDURES

Emergency Procedures and Evacuation Locations are listed in the addendum. Teachers should be familiar with and discuss these procedures with students as they apply to their classrooms. Please be familiar with who our E-Team (Emergency Response Crisis Management Team) members are and what their roles are. We will practice the evacuation, shelter in place, and lockdown procedures each semester this school year. Fire drills will take place monthly.

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

Excursions are to be of educational value and must relate to the appropriate curriculum with academic activities and follow-up. Excursions, speakers and events will be discussed and scheduled at team meetings and approved by the principal *prior* to scheduling/booking. There are limited school funds available for excursions or transportation. We may at times require a nominal fee from students to defray costs if needed.

Procedures for scheduling excursions:

1. Determine the purpose, location, and date of the excursion.
2. Check the Oakland's master Outlook calendar to ensure it does not conflict with previously scheduled events (this is posted in the main office).
3. Fill out the yellow Field Trip Request and get approval from the principal *at least three weeks in advance* to the event. Requests not submitted three weeks in advance may be denied.
4. Fill out the Transportation Request and include it with the Field Trip/Event Request. Transportation requests must be made at least **three weeks in advance** and adhere to the times defined by the transportation department.
5. Once you have approval, schedule/book the field trip or event.
6. Notify the lunchroom **at least two weeks in advance** that your class will either be a) not eating lunch at school that day and will not be eating lunch so they can order less food, or b) will not be eating lunch at school that day, but will need to have sack lunches prepared. Either way, please fill out a Lunchroom Field Trip Request Form located in the files across from the teacher mailboxes.
7. Send information home to parents and families about the field trip or event. **IMPORTANT!!** Don't forget to get this communication approved prior to sending it.

No student may be excused from excursions without prior consultation with the principal and then shared with the parent. It is the teacher's responsibility to make appropriate educational arrangements for students who do not go on the excursion with the class.

FIRE CODES

Fire drills will take place monthly. Please ensure that you have your red/green card and updated class roster with you at all fire drills. All staff members must follow the Fire Code regulations (separate copy in notebook). Keep all fire doors shut. Close doors to all rooms when unoccupied.

HOMEWORK

Purpose of Homework: Homework should be meaningful and designed to reinforce skills that have been **taught in the class**. It should be modified appropriately to meet the needs of students and should be work that they can do (i.e.: one size does *not* fit all). Properly designed homework reinforces concepts and skills learned during school and should not be to introduce an unknown concept or skill that a student cannot do independently. The amount of time each student spends on homework should vary according to age, developmental level, and ability.

Homework will given to students every Thursday in their Thursday folders. Additional homework may be assigned during the week if an appropriate amount of time is given to complete the tasks. Grade level teams will work collaboratively to send home a homework packet each Thursday aligned to the weekly instruction or for review. Every homework packet will include a weekly reading response, math fluency practice, Math in Focus practice, spelling practice, and a writing response. Every student will be provided a weekly reading log to track the minutes they read at home. The below guidelines are expected for each grade level team:

- Kindergarten –2nd grade: 20 minutes a night or 100 minutes a week
- 3rd – 5th grade: 30 minutes a night or 150 minutes a week

Any homework assigned will be returned, graded and track for student mastery of CCSS and/or CAS.

Under no circumstances will students be “put on the wall” during recess or be left in the cafeteria during lunchtime to finish classroom homework that was not completed from the night before. We do not have the capacity to monitor students in this manner. Teachers may choose to keep students in their own classrooms to complete homework during lunchtime if the need arises. However, if this is occurring with a student multiple times (e.g., every day) the root cause should be determined and parents/guardians should be communicated with immediately. Grades should not be drastically affected by homework; if a student is missing or not completing homework assignments, it is our responsibility to find out the root of the problem and work with the student to resolve it appropriately. Teachers should check the work that is turned in and give students appropriate feedback on the work as soon as possible. Parents must give a full day of notice when requesting make-up work.

HOURS

The time before and/or after school will be used for grade level/team planning and conferencing, staff meetings, parent contacts, teacher planning, or a rotation of duty schedule. Teachers will also have a 45-minute uninterrupted lunch each day.

School Office Hours	7:35-4:30pm
Teacher Contract Day	7:30-4:00 pm

Human Resources Management: Hiring

Oakland Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar. Oakland Elementary will work with the district HR 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.

Oakland Elementary will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.

The Oakland Elementary principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.

Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. Background checks will be administered using the existing systems and processes for the district.

Human Resources Management: Hiring & Staff Assignments

Oakland Elementary will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. Oakland Elementary will not accept direct placements from the district or assignment of unassigned non-probationary teachers.

A temporary hiring committee will be constructed for each specific vacancy, with final determination to be made by the school principal. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.

The Oakland Elementary SAC will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the SAC determines that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the SAC will make RIBS decisions based on performance, professionalism, and merit.

Human Resources Management: Hiring, Compensation, Job Descriptions

Oakland Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.

Oakland Elementary will work with the district HR 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.

Oakland Elementary will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.

The Oakland Elementary 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.

Human Resource Management: Teacher Evaluation

Evaluator refers to the supervisor who is responsible for the evaluation of personnel. All school personnel will be evaluated annually. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Evaluations will include both formal and informal observations.

Oakland Elementary teachers and staff will be employed using an annual contract. This contract can be non-renewed at the end of the contract term. Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 – 60 school teacher contact days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute cause for a nonrenewal of annual contract.

No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.

In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.

In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

Human Resources Management: DPS Article 11 will apply to Oakland Teachers

11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.

11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate. 11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt. 11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5

During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7

Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.

11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.

Human Resources Management CBA Article/Section: Article 7: Grievance Policy

Oakland Elementary School shall maintain the following CBA Grievance Policy:

7-1 Definitions.

7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.

7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.

7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.

7-1-4 An "aggrieved person" is a school staff member asserting a grievance.

7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.

7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred.

Grievances not timely presented will be considered as waived.

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

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

Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.

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

7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.

Human Resources Management: Compensation

The Oakland Elementary SAC estimate extra duty compensation (stipend) for extended day and year hours to be approximately \$5000. Oakland Elementary will meet or exceed DPS's hourly and daily rates for additional roles and responsibilities consistent with the innovation plan. Oakland's Elementary SAC will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year.

Human Resource Management: Staff Hiring, Compensation

Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the School Accountability Committee, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the SAC shall determine the rate of pay during the budget cycle each Spring for the following year.

Human Resources Management: Dismissals

Oakland Elementary teachers receive annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school. Teachers on annual contracts who leave Oakland Elementary and are hired by another school in the district may apply their time at Oakland Elementary to the consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period.

Oakland Elementary teachers and staff, hired will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any reason. . No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.

In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

Oakland Elementary teachers hired after the approval of the innovation plan will be hired on annual contracts. Teacher mid-year dismissal shall be for cause consistent with the process outlined in DPS policy GDQD/R.

Mid-Year Dismissal Procedures For Employees on Annual Contracts:

- These procedures are an effort to maintain fair and equitable treatment for all school employees.
- These procedures do not change the employment status of staff on annual contracts.

A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal pursuant to Colorado State Law 22-63-301 and will give the employee a reasonable opportunity to respond.

B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.

1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures. The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.

2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.

3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.

4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.

5. The employee may be represented by legal counsel at the hearing.

6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The

hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.

7. All hearings conducted by the hearing officer shall be confidential.

8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.

9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.

10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.

Human Resource Management: Compensation

Oakland Elementary will adopt a salary schedule that will meet or exceed the district's salary schedule. The Oakland's SAC reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, eternal professional development or for performance incentive pay.

Human Resource Management: Direct Placement of Teachers

Oakland Elementary may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.

Human Resource Management: Hiring, Contracts and Employment Offer Letters

Teacher will be on annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.

If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. Oakland Elementary teachers hired following the adoption of the school's innovation plan shall be on annual contracts. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. Oakland Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for

employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.

Human Resource Management: Staffing

Oakland Elementary School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.

No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.

Human Resource Management: Professional Development

In accordance with the innovation plan, Oakland Elementary School SAC, in consultation with the district evaluator, shall jointly determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.

For purposes of this policy, the Oakland's School Accountability Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the innovation plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. All of the school's professional development shall be approved by the school's principal and the SAC. The school retains the option to participate or not participate in any professional development programs offered by the district.

Provisions specified in Article 8 will not apply to Oakland Elementary. The Oakland's School Accountability Committee (SAC) will make decisions as described in the innovation plan. The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. Teachers will be compensated for additional time via a stipend support DPS's Office of Post-Secondary Readiness and/or school budget that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the SAC annually, consistent with the innovation plan, as part of the adoption of the school calendar.

Instruction

The Oakland School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education. In accordance with the innovation plan, Oakland Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Oakland Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All

substantial material changes to the district educational program must be communicated to the district office of the CAO for review. In accordance with the innovation plan, Oakland Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Oakland Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.

KEYS

Keys are to be picked up and turned into the key box by 5:00 in the main office each day. **Do not take keys home. Your cooperation is essential.** Do not leave keys in desk drawers, on the desk, etc. during the day. Care should be taken with keys at all times. Building security depends on our collective ability to be cautious. Lost or missing keys are to be reported to the principal immediately. Replacement of lost or stolen keys and possible re-keying expenses will be at the expense of the employee. If the office is closed before you leave, please ensure that you return keys in the key drop box.

MEDICINE

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

MOVIES

The use for films and videos will be educational in nature and should be kept to a bare minimum. Do not use animated or feature length films without prior approval. Our responsibility is to uphold high standards and teach our students, not to show them movies, during the instructional day.

MONEY AND VALUABLES

Do not, at any time, leave money, class keys, your purse, or any valuables where they are easily accessible as they could be stolen. Take precautions to secure your belongings. Close and lock your doors when not in the classroom. Report thefts immediately. Also, stress with your students the importance of not bringing valuables to school (e.g. mini-Playstations, cell phones, CD players). If a student brings an item such as this, please take it from the student, lock it in a filing cabinet or other safe place in your classroom, and notify the student and his/her parent immediately that he/she should not bring such items to school due to safety/theft. The main office will not be responsible for these items and teachers/other staff members must take special care to secure the items so they are not stolen by others. **Money collected from students, parents, or staff for any activity or items must be receipted daily by the secretary and kept in the school safe, without exception, per district policy.**

Promotion, Retention and Acceleration of Students

Retention decisions for students in grade K-5th performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics. The principal, APs, teacher, and parents will confer 45 days prior to the end of the school year about the student's progress. During the 45 days the parent will be provided bi-weekly updates on student progress on the academic plan. If students are making insufficient progress, an academic plan is prepared and grade retention may be recommended to the School Accountability Committee by the principal, APs, teacher, SIT or parents. All retention decisions will be made by May 1st of the current school year.

If the Oakland Elementary School Accountability Team approves the grade retention of a student, the student is retained. Parents do not have the ability to override the decision of the School Accountability. Parents are made aware of this policy at orientation or at the time of registration for all mid-year enrollees. The school regularly communicates student performance to parents/guardians. Promotion and retention information is communicated to parents through the Parent/Student Handbook.

OFFICE

The office will be open each day from 7:30 a.m. to 4:30 p.m.

ORDERING GRADE LEVEL SUPPLIES AND MATERIALS

All ordering will be done through the Office Manager and must be approved first by the principal. Each teacher will receive grade level monies to buy instructional materials for their classroom. These materials must be instructional in nature, and are to remain in the classroom/school at the end of the academic year.

Procedure for ordering supplies and materials from grade level monies:

1. All grade level money orders must be made by February 1, 2015. No orders will be accepted or approved after this date.
2. Grade level purchases **must** come from approved vendors so that Contract Releases (CR's) or Purchase Orders (PO's) can be used. The District Warehouse can also be used. See office manager for a list of approved vendors.
3. Fill out the Supplies and Materials order form located in the filing system across from the teacher mailboxes. If you used a catalog, include the catalog when submitting your order to Michele.
4. When materials come into the school, they will be inventoried and placed in the hallway or delivered to the classroom. In the event that the materials come to your classroom first, please return them to the main office so this can be done.

REIMBURSEMENTS

Reimbursements will be for amount shown on original receipt only. Taxes will not be reimbursed. Original receipts must be provided.

RELEASE OF STUDENTS

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

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

RESPONSIBILITIES OF TEACHERS

Each teacher, under the supervision and guidance of the principal, is responsible for the educational growth of all the students assigned to his/her classroom. High expectations for success will be set and communicated on a monthly basis to the students and the parents. Student progress will be continually monitored and instructional methods adapted, as necessary, to meet the needs of the students. A

variety of assessment tools should be implemented to get an accurate picture of each student's educational progress. There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials.

Complete lesson plans will be written two weeks in advance and will be posted weekly on the Oakland's Google Platform. Lesson plans will be reviewed during weekly observation and feedback sessions and each teacher will be provided feedback from an administrator on a bi-weekly basis.

All content lesson plans will follow Oakland Lesson Plan Template document which includes:

- Date and time
- A Do Now
- Common Core Standard State and/or Colorado State Standard identified
- Objectives will be written in the SWBAT format (Students will be able to) and included specific language objective
- Mini-lesson
- Differentiated small group work (guided reading lesson plans, small group math lesson plans, guided writing lesson plans, etc.)
- Independent practice
- Blended learning opportunity
- Appropriate Check For Understanding (CFUs)
- Essential Learning for the unit

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

THURSDAY FOLDERS

Folders will be sent home each Thursday containing homework packet, graded student work and parent communication for the teacher and/or principal. All papers, corrected assignments and written communications should be saved for the Thursday Folders. Students are expected to return the Thursday Folders each Friday. Teachers will receive school/office communication each Wednesday morning. If a student did not return his/her folder, please do your best to get the folder back as this is the main mode of school-home communication. Any folder can be utilized for a Thursday Folder and each teacher will be provided labels to identify the student's name.

SPECIAL EDUCATION

If a student has an IEP or 504 Plan, the teacher must be familiar with the document and design instruction to meet the needs of that student. This will guide your instruction, homework, and support given to the student. Please maintain a copy of the IEP goals in a folder in the classroom to refer to regularly. Please see your grade specific Special Education teacher for copies of your students' IEP goals.

PROFESSIONAL DEVELOPMENT

There will be many opportunities for professional development during the school year. Each staff member is expected to prepare for and participate in staff development. Differentiated professional development will be provided during teacher's common planning time and/or after school. If you need to miss a staff development session, you must notify the principal or assistant principal and are

responsible for information that was covered. Staff may not take personal days on professional development/planning days except in the case of an emergency.

STAFF MEETINGS

All teachers are required to attend our staff/operational meetings. In order to honor and value everyone's time, the expectation is that staff will arrive and be prepared to start the meeting at the designated time. Any information missed at a staff meeting is the responsibility of the teacher; if you know you have missed a meeting, please meet with a team member to get any missed information.

TELEPHONE CALLS

Each classroom has been equipped with a direct phone line. This means that when calls are placed from within the classroom, the specific phone number for that room will be displayed on caller ID systems. As such, parents can press redial and call directly into the classroom – bypassing the office. **Phone calls should not interrupt the instructional momentum.** Phone calls that come through to the main office during the instructional day will be sent directly to voicemail. It is important that you check voicemail at least twice daily to ensure communication with parents and that you get any important information to students.

CELL PHONES

Cell phones are not to be used during the school day during instructional time or in areas that may interrupt learning by any Oakland Elementary School staff member. This includes text messaging. Your priority is to our students and their learning and you should not be distracted by your cell phone. Cell phones should be put away and not out during the instructional day. Telephone calls made to teachers during the instructional school day are disruptive to the classroom. If you have some special considerations regarding a cell phone, please discuss it with the principal. Students should not have cell phones at school. If students do have a cell phone, please take it from them, secure it, contact the parent, remind them of our cell phone policy, and let them know that they can come and pick it up from you. Cell phones should not be brought to the principal or assistant principal. If a parent insists that a student has a cell phone, it must be checked in to the main office each day.

VISITORS TO THE BUILDING

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

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

- Ask if you can be of assistance.
- Ask whether or not he/she has reported to the main office. If the person does not have a badge, escort him/her to the office or out the nearest door. Stay with the person until he/she goes to the main office or out of the building and then notify the office.
- Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.
- Notify the office of all unregistered guests.
- Close and lock classroom and office doors when not occupied.

For the safety of our children, we all need to ensure that visitors identify themselves by checking into the main office and wearing a Visitor's Pass.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences will be held twice yearly, however, it is expected that teachers will meet with parents as the need arises. Teachers are required to turn in the Parent Sign-In form from conferences to the main office so we can monitor and document attendance. First trimester conference dates will be voted on by the staff. Teachers are required to remain for 8 hours for conferences, even if conferences are not scheduled for the entire time.

PARAPROFESSIONALS

Paraprofessional hours vary; each one arrives and departs according to an individual schedule. Each four hours of continuous work merits one 15 minute scheduled break. Each six hours of continuous work merits one 30-minute unpaid lunch, and one 15 minute scheduled break. Paraprofessionals are to check in and out daily. **Paraprofessionals who will be absent must call the office by 7:30 a.m. to indicate the reason for the absence.** If the paraprofessional does not plan to return the next day, please call the school by 1:00 p.m. on the day of your absence. Paraprofessionals are expected to make arrangements in advance for their duty, if an absence is anticipated.

Paraprofessionals must conference with the regular classroom teacher before giving, sharing or requesting information about a specific student to other students, parents or other staff members. Paraprofessionals are employees of Denver Public Schools and must maintain strict confidentiality when it comes to students, parents, and other employees. Paraprofessionals must also communicate with teachers regarding instruction and discipline.

DISTRICT POLICIES:

All District Policies can be found on the web at www.dpsk12.org, under Board of Education (located on the left hand side).

Some particular policies that are included in our addendum that you will need to reference are:

DPS Policy JLF and JLFR: Child Abuse Reporting

Any suspected case of child abuse must be reported immediately to Denver Department of Human Services at **720-944-3000**. Please remember that we are, by law, mandatory reporters of child abuse. It is imperative that you report any suspected case immediately. Please inform the nurse, health aide, assistant principal, or principal when reporting and maintain strict confidentiality (e.g., Do not discuss the situation with any parents, children, or others. Remember the "need to know" rule).

See the Child Abuse Reporting policy in the addendum of the staff handbook for more specifics.

DPS Policy JK: Student Discipline

Our school discipline policy is based on this policy.

DPS Policy JICA: Student Dress

DPS Policy GBEB: Staff Dress

Appendix L: Course Scope and Sequence for One Grade

Chapter	Time Frame	Focus Area	Notes
August-September			
1	8 days	<ul style="list-style-type: none"> • Numbers to 10,000 	
2	8 days	<ul style="list-style-type: none"> • Mental Math and Estimation 	
3	6 days	<ul style="list-style-type: none"> • Addition up to 10,000 	
4	6 days	<ul style="list-style-type: none"> • Subtraction up to 10,000 	
October-November Fall Interim Window October 1-19			
5	4 days	<ul style="list-style-type: none"> • Bar Models with addition and subtraction 	
6	14 days	<ul style="list-style-type: none"> • Multiplication 	<ul style="list-style-type: none"> • Instructional Task: Button Dolls
8	7 days	<ul style="list-style-type: none"> • Division 	
19	11 days	<ul style="list-style-type: none"> • Area and Perimeter 	<ul style="list-style-type: none"> • Instructional Task: Building a Fence
December Mid-Year Interim Window December 3-20			
10	7 days	<ul style="list-style-type: none"> • Money 	
11	6 days	<ul style="list-style-type: none"> • Metric Measurement 	
January			
12	4 days	<ul style="list-style-type: none"> • Real world problems/measurement 	
13	5 days	<ul style="list-style-type: none"> • Bar Graphs and Line Plots 	
15	9 days	<ul style="list-style-type: none"> • Customary Measurement 	
February			
17	6 days	<ul style="list-style-type: none"> • Angles and Lines 	
18	5 days	<ul style="list-style-type: none"> • Geometry 	
14	9 days	<ul style="list-style-type: none"> • Fractions 	<ul style="list-style-type: none"> • Instructional Task: Solving a Coin Problem
March TCAP			
16	6 days	<ul style="list-style-type: none"> • Time and Temperature 	<ul style="list-style-type: none"> • Temperature is in TCAP, not in the CCSS
April Final Interim Window April 29-May 17			
9	10 days	<ul style="list-style-type: none"> • Using Bar Models: 	<ul style="list-style-type: none"> • Instructional Task:

		Multiplication and Division	A Multiplication Problem
<ul style="list-style-type: none"> Review-Major Areas of Focus for grade 3: Multiplication and Division Fractions Measurement and estimation of intervals of time, liquid volumes, and masses of objects Geometric Measurement: understand concepts of area and relate area to multiplication and to addition 			

Short Cycle Assessment Map Cohort 2
Grade: 2nd **Content: Math**

Common Assessment Standards	SCAN Assessment 1 <i>Sep. 16-25</i>	SCAN Assessment 2 <i>Nov. 4-8</i>	SCAN Assessment 3 <i>Feb. 10-14</i>	SCAN Assessment 4 <i>April 28-May 8</i>
Math In Focus Chapters	MIF Ch. 1, 2	3, 5	6, 10, 11, 12	13, 14, 17, 18, 19
CCSS.Math.Content.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1				X
CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.			X	
CCSS.Math.Content.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.		X		
CCSS.Math.Content.2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.			X	
CCSS.Math.Content.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: CCSS.Math.Content.2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.” CCSS.Math.Content.2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	X	X		
CCSS.Math.Content.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	X		X	

Short Cycle Assessment Map Cohort 2

Grade: 2nd Content: Math

Common Assessment Standards	SCAN Assessment 1 <i>Sep. 16-25</i>	SCAN Assessment 2 <i>Nov. 4-8</i>	SCAN Assessment 3 <i>Feb. 10-14</i>	SCAN Assessment 4 <i>April 28-May 8</i>
Math In Focus Chapters	MIF Ch. 1, 2	3, 5	6, 10, 11, 12	13, 14, 17, 18, 19
CCSS.Math.Content.2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.				X
CCSS.Math.Content.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.				X
CCSS.Math.Content.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				X
CCSS.Math.Content.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.			X	X
CCSS.Math.Content.2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		X	X	X
CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				X
CCSS.Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?			X	
CCSS.Math.Content.2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.				X

Short Cycle Assessment Map Cohort 2

Grade: 2nd Content: Math

Common Assessment Standards	SCAN Assessment 1 <i>Sep. 16-25</i>	SCAN Assessment 2 <i>Nov. 4-8</i>	SCAN Assessment 3 <i>Feb. 10-14</i>	SCAN Assessment 4 <i>April 28-May 8</i>
Math In Focus Chapters	MIF Ch. 1, 2	3, 5	6, 10, 11, 12	13, 14, 17, 18, 19
CCSS.Math.Content.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				X
CCSS.Math.Content.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.				X
CCSS.Math.Content.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.			X	
CCSS.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			X	

Appendix M: School Calendar and School Day Schedule

2nd Grade Student

Platooning Schedule Oakland Elementary School

	2 nd grade teacher schedule Monday	2 nd grade teacher schedule Tuesday	2 nd grade teacher schedule Wednesday	2 nd grade teacher schedule Thursday	2 nd grade teacher schedule Friday
7:30 – 8:00am	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time
7:40 – 8:00 am	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom
8:00 – 8:30 am	Pick up Students School Wide Morning Meeting	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students School Wide Morning Meeting
8:30 – 9:45 am	Math	Math	Math	Math	Math
9:45 – 10:00 am	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
10:00 – 11:30 am	Art	Music	PE	Art	Music
10:45 – 11:30 am	Technology	Library	PE	Technology	Library
11:30 – 12:15 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:15 – 12:45 pm	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies
12:45 pm	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms
12:45 – 2:45 pm	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading
3:00 pm – 3:45 pm	Writing	Writing	Writing	Writing	Writing
3:45 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2nd Grade Guided Reading and Writing Teacher

	2 nd grade teacher schedule Monday	2 nd grade teacher schedule Tuesday	2 nd grade teacher schedule Wednesday	2 nd grade teacher schedule Thursday	2 nd grade teacher schedule Friday
7:30 – 8:00am	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time
740 – 8:00 am	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom
8:00 – 8:30 am	Pick up Students School Wide Morning Meeting	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students School Wide Morning Meeting
8:30 – 10:00 am	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading
10:00 – 11:30 am	Art	Music	PE	Art	Music
10:45 – 11:30 am	Technology	Library	PE	Technology	Library
11:30 – 12:15 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:15 – 12:45 pm	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
12:45 pm	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms
12:45 – 2:45 pm	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading	Read Aloud/Guided Reading
3:00 pm – 3:45 pm	Writing	Writing	Writing	Writing	Writing
3:45pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2nd Grade Guided Math, Science/Social Studies and Writing Teacher

	3 rd grade teacher schedule Monday	3 rd grade teacher schedule Tuesday	3 rd grade teacher schedule Wednesday	3 rd grade teacher schedule Thursday	3 rd grade teacher schedule Friday
7:30 – 8:00am	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time	Teacher Prep Time
7:40 – 8:00 am	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom	Student breakfast lunchroom
8:00 – 8:30 am	Pick up Students School Wide Morning Meeting	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students and Peace4Kids	Pick up Students School Wide Morning Meeting
8:30 – 9:45 am	Math	Math	Math	Math	Math
9:45 – 10:00 am	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies	ELD/Science/Social Studies
10:00 – 11:30 am	Art	Music	PE	Art	Music
10:45 – 11:30 am	Technology	Library	PE	Technology	Library
11:30 – 12:15 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:15 – 12:45 pm	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
12:45 pm	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms	Switch Classrooms
12:45 – 2:00 pm	Math	Math	Math	Math	Math
2:00 – 2:45 pm	Science	Science	Science	Science	Science
2:45 – 3:45	Writing	Writing	Writing	Writing	Writing
3:45pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Time Comparisons: Teacher and student by day

Instructional Times	Jan Doe	John Smith	Teacher Guided Reading and Writing	Teacher Math, Science/Social Studies and Writing
Guided Reading	120 mins	120 mins	2 x 120 mins = 240 mins	none
Math	75 mins	75 mins	None	2 x 75 = 150 mins
Writing	60 mins	60 mins	60 mins	60 mins
Science or Social Studies	45 mins	45 mins	None	2 x 45 mins = 90
Peace4Kids	30 mins	30 mins	30 mins	30 mins
Specials	90 mins	90 mins	None	none
Planning/PLC/Feedback	None	None	90 mins	90 mins
Time Totals	420 minutes instructional time	420 minutes instructional time	<ul style="list-style-type: none"> • Instruction time: 330 • PLC/Planning/Feedback: 90 minutes 	<ul style="list-style-type: none"> • Instruction time: 330 • PLC/Planning/Feedback: 90 mins

DENVER SUMMIT SCHOOLS NETWORK-Secondary
2014-2015 School Year Calendar

JULY 2014							AUGUST 2014							SEPTEMBER 2014							OCTOBER 2014							NOVEMBER 2014							DECEMBER 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
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							31																					30													

JANUARY 2015							FEBRUARY 2015							MARCH 2015							APRIL 2015							MAY 2015							JUNE 2015									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4							1	2			1	2	3	4	5	6	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13			
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- SHORT CYCLE ASSESSMENTS
- NON-STUDENT CONTACT DAYS
- VACATION/NO CLASSES
- HOLIDAY/NO CLASSES
- Independence Day - July 4*
- Labor Day - September 7*
- Veterans Day - November 11*
- Thanksgiving Day - November 26*
- Christmas Day - December 25*
- New Year's Day - January 1*
- Martin Luther King Jr. Day - January 19*
- Presidents' Day - February 16*
- Cesar Chavez Day - March 31*
- Memorial Day - May 25*

- PRINCIPAL REPORT/END DATE
- OFFICE STAFF REPORT DATE
- ASSESSMENT DAYS
- RE-TEACHES

SEMESTER DATES
END-OF-TERM TRIMESTER DATES

DSSN STUDENT REPORT DAYS	
86	
86	
182	Total Days
DSSN TEACHER REPORT DAYS	
92	Days 1st Semester
102	Days 2nd Semester
194	Total Days

Last Student Day



Appendix N: Oakland Blue Print Interview Template

Candidate Name:

Interviewer:

Position:

Date of Call:

Questions:

1. Relentless Drive for Results

Question: Describe a time when you set a significant goal and led your students to achieve it within your classroom. What was the goal? What challenges did you encounter, and how did you overcome them?

2. Influences and Motivates Others

Question: How do you raise students' expectations for learning if they have not been successful in the past?

3. Data---Driven, Problem---Solving Approach

Question: What systems and strategies do you use in your classroom to measure student learning?

4. Interpersonal Understanding and Cultural Awareness

Question: From your perspective, what factors do you think most contribute to low student achievement in low---income communities? What have you done in the past to overcome such factors?

5. Ability to Overcome Adversity

Question: Describe a time when you overcame an obstacle to achieve a desired result in your classroom or work.

6. Sense of Self---Efficacy

Question: Describe a time when your students did not perform at the level you expected. What was the cause of the low performance and what did you do to address it?

7. Initiative and Persistence

Question: In the past how have you sustained the level of energy and drive needed to do challenging work?

Appendix D: Waiver Template for Use of Non-Adopted District Curriculum

NON-ADOPTED TEXTBOOK APPROVAL FORM

When to Request Approval for Non-Adopted Textbooks

Use this form to purchase core materials for classes

- without adopted textbooks; or
- when substituting a different core book for adopted core materials; or
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, generate a PR. If the request is declined, the email will indicate the reason(s).

Ordering information must include title, author (where necessary), publisher, copyright date, ISBN number or catalog order number, and format (hard cover, paperback, consumable, etc.). Textbooks or supplementary texts must be aligned with district curriculum expectations. In addition, materials must avoid stereotyping related to age groups, ethnic or racial groups, sex roles, and handicaps. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (attach description if requested).

Email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: **Oakland Elementary**

Requestor: **Lisa Mahannah**

Requestor's Phone Number: **720-318-2541**

Department/Title: **Principal**

Title: **Math in Focus, Singapore Math**

Publisher: **Houghton Mifflin Harcourt**

ISBN Numbers and Authors for each Course:

Grade K: 9780547646800 (English) Dr. Pamela Sharpe

**Grade 1: 9780547882611 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,
Bernice Lau Pui Wah**

Grade 1: 9780547636092 (Spanish)

**Grade 2: 9780547882222 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,
Bernice Lau Pui Wah**

Grade 3: 9780547883533 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,
Bernice Lau Pui Wah

Grade 4: 9780547878744 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,
Bernice Lau Pui Wah

Grade 5: 9780547880655 (English) Dr. Fong Ho Kheong, Chelvi Ramakrishnan,
Bernice Lau Pui Wah

Subject Area: **Math**

Grade(s): **K, 1, 2, 3, 4, 5**

Copyright: **Kinder 2012, Grades 1-5 2013,**

Format (click correct box)

Hardback

Paperback

Textbook **Non-Adopted**

Supplementary Text

Don't Know

For supplemental or elective courses: Briefly explain the reason for ordering this non-adopted supplementary text.

For alternative core programs: Answer the following questions.

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

Math in Focus follows the pedagogical framework developed by the Singapore Ministry of Education—emphasizing concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. Math in Focus is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. Math in Focus teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real world with hands-on experiences. To allow all students to reach high levels of conceptual understanding and use of skills, a consistent approach of concrete to pictorial to abstract pedagogy is repeatedly employed. Common models across grade levels provide consistency in

problem-solving strategies. Differentiated resources are easily accessed through online curriculum materials as well as blackline masters for each grade level. Formative and summative assessments are available to students online and visual flipcharts are available for each lesson at all grade levels.

Math in Focus provides supports for all learners. The curriculum provides teachers with resources and supports for ELLs, opportunities for re-teaching for struggling students, extra practice for on-level students, and enrichment for advanced students. In addition, each unit has a pretest that allows the teacher to assess students' readiness for a particular unit of study. If students have missing prerequisite skills or are ready to practice the skill at a higher grade-level, Math in Focus provides teachers a reference to how the same concepts were taught in a previous grade-level. In this way, teachers can strategically backfill missing skills without having to go outside the curriculum for instructional resources.

What data support the requested alternative core program?

Math in Focus has been found to be a rigorous and successful curriculum. In a study conducted by the Educational Research Institute of America, Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math (by Marshall Cavendish) "program is equally effective with various demographic and achievement level students." Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

Achieve, an education policy organization states in their 2010 report, "Overall, the CCSS are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence and focus." <http://www.achieve.org/files/CCSSandSingapore.pdf>

"The results showed that the Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math by Marshall Cavendish program is equally effective with various demographic and achievement level students." Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

In addition, the initial implementation of Math in Focus in current innovation schools in Denver Public Schools has shown the curriculum to be effective.

Green Valley Elementary (GVE) adopted the Math In Focus curriculum materials during the 2011-2012 school year resulting in exceptional growth in student achievement as measured by the TCAP. Students at GVE experience an average median growth percentile of 83. GVE experienced an overall growth in math status on TCAP the first year of implementation of +22% across all grade-levels. In grades 3rd, 4th and 5th there was a growth of +16%, +21%, and +29% respectively. At the conclusion of the second year of implementation GVE demonstrated an overall, total 2-year growth of +28 in all grade-levels, In grades 3rd, 4th and 5th there was a total 2-year growth of +27%, +26%, and +35% respectively.

Swigert International School has also been implementing Math in Focus for the past two years. Their first set of TCAP results demonstrates outstanding status results. Their third graders scored at a 95% proficiency rate with 67% of the students scoring in the advanced range.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Oakland Elementary will use textbook mill levy, general funds and start-up monies from their budget to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope and sequence, and instructional design. The initial professional development will be provided by the publisher and will take place at the beginning of the school year, prior to students arriving. Publisher professional developers will spend 3 additional days supporting teachers around implementation and alignment to CCSS.

After this initial set of professional development, teachers will participate in ongoing support and professional development through observation and feedback, coaching, grade level and vertical planning, and lab classroom observations. Administrators and math teacher leaders will provide unit planning professional development using DPS's Unit Planning Protocol in collaboration with Understanding by Design. Oakland will use the Math in Focus scope and sequence developed by the Denver Summit Schools Network (DSSN) and Short Cycle Assessment Network (SCAN). Oakland's Administrators and math leaders will review the DSSN scope and sequence to determine what CCSS are covered in the appropriate grade and which are not covered and/or cover too early in a grade level.

Administrators and teacher leaders will provide the majority of professional development during the year. Oakland administrators and teacher leaders will meet with Math in Focus consultants to guarantee that the professional development is in alignment with the academic goals of Oakland.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Each chapter of Math in Focus, Singapore Math contains a pre-assessment to determine students' prior knowledge. Any student new to our school will take the current pre-assessment and depending on his/her prior knowledge, math teachers will decide where to begin instruction. Each lesson in Math in Focus, Singapore Math contains online transition resources so teachers can modify instruction students who are not yet ready for the prescribed lesson. Each lesson K-5 is traced back to the lowest grade level where the concept is introduced. Teachers can choose the appropriate lesson for the students' zone of proximal development and lead students up to the grade level lesson.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

Math Teacher Leaders will provide new teachers professional development in Math in Focus, Singapore Math. Professional development offered by Teacher Leaders will include: new teacher induction classes, modeling lessons, teacher coaching, collaborative planning meetings, and student assessment data analysis.

Additionally, adopting Math in Focus curriculum offers the potential for Oakland to collaborate with DCIS @ Ford, Green Valley Elementary, and McGlone Elementary on professional development, program implementation and student data.

How does this curriculum support your performance school’s mission and vision?

The Oakland Elementary School’s vision is, “We the students, families, and educators of Oakland Elementary School will achieve the highest academic growth percentiles in the Northeast region of Denver Public Schools by the year 2018. We will inspire the confidence, imagination, and accountability required for all students to become innovative future leaders who will tenaciously pursue their college and career dreams.” The program emphasizes concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. *Math in Focus* is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. It teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each. Math in Focus’s aligns perfectly with our vision by providing a research-based rigorous mathematical program to raise student achievement at Oakland.

Vendor: **Houghton Mifflin Harcourt**

Vendor Contact Name: **Rebecca Osborn**

Contact Phone Number: **303.507.7643**

Contact Fax Number: **303.648.5265**

Email: **Rebecca.Osborn@hnhco.com**

Vendor Street Address: **1900 South Batavia Avenue**

City: **Geneva**

State: **IL**

Zip Code: **60134**

Price Each: **see attached pricing proposal** Quantity:

Subtotal:

Account Number:

Order Number:

Approved by:

(Principal or Assistant Principal)

Date:

Approved by:

(Chief Academic Officer or designee)

Date: