



Place Bridge Academy Innovation Plan



*Submitted to Denver Public Schools
March, 2015*

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Cover Page – for Colorado Department of Education (CDE)

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

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Location (address): 7125 Cherry Creek Drive, Denver CO 80224

Plan Contact (name and position): Brenda Kazin

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Phone: 720.424.0964

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*)? **Existing**

➤ 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.? **N**

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

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? **N**

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

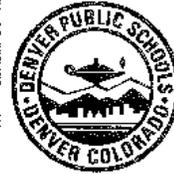
➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **N**

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

Letter From School Leader

Denver Public Schools

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Colorado Department of Education
Colorado Board of Education
201 East Colfax Avenue
Denver, CO 80203

Denver Public Schools
Board of Education
1860 Lincoln St.
Denver, CO 80203

Dear Board of Education Members:

I appreciate the opportunity to submit the Innovation Plan for Place Bridge Academy. In the years that I have been principal, Place Bridge Academy has grown and taken on a personality as unique as the student population it was designed to serve. This document reflects the school that we have become as well as our aspirations for the future.

Our innovation plan has been taken over a year to create. In order to submit this document we have analyzed the procedures we have in place as a school, and thoughtfully considered areas of strength and weakness. The result is a strategic school plan that is designed to maximize our resources and support the academic achievement of all students.

I appreciate your consideration of our proposal and look forward to any additional questions or feedback you may have.

Sincerely Yours,

A handwritten signature in cursive script, appearing to read "Brenda Kazin".

Brenda Kazin

EXECUTIVE SUMMARY

School	<i>Place Bridge Academy</i>
School Type	<i>Innovation School</i>
Grade Configuration	<i>ECE- Grade 8</i>
Model or Focus	<i>Positive Language and Character Education; Newcomer Center</i>
Region and/or Neighborhood	<i>Southeast Denver</i>
Primary Contact Person	<i>Brenda Kazin</i> brenda_kazin@dpsk12.org

Enrollment Projections:

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
ECE	30	39	39	39	39
K	100	100	100	100	100
1	115	100	100	100	100
2	110	115	100	100	100
3	145	110	115	100	100
4	120	145	110	115	100
5	118	120	145	110	115
6	137	118	120	145	110
7	121	137	118	120	145
8	130	121	137	118	120
Total # students	1135	1105	1084	1047	1029

Student Demographics:

	FRL %	SPED %	ELL %	Hispanic/Latino %	African American %	White %	Asian/Pacific Islander	Other
Student Demographics	96.2%	9.2%	73.8%	32.1%	28.7%	7.9%	28.7%	Multiple/Other Races 2.6% Minority 92.1%

Executive Summary Narrative and Overview of School-Based Flexibilities in this Plan:

I. Overview of School Plan & School- Based Flexibilities:

The Colorado Innovation Schools Act allows school communities to develop strategic plans and identify necessary flexibilities in a manner that best meets the needs of their student population. The stated purpose of the Act is to provide flexibility to schools for the purpose of meeting student needs. The Act affords Place Bridge Academy the ability to seek innovation status for the purpose of increasing student outcomes, strategically aligning resources, and removing barriers in order to implement the school's approach to teaching and learning.

The Place Bridge Innovation Plan has been developed with numerous stakeholders throughout the Place Bridge School community over the course of the past 18 months. Since the inception of PBA seven years ago our ability to focus on school-determined core priorities has been limited by annually evolving district and state initiatives. We submit this plan as a commitment to fully execute with fidelity this strategic plan that is in the best interest of our students.

We must move forward with this strategic plan that allows us to determine the best use of our time, people, and resources including curriculum alignment, real-time use of student interim assessment data, and targeted professional development, and a staffing model that supports these efforts.

We believe that an innovation school's success stems from a deliberate strategic planning process and not solely from seeking waivers. In turn, this Innovation planning process has afforded our school community the ability to clarify our students' needs and clearly articulate our philosophy through this plan for improving teaching and learning at PBA.

This innovation plan is strategically designed to serve our unique and diverse student and parent population. The decisions we have made in creating this plan are based on data and data trends from the seven years that the school has been operational, specifically:

- PBA serves approximately 800 students that speak over 60 languages other than English as a first language. Through innovation planning PBA has prioritized the school's ELD curriculum as a school-wide core-content. Additionally, selections of curricular resources in other core content also were made to ensure greater differentiating support to ELLs based on their English Language Proficiency levels (ELPs).
- The school has been rated as a "Green/Meets Expectations" school based on School Performance Indicators for the past three school years, primarily based on growth, yet we need to accelerate our pace in order to actualize student proficiency.
- A comparison of state assessment data with English Language Acquisition data shows a strong correlation between English Language Proficiency and Academic Achievement. As our students become more proficient in English, their core academic proficiency increases.
- When state assessment data is separated for Newcomer students and Mainstream students, the achievement percentages for all subjects is significantly greater for Mainstream students.
- The projected enrollment for our school in 2008 was 725 students. The current enrollment is over 1,000 with over 80 certificated staff. Clearly, a one size fits all approach does not work well in this unique environment

Place Bridge Academy Growth Rates are outperforming the District, but we must accelerate this growth, especially for our ELLs, Newcomers, and Minority students to meet and exceed expectations for student proficiency.

	2013 (Elementary)	2013 (Middle School)	2014 (Elementary)	2014 (Middle School)
OVERALL MGP	Meets	Meets	Meets	Meets
MGP ELL	Meets	Meets	Approaching	Meets
MGP FRL	Meets	Meets	Meets	Meets
MGP Minority	Meets	Approaching	Meets	Meets
MGP Reading	Meets	Meets	Meets	Meets
MGP Writing	Meets	Meets	Meets	Meets
MGP Math	Meets	Meets	Meets	Meets
ACCESS MGP	Meets	Meets	Meets	Meets
DRA2/EDL2 Growth	Does Not Meet	N/A	Does Not Meet	N/A
Overall Status	Approaching	Approaching	Approaching	Does Not Meet
P/A ELL	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
P/A FRL	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
P/A Minority	Approaching	Approaching	Approaching	Approaching
P/A Reading	Does Not Meet	Does Not Meet	Approaching	Does Not Meet
P/A Writing	Approaching	Approaching	Approaching	Approaching
P/A Math	Approaching	Does Not Meet	Approaching	Approaching
Attendance Rate	Does Not Meet	Meets	Does Not Meet	Approaching

Student Growth, while meeting DPS expectations, needs to increase at a faster pace in order to materialize into full proficiency for students within three years. Specifically the school’s Adequate Growth Percentile on the State SPF must increase significantly in both the middle and elementary grades in all core contents to meet this goal:

Current MGP		Adequate Growth Expectation Growth needed to reach full proficiency within three years
MS Reading	51	71
MS Writing	59	81
MS Math	61	94
ES Reading	61	70
ES Writing	66	72
ES Math	55	79

In order to meet the above Adequate Growth Targets, this innovation plan was developed specifically to leverage school-based flexibility to serve our students with a world-class education.

- 1) Focus on ELLs and Minority students (over 90% of which are also ELLs)
- 2) Target core curriculum in all content areas to differentiated supports based on student ELPs
- 3) Improve ELD curriculum to differentiate based on student ELPs
- 4) Provide clear roles and responsibilities to target professional development to teachers with a focus on high impact instructional moves (differentiation) and additional cohort support to middle school teachers.
- 5) Free up administrative duties (clear roles and responsibilities) to increase coaching and professional development to teachers, especially in the middle school.
- 6) Increase the professional development for teachers that is specific to the needs of our student and parent population and supports students’ development of language, cultural competence and cross-curricular academic achievement.
- 7) Improve data driven instruction and benchmark (interim) assessments to provide real-time feedback in all content areas.
- 8) Progress monitor students in Literacy, Math, Science and Social Studies on a school developed timeline that aligns to our use of data analysis (DDI) cycles.
- 9) Revise school calendar days for best use of Professional Development Days (blue/green days)
- 10) Choose curricular materials that best fit the needs of our student population by addressing English Language Acquisition as fundamental and embed English Language skill building in all facets of the overall school curriculum.

Before Innovation	After Innovation
Inconsistent implementation of PD and roles for supporting and developing teachers	<ul style="list-style-type: none"> · PD differentiated based on teacher needs and school priorities. · School Leadership roles and responsibilities clarified to provide targeted supports based on disaggregated teacher needs. · Strategic and systematic use of time, and focus on data (horizontal teams, PLCs, SLOs and high impact instructional moves, vertical teams focusing on curriculum) · Principals and APs focus on observation feedback cycles and evaluations rather than curriculum support. Facilitators focus on teacher development and content support.
Interims lack reliability	<ul style="list-style-type: none"> · Renaissance 360 Custom provides real time use of data with identified roles for targeted interventions, reteach, and acceleration.
Inconsistency in Curriculum	<ul style="list-style-type: none"> · Leveraging curriculum that bridges Newcomers, General Education, and Special Education with strong Language Development Supports.
Limited use of technology	<ul style="list-style-type: none"> · Building technology to an ultimate 1:1 Chrome book to student program · Curriculum choices are enhanced through digital materials.
Newcomer Program ends at Grade 6 but newcomer supports exist in all grades.	<ul style="list-style-type: none"> · Our innovative use of differentiated roles, teacher leaders, and Math Fellows allows us to provide targeted support to middle school teachers as they integrate our newcomers into general courses. Our focus on High Impact Instructional Strategies provides a clear focus on language development. · Our unique scheduling allows us to provide additional ELD time and support to all ELLs in the middle school grades.

5 Year Planning Budget:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SBB REVENUE	\$6,974,450	\$6,817,430	\$6,706,775	\$6,596,706	\$6,455,509
TOTAL REVENUE	\$6,974,450	\$6,817,430	\$6,706,775	\$6,596,706	\$6,455,509
ADMINISTRATIVE FULL TIME STAFF	\$318,468	\$318,468	\$318,468	\$318,468	\$318,468
TEACHING FULL TIME STAFF	\$5,133,913	\$5,067,745	\$5,001,577	\$4,935,409	\$4,869,241
PRO-TECH FULL TIME STAFF	\$49,209	\$49,209	\$49,209	\$49,209	\$49,209
CLERICAL FULL TIME STAFF	\$145,395	\$145,395	\$145,395	\$145,395	\$145,395
FT ACCOUNTS TOTAL	\$5,646,985	\$5,580,817	\$5,514,649	\$5,448,481	\$5,382,313
PART TIME ACCOUNTS TOTAL	\$923,328	\$830,995	\$784,829	\$738,662	\$669,413
NON-SALARY BUDGET TOTAL	\$404,137	\$405,618	\$407,298	\$409,563	\$403,783
Total EXPENSES	\$6,974,450	\$6,817,430	\$6,706,776	\$6,596,706	\$6,455,509
Remaining Balance	\$0	\$0	\$0	\$0	\$0

Section I. CULTURE

A. Vision and Mission Statements:

Vision: To provide a rigorous, enduring, standards-based education for a diverse student population while removing barriers to academic success, and creating lifelong learners.

Mission:

To achieve our vision, we focus on the following:

- Language – All students will, by the time they leave Place Bridge Academy, have reached a literacy fluency level that allows them to access high school content.
- Academics – All students will receive a standards-based academic education that leverages English language development and the ability to access rigorous academic content.
- Culture – All students will be supported in the social/emotional skills necessary to develop a world view and be successful in a diverse American society.

Touchstone Statements:

- All members of the community must collaborate to remove barriers to academic success.
- We use best practices and multiple strategies for English language development to ensure the success of all students.
- Instructional rigor is accompanied by differentiated and data-driven instruction so all students can reach high expectations
- We provide a safe and accepting environment for all children that supports self-advocacy for individual cultures.
- The development of social/emotional skills is an integral part of our educational program and support.

B. Targeted Student Population:

PBA is located in the Virginia Village neighborhood of southeast Denver, but our students come from all across the school district. The majority of PBA's students come from the East Colfax and Windsor neighborhoods, and large populations of students who speak a first language other than English or Spanish come to our school from all regions of the district. Within our student body, over 50 nationalities and over 60 home languages are represented among our students. Slightly more than 50% of the students speak either English or Spanish as a home language. A small percentage of students speak each of the other languages. The result is that individual students are likely to have a very small group of peers who speak their home language. Many schools with a high percentage of English language learners rely on translation as a major support. This school cannot. In order for students to fully function in the school community, they must learn as much English as possible in the shortest amount of time possible. This carries over into their neighborhood communities.

Place Bridge Academy
Home Languages of Students

<i>Language</i>	<i>Percent of Student Population</i>
Spanish	32 %
English	22 %
Nepali	9 %
Burmese	8 %
Karen	6 %
Arabic	5 %
Swahili	2 %
Somali	2 %
Tigrinya	2.5 %
Twi	1.5 %
One or more of over 40 other languages (the number for each is less than 15 students)	10 %

The majority of the students who attend the school are also eligible for free or reduced price meals and belong to an ethnic minority.

Student Demographics

Student Enrollment	1,115
Free/Reduced Lunch	96%
ELA	78%
SPED	9%
Refugee/newcomers	36%

Ethnic breakdown of students:

Hispanic	32%
African/African-American	29%
Asian/Pacific Islander	29%
White	8%
Multiple races	3%
American Indian	<1%

The student demographics will not change as a result of the innovation plan. The school opened in 2008 with a projected enrollment of 725 students. The original school design included offering non-native English speaking children a targeted language development academic program, as well as providing cultural and other resources for parents and families. This plan has led to a student

enrollment of over 1,100 students in the 2014-2015 school year. Moreover, the percentage of students who have “choiced-in” to the school has consistently grown, from 16% in 2009 to 33% in 2014.

This innovation plan builds on the original success of the school and will increase the capacity of the school in our mission. The school data along many metrics were used to guide the development of this plan. The most recent research relative to English language learners, children of poverty and culturally diverse children also was referenced in the creation of this plan.

C. Stakeholder Participation in the Planning Process:

At the beginning of the 2013-14 school year, Principal Brenda Kazin asked school staff members to form an exploratory committee for the possibility of seeking innovation status.

Small group meetings were held with each grade level to explain what innovation status meant and to answer teachers’ questions of what it might look like at PBA in the future. Initially, staff posed several questions about innovation and we worked collaboratively to research answers to the most commonly asked questions about how innovation status could be used to address our needs as a school community. Records of these meetings and documents shared with staff are available for review.

Following these exploratory conversations and a deep dive into our school’s academic performance, an electronic survey was conducted to determine which areas staff members believed would have the greatest impact on improving our academic performance. The results of this survey showed that the majority of teachers were interested in seeking waivers around curriculum, assessment, and professional development.

The electronic survey was followed by a paper ballot vote that asked the following:

“Do you want a representative committee to be established with the purpose of writing a preliminary innovation status proposal based on these components?”

- A change in the Place Bridge Academy weekly schedule*
- A change in the scheduling and content of professional development
- A teacher evaluation system other than LEAP*
- Modifications to the testing windows for TCAP and ELL assessments
- Use of alternative assessments other than DPS interims
- Exemption from DPS mandated materials

By a survey of 44 to 22, it was determined that we would proceed with forming an Innovation Steering Committee and move forward with the exploration of innovation status. The school contracted with a neutral-party consultant to help facilitate meetings and identify the scope of the committee’s work. Approximately 20 volunteers came forward to be part of the steering committee, with representation from teachers from nearly every grade level, paraprofessionals, student services, parents, administrators, and a community member.

The steering committee meetings began in March 2014. The committee met weekly throughout the school year and eventually divided the work into three subcommittees: 1) Curriculum, 2) Assessment, and 3) Professional Development.

Innovation status was simultaneously reported upon and discussed by both SLT and CSC, and feedback from meetings was brought back to the steering committee for consideration and to help guide decisions. After an electronic survey was conducted among teachers regarding feedback on current curricula, the curriculum committee researched alternative options for teachers and brought in sample textbooks and materials for teachers to browse through during a non-student contact day. Similarly, the professional development committee conducted a paper ballot survey of staff members' opinions of current professional development practices and ideas and goals for future PD.

Each of the committees presented an update of their scope of work at a staff meeting in May 2014 and posted an anonymous comments/suggestions box in the main office for teachers to ask questions or make suggestions throughout the remainder of the year. In October 2014, members of the innovation committee met with small groups of teachers to provide updates of the committee work, do additional planning, answer questions, and gather additional feedback.

We also held a meeting in October 2014 with the refugee Community Navigator Team at Colorado African Organization to discuss specifics of the plan and to include input and voice from the refugee parent community into this plan.

On October 28, 2014, a vote was conducted at the monthly CSC meeting on supporting Innovation status. Eight members voted "yes" and one member voted "no." See Appendix B for a record of the vote and a letter of support from the CSC chair.

In December of 2014, the school innovation plan was reviewed by a team of DPS administrators, to evaluate its completeness and potential for increasing student achievement. The review team provided specific suggestions for revision. These were taken back to the steering committee and appropriate action steps for each area: Curriculum, Professional Development, and Assessment were planned. The steering committee and the school administration continued to work on the proposal with the support of the Office of School Reform and Innovation staff (OSRI) office. In addition, members of the steering committee consulted with DPS administrators in the areas of curriculum and professional development. The school's DCTA representative, as well as the DCTA president also reviewed the document during the process.

The proposal was submitted to the DPS review team, and the teachers in the school in March, 2015. After review and revision, the vote of approval by the teachers was conducted on April 10, 2015.

See Appendix B for evidence of support from administrators, teachers, and the CSC.

Place Bridge Academy has always operated as a model for community schools, serving not only student academic needs, but also their physical, mental, and emotional needs. PBA provides a safe and productive environment outside of school hours, and we serve the needs of parents within the school building as well. The school employs a Community Outreach Coordinator to help manage the details of these partnerships. As a result we have over 20 deeply involved community partners (see Appendix C for a complete list) working together with PBA to provide true wraparound services to students and families. This includes local nonprofits, after-school programs, faith-based organizations, physical and mental health providers, and services for adults in the areas of language, employment, and legal services. The nature of these partnerships will not change under innovation status. Rather, we will keep, strengthen and deepen these partnerships each year, as has been the case since PBA's inception in 2008.

See Appendix C for evidence of support from Parents/Guardians and Community Groups

D. School Culture and Student Engagement:

The Place Bridge Academy recognizes that all people, regardless of race, color, religion, gender, national origin, age, orientation, or disabling condition, are equally entitled to a quality education and learning environment. Because of the incredibly diverse student body represented at PBA, the underlying message and climate for all students, staff, and families is one of acceptance and celebration of all cultures. The key foundational aspects of the school culture are:

- **Newcomer student schedules** are designed to maximize academic achievement and the development of English language. In order to support the development of English social language as well as social skills, all students are heterogeneously grouped in specials classes. Newcomer students at all levels and mainstream students are in classes together and have the opportunity to learn from each other.
- **Celebrating** the diversity of the students and the richness of the school culture is infused throughout the school day, week and year. The most notable event is International Night in May. The entire school community – students, families, staff, partners- spend months preparing for the event. There are academic lessons in the classrooms to support the development of culture and unity. Through planning and participation in the event, students have multiple opportunities to develop social skills.
- **Positive Behavior Interventions and Supports (PBIS)** are used to support and promote positive character traits and values. The school mental health team spearheads the training and communication efforts for PBIS each year, and all students and staff are familiar with following the “BRIDGE Way” to guide what is deemed as acceptable and encouraged behavior. BRIDGE is an acronym that stands for **B**elonging, **R**espect, **I**ntegrity, **D**iversity, **G**enerosity, **E**ffort. Each day at PBA begins with the morning announcements, where one BRIDGE word/behavior is highlighted. Students may be rewarded by staff members with “BRIDGE Bucks” throughout the week for exhibiting these positive behavior traits, and weekly prize drawings are held to offer school-wide recognition. PBIS for staff comes in the form of peer acknowledgments at the weekly professional development gatherings. Administrators and staff are invited to publicly reward one another with pins when their peers exemplify the DPS Core Values. Additional team building activities such as attendance at sports events, staff meals outside of the building, book clubs, etc. are coordinated by the team.
- **Restorative Justice** is the basis for discipline and conflict resolution at PBA (as outlined further in Section E). To support these efforts, PBA has a strong partnership with The Conflict Center, which provides staff on site to help address any individual or group conflicts that may arise and need to be solved both inside and outside the classroom. A specific conflict resolution curriculum is taught to all students in elementary grades. Incident and resolution data is collected and analyzed by the Conflict Center and the school administration.
- The curriculum **Risky Business**, designed to teach positive decision making skills is currently used in grade 6. The DPS target grades for school year 2015-2016 and beyond are grades 3 and 6. The school will target all grades 3-8. The school mental health team adds content to the basic curriculum in order to support the needs of our diverse population.
- Positive **School Climate and Culture** is an essential foundation for school success. The school has established a team of teachers who work on developing and implementing

strategies to maintain unity of the staff in achieving the school's mission and vision. The school received a grant to evaluate the students' perceptions of the effectiveness of the school in supporting their social and emotional development. There is also funding to develop a strategic plan to increase the support for students. When the grant funding ends, the school will be able to continue the evaluation process yearly using the same tools that are used to develop benchmark assessments.

- To further support a culture of BRIDGE behavior and Restorative Justice, PBA's **Peace Ambassadors** serve as peer leaders and mentors in this capacity. Peace Ambassadors are a select group of 7th and 8th graders who, under the guidance of school counselors and with training from the Conflict Center, serve as peer mentors for newly arriving students and as peer mediators for appropriate conflicts. As many new students arrive throughout the year at PBA through the refugee resettlement process, this peer mentoring program provides a welcoming gateway for new students to be matched with somebody who ideally speaks their native language and shows him/her around the building, provides introductions to other students, helps with homework, etc. The peer mediation component of Peace Ambassadors comes through a 2-hour training from the Conflict Center, where students are trained to facilitate conversations with fellow students to resolve issues. Additionally, a recently established grant from community partners at B'Nai Havurah synagogue allowed the Peace Ambassadors to establish the "Tikkun Olam Award," which allows members to nominate fellow middle school students for exhibiting exemplary BRIDGE values or showing outstanding citizenship in the community. Award winners receive a medal and have their names added to a hanging plaque at PBA.
- **Native Language Tutors** are key members of the staff at PBA. Although newcomer classrooms are taught all in English, it's important to be able to address student needs in their native language when necessary- particularly when parents are involved and in areas of safety. The school leverages the expertise and talents of the Native Language tutors by providing professional development to them. The focus is on standards based instruction and sheltered instruction strategies. The Native Language tutors receive over 15 hours of professional development each year, led by a member of the Professional Development Team.
- **Wraparound Services** – as mentioned above in Section C, in an effort to operate as a true community school, PBA serves students and families in ways that stretch beyond academics. It is our belief that students cannot effectively learn if their basic needs are unmet. In order to ensure that students are fully equipped to learn, we provide the following services, among others:
 - **General, Mental, and Dental Health:** Denver Health's School-Based Health Center at PBA allows all students to access the services offered in the clinic for no charge. There is also a mental health team based in the clinic that works alongside PBA's mental health team, as well as school-based counselors from Maria Droste Counseling and Jewish Family Service. Denver Health also provides some dental services, and PBA will continue to expand its own dental clinic with community partnerships.
 - **Adult Services:** In order to empower and equip newly arrived parents for continued success in America, PBA provides a Parent Welcome Center to address the biggest needs for families. Parents, guardians, and any community member may take advantage of English classes through the Spring Institute for Intercultural Learning,

employment classes and case management through Goodwill Industries, a women's craft cooperative, and free monthly legal help. Similarly, PBA works closely with Community Navigators, who are employed by Colorado African Organization and are leaders within six ethnic communities (Bhutanese, Arabic-speaking, Eritrean, Somali, Congolese/Central African, and people of Burma). These leaders work to help refugee parents understand how to best navigate the American school system, and work closely with school staff to help parents as needed.

- **Clothing/Basic Needs:** To ensure a focused learning environment, PBA enforces a dress code of collared shirts and blue/black/khaki pants or skirts (traditional clothing associated with religious or cultural customs are not restricted in any way). PBA has partnerships with Clothes to Kids, the Assistance League of Denver, B'Nai Havurah Synagogue, various business partners, and district resources that allow the school to help students attain the clothing that they may not otherwise be able to afford. These partners also help address the winter clothing needs for students who do not have proper footwear and warm clothing.
- **After School Programs:** Providing students with enrichment activities is an important part of their education, as well as creating a safe and positive place to be after school. Partnerships with the DPS Office of Extended Learning/Fit Fun and a 21st Century Community Learning Center grant enable the school to provide after school programs to many students in grades 1-8. Additionally, the school offers middle school sports, teacher-led tutoring programs, and various other clubs throughout the year.

E. Student Discipline Policy:

Place Bridge Academy's discipline policy follows the practices and ladder of consequences as outlined in District Policies JK, JK-R, and JFK. The Dean of Students oversees the implementation of these practices at PBA and ensures that the district's discipline plan and progression are clearly communicated to students, staff, and families. The PBA Discipline Policy can be found in Appendix L.

- **Student/Parent Compact:** Each student, parent, and teacher is expected to sign the Place Bridge Academy School/Parent Compact, which serves as a "written agreement or promise to declare the intent of all involved to help achieve mutual goals." As discipline issues come up throughout the year, they are dealt with according to their "type" and "level" as outlined in the district discipline progression.
- **Positive Behavior Reinforcements:** As discussed in Section D, Place Bridge Academy has implemented a school-wide Positive Behavior Interventions and Support system that acts as the behavior guideline for students and staff, and is used to support and promote positive character traits and values. The school mental health team spearheads the training and communication efforts for PBIS each year, and all students and staff are familiar with following the "BRIDGE Way" to guide what is deemed as acceptable and encouraged behavior (**B**elonging, **R**espect, **I**ntegrity, **D**iversity, **G**enerosity, **E**ffort).

Positive behavior reinforcement is further supported by the Restorative Justice methods that are implemented by the onsite support of the Conflict Center. Whenever appropriate, Conflict Center staff and interns work alongside the Dean of Students and/or the Mental Health Team to mediate conflict and diffuse any situations that may lead to further behavior problems. To ensure that

students of color and students with disabilities are not disproportionately represented, the Dean of Students continually monitors student discipline trends in order to provide data to the school administrators and the district. The Dean is able to identify and track any trends that may appear with regards to ethnicity or disabilities.

F. Student Enrollment:

Enrollment at PBA is open to all students. When PBA opened in 2008, the projected enrollment was 750 students. Enrollment has now reached over 1100 students with waiting lists for all grades. This growth is due in part to the growing number of students who choice in from across the district due to language needs and the programs the school offers.

Innovation status is expected to solidify PBA’s reputation as a school where speakers of other languages can come to receive an excellent education while learning English and receiving other relevant services. Formalizing curricula, assessments, and professional development strategies that have been developed with our specific population in mind should further strengthen parents’ and the community’s confidence that students are receiving the best possible education at PBA. The biggest challenge has been, and may continue to be, finding additional space in the school building for a student body that shows every indication of continuing its steady growth in numbers.

The target re-enrollment rate is 95%. For the past three school years, PBA has been designated as “approaching” on the School Performance Framework, receiving 50% of possible points. The biggest factor for students who do not re-enroll is the transient nature of many of our families. As newly resettled families leave their temporary housing situations to find permanent homes, they will often move out of the district or to parts of Denver where the nearby neighborhood school is a more convenient option. Because of the continued growth of PBA’s school choice numbers, we do not expect re-enrollment to be an issue under innovation status.

Percent of student body “choicing in” to PBA by year:

2009-10	16%
2010-11	23%
2011-12	25%
2012-13	29%
2013-14	31%

G. Student Attendance & Satisfaction:

The goal for student attendance at PBA is 94%. The 2013-2014 attendance rate is 92.98%. The Daily attendance is monitored by teachers and an attendance secretary, with phone calls made home each day to students with unexcused absences. Teachers call parents and send a letter home after repeated absences, and if attendance issues continue, the school social worker and psychologist will take over the issue by communicating with parents, conducting home visits, and filing for truancy court in the most severe of cases.

In order to maintain high attendance rates, PBA rewards good attendance in a variety of ways. Weekly classroom contests are held for the highest rate of attendance and positive displays of attendance rates are showcased in the main hallways. Also, because over 90% of PBA students take

a bus to school (some from the opposite side of town), the school maintains a collaborative relationship with the DPS Transportation Department to ensure that students and families understand their particular bus situation and are able arrive to the bus stop and to school on time.

Students graph their own progress in literacy and math according to their progress monitoring scores, and students are rewarded and recognized for growth in a variety of ways (for example: academic awards every trimester, spirit weeks, classroom incentives, BRIDGE bucks, etc.). Hallways at PBA house public displays of math progress as well as classroom attendance contests.

H. Ongoing Parent/Guardian Involvement & Satisfaction:

Parent engagement is a key component to success at PBA. However, because of the linguistic and cultural differences of our student population, and the often great distance between our students' homes and school, PBA relies on creative measures to engage parents and the greater community. We intend to improve our parent engagement strategies as part of this process:

- **Removing transportation barriers:** Because many families lack their own means of transportation, the school provides buses for important events like Back to School Night, Parent/Teacher conferences, and International Night.
- **In-house interpretation:** Our paraprofessionals/native language tutors are able to act as trustworthy advocates for our parents and can help immediately address any issues that may arise in the school. These staff members also allow us to provide trusted interpretation in as many as nine languages at Back to School Night and at conferences.
- **Community Navigators:** By working with the Community Navigators housed within Colorado African Organization, we have established relationships with community leaders in six different ethnic communities, whose job it is to help parents navigate the American school system. By attending Community Navigator meetings and their respective parent meetings, we are able to communicate important information to the community in a direct way and also to listen to and address parent feedback and concerns. This form of communication also allows us to gather more parent feedback than simply relying on parents joining CSC. While we do have parents represented on CSC, transportation and working multiple jobs keeps many parents from being able to attend meetings. Bringing feedback from Community Navigator meetings to the CSC ensures that as many parent voices as possible are being included and heard in school governance.
- **Parent Welcome Center:** Because we recognize the importance of providing services for the whole family in order to ensure academic success for students, parents may access services through the school's Welcome Center. By partnering with the Spring Institute for Intercultural Learning, Goodwill Industries, and the Otii Law Firm, parents can take advantage of English classes, employment services, and legal consultation.
- **Housing partnerships:** Whenever possible, PBA establishes partnerships with the apartments or housing authorities where our families reside. Many of our families live in housing run by Mercy Housing, Hope Communities, and Warren Village. Each of these organizations has on-site staff members dedicated to providing programs to its residents and has vast knowledge of the home lives that the school would otherwise not be privy to. By maintaining regular communication with the staff members of these organizations, PBA is able to bring programs and meetings to the apartment complexes where families live, rather than expecting parents to come to the school. These wraparound methods and

relationships also help ensure good student attendance and effective teacher connections to the housing-based after school programs.

- **Parent programs:** In response to parent interest, we are initiating programming for parents regarding teenage development, establishing a partnership with Denver Museum of Nature and Science to provide a family night with interactive science activities as well as another family night for interactive health activities. Also, family activities are included throughout the year as part of our after school program.

Section II. LEADERSHIP

A. Leadership Team Personnel:

Our Principal has solidified a model of distributed leadership for the administrative team through this innovation planning process. When we receive innovation status, Brenda Kazin will continue to be the ideal leader for PBA. Brenda has successfully led the school for the past eight years because she possesses the necessary characteristics, skills and qualifications. One characteristic that Brenda has is the ability to create a collective vision that guides decisions, as well as actions of others. In establishing Place Bridge Academy as a school that would best meet the unique needs of a student population that included refugee and newcomer students, Brenda brought a thoughtful vision, coupled with a commitment to the belief that all children can succeed academically. She based many of the fundamental decisions on Maslow's hierarchy of human needs. She recognized early in the process that it was essential for the school to remove barriers to students' academic success: children who are hungry or who feel unsafe have difficulty learning. This vision and commitment continue to be part of her leadership perspective. They are also reflected in the Mission/Vision statement of Place Bridge Academy, which was developed as part of this plan. Each member of the administrative team shares our vision and this commitment. This innovation plan was written to ensure that our guiding principles will remain in place and are used to make instructional decisions.

As Brenda's resume shows, she is a highly skilled and experienced school leader with training and experience serving the needs of English Language Learners. She also has a strong background in working with Newcomer and refugee populations. Brenda and her administrative team continually work to develop their own knowledge and understanding by being involved in a continuous cycle of learning. Brenda recognizes that educational pedagogy is changing and she works conscientiously to follow those changes and implement whatever is necessary to ensure the success of students.

As a leader, it is essential that Brenda possess the skill of being able to identify the strengths and talents of individuals, as well as those of different organizations. Brenda has been able to establish a staff of diverse and talented individuals. She also has been able to establish partnerships with organizations that assist the school, primarily in the areas of mental health, social wellness, and parent involvement. Some of these partnerships have been used as a model for other schools throughout Colorado and the United States. Other leaders seek her assistance and suggestions, a trait of a true leader.

The profile of the school leader has evolved as the school has moved through the innovation planning process, which began for us over a year ago. Brenda has implemented a model of distributed leadership. The principal and assistant principals have each taken on different leadership roles depending on their respective strengths. The facilitators have also been given more autonomy in decision making according to their areas of expertise. There are weekly meetings to ensure that communication is maintained, and each leader is aware of the actions of the others. In addition, the facilitators provide information to the teaching staff on a weekly basis.

Through the innovation process, the principal and the administrative team have taken a close look at systems and procedures as they currently exist, and they have identified opportunities for growth and change. Some of these have been included in the innovation plan and some have been instituted through other means. For example, the School Leadership Team composition has been completely revised. In the past, each subsection of the teaching staff was represented at a monthly

meeting. The agenda was determined by the administrative team. Now, the SLT is composed of a smaller group of teachers who are nominated and voted in by the entire teaching staff. Meetings are held twice each month and the school DCTA representative and an assistant principal establish the agenda jointly.

Brenda Kazin has an MA degree in Education Administration as well as a BA in Social Studies Education. She also has an endorsement for Pre-School and Kindergarten Education. Brenda has a Colorado administrative Type D endorsement. Finally, she has an endorsement in SDAIE (Specifically Designed Academic Instruction for English).

Ken Hansen is one of the two Place Bridge Academy Assistant Principals, both of whom share leadership responsibilities with Brenda Kazin. Ken has an Elementary endorsement. He is qualified to teach in Spanish and has a bilingual certificate of competency. He has a MA degree in Leadership and Policy Studies. He has a Linguistically Different endorsement as well as a Colorado administrative Type D endorsement.

Roma Pitt is also an Assistant Principal and a member of the administrative team. She is “highly qualified” to teach Social Studies and is Director and Teacher qualified for ECE/Kindergarten (large facility). She also has Linguistically Different and Reading Specialist endorsements. Finally, Roma has a bilingual certificate of competency.

Our school leaders bring their own personal strengths to the school. In addition to their individual talents and knowledge, they continually work to add to their expertise. They each have additional credits and training in English Language Acquisition Instruction, Administrative Leadership, Sheltered Instruction, LEAP Evaluation, Cognitive Coaching and Mentoring, Innovative Schools Planning, and Diversity. All three leaders are currently working to obtain an additional administrative endorsement in English Language Acquisition.

All of the members of the administrative team have been identified and the positions have been filled. The Job Descriptions for members of the Leadership Team can be found in Appendix G. Their Resumes can be found in Appendix H.

In addition to the school’s administrative team, through this innovation process we have clarified leadership roles and teams with distinct leadership responsibilities. The school Curriculum and Assessment team is composed of the Humanities Facilitator, the Math/Science Facilitator and the School Assessment Leader as well content area teachers who represent elementary and middle school grades. This team is responsible for:

- Ensuring that teachers have the resources needed for instruction in each curricular area.
- Ensuring that each curriculum is implemented with fidelity
- Coordinating the content of each grade level to assist grade level teams in making cross-curricular content connections
- Creating benchmark assessments for each content area at each grade level, and coordinating their administration
- Analyzing benchmark assessment data for individual teachers
- Guiding teachers in data analysis of benchmark assessments in horizontal teams and the data driven instruction cycle.

The Professional Development team is composed of the Differentiated Roles teachers, the Teacher Leaders and the Teacher Effectiveness Coach. Members of the Curriculum and Assessment team and the Administrative team will assist as necessary. This team is responsible for:

- Developing and revising the professional development calendar for the school
- Planning and guiding the activities of the Professional Learning Communities during their twice monthly meetings
- Evaluating the effectiveness of the school's professional development program components

Appendix G includes an organizational chart for these teams as well as identification of the responsibilities of individuals.

B. Leadership Succession Plan:

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

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

The CSC and the SLT review the School Performance Framework as well as student assessment data at the beginning of each school year. This information is used to formulate recommendations to present to parents and the staff at large. Approved recommendations are used to modify the innovation plan and guide the development of the school's Unified Improvement Plan.

C. Leadership Team Coaching & Evaluation:

The Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.

In determining the Principal's PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

The preferred focus for professional development for the administrative team is in the areas of supporting and increasing academic achievement, language acquisition and positive school culture.

The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school's principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.

Additional resources for professional development include but are not limited to those offered by colleges and universities, the BUENO Center and CABA.

The school leader will be evaluated using the LEAD framework by the Instructional Superintendent.

D. School Personnel Structure:

A roster for staff and the positions they hold is included in Appendix I. All core academic teachers are ELA qualified or in the process of obtaining certification. Many other teachers are also ELA qualified. At the elementary level, the ELD teachers are: LeVeaux, Johnson-LeDoux, Weiss, Mason, McGrady, Taggart, Stever, McCaffrey, Stash, Covey, Kreuzer, Barton, Basquez, Volek, Dam, DeLeon, and A. Wilson. ELD teachers at the middle school level are Bette Roberts, Marcela Quesada and Claudia Kramlich. We also have begun to phase-in a dual language Spanish/English program, beginning with kindergarten and 1st grade teachers Bert Gallegos-Vahling and Carmen Kuri-Mueller, respectively. One grade level will be added each year, beginning with 2nd grade in 2015-2016, then 3rd grade in 2016-2017, etc. The teachers for these positions are yet to be determined. Either a member of our current staff will take on the positions or a new teacher will be hired.

The special education teachers who provide IEP services for mild/moderate designated students are Renee Romanowski, Donald Joyce, Elaine Lindsey and Venita O'Hara. The special education teachers who provide IEP services for multi-intensive designated students are Andrea Vincent, Lindsay Koch and Travis DePew. In addition, Amanda Reed provides speech therapy services and Jean Taylor provides physical therapy services.

The school is adding a unique position to its personnel, "Coordinator, Grants and Community Outreach." The main objective for this position is to ensure a singular connected source to the organizations and groups that are involved in the school's support programs. The areas of accountability for this position will include grant funding management, social media updates, local media contacts, parent engagement and community involvement. This position will leverage our waivers from sponsorships to truly generate grant and foundation support for our school's targeted improvement areas.

Having a person in this position is extremely important to the academic success of students and to the overall success of the school programs. Given that our student and parent populations are so diverse, the ways in which we involve parents and community members must be similarly diverse, as well as unique. For example, with the assistance of some of our partner organizations, we have a group of Community Navigators at our disposal. These individuals carry school information into the major cultural communities we serve. They also relay information about parent concerns back to

the school. It is essential that someone within the school act as a coordinator in this exchange of information.

In order to achieve our mission and vision, we continually support and establish partnerships with other organizations that can assist us. The work of these organizations is essential and their success is backed by data and anecdotal evidence. It is essential that there is a staff member dedicated to this important work.

The School Organizational Chart can be found in Appendix G.

Appendix J includes positions funded by our school budget. Additional positions funded through other budgets within Denver Public Schools include:

- Facilities manager and the facilities staff
- Food services manager and food services staff
- Math Fellows coordinator and nine math fellows (funded by mill levy)
- Special security staff
- 1.0 Teacher Effectiveness Coach

Our partner organizations also fund several positions within our school, including:

- Two Goodwill Industries staff members who teach employment skills to students and support the employment of adults. A 0.5 FTE for both individuals comes from the school budget.
- The Conflict Center funds two interns, who assist students in conflict situations and supporting restorative justice practices.
- Jewish Family Services funds a 0.25 FTE counselor to support student social/emotional health programs.

E. Employment Policies:

A copy of the PBA Staff Handbook can be found in Appendix E. The document will be reviewed and revised before the beginnings of each school year to ensure that policies and procedures that are in place maintain fidelity to the innovation plan, as school data and other circumstances change.

Teacher satisfaction and effectiveness, as indicated in significantly above district average student growth scores across the school, indicate that staff are fully committed to the success of students and are making tremendous progress with a student population with diverse needs. PBA practices will not differ from existing DPS practices as they are defined in negotiated labor agreements.

Of note, PBA negotiated a waiver from the CBA with the Denver Classroom Teacher Association upon the school's opening seven years ago. The school will continue to have the option of providing an extended day on Monday – Thursday and a shortened day on Friday for students. Accordingly, we seek revisions from the district calendar in order to align our interim assessment days with this weekly schedule. This calendar revision will allow PBA to minimize the instructional impact when DPS green and blue days fall on days other than Fridays. The PBA SLT will determine the yearly calendar each spring for the following year with the changes in blue and green days. There will be no changes to the yearly school calendar other than to the blue and green days, in order to align professional development to the needs of the school.

F. Operations – Transportation:

Our target student population comes from many areas within the DPS district boundaries. Since the school began, all students who live outside the walk zone have been transported to and from the school. Transportation for the students is an important factor in their attendance and achievement. PBA offers an educational program that is specifically designed to include refugee and newcomer students. It is important for their success that they are able to attend school each day and that transportation barriers are eliminated. According to this plan, students will continue to be transported by DPS to and from school according to current procedures and guidelines, with one addition. ECE students should be granted an exception and be transported to and from school. Early childhood education is important for all children in general and more so for our students. All PBA students, including ECE students, should be transported to and from school according to their needs. We will continue to modify bell times to work within the schedule that DPS can provide for service. Our innovation plan does not include any changes to the annual DPS calendar, which the Transportation Department follows, with the exception of DPS designated blue and green days. The school will work with the DPS transportation department to ensure that any changes in the schedule for these days will not affect students' ability to attend school. This will be determined before any changes can be approved by the school's SLT.

Section III: EDUCATION PROGRAM

A. Curriculum:

Focus/Model

Our curricular focus is on providing rigorous core content supported by language development in every subject. Because so many of our students are learning English as a second (or third or fourth) language, it is essential that we support English language acquisition so students can access the curriculum, and also use the curriculum to support English language acquisition. We must always consider the potential curricular materials have for supporting both content and language development. In addition to consideration for CCSS/CAS, we also evaluate curricular resources in meeting WIDA standards and the potential for student growth in their ability to hear, speak, write and read English as determined by ACCESS.

As we moved through the innovation planning process, we examined our existing curriculum and made a conscientious effort to carefully consider a variety of curricular materials. We began this process in March 2014 and completed it in March 2015. We contacted several vendors that had materials of interest to us and obtained complete sample sets. We then created a plan so that teachers would have the opportunity to examine a variety of materials. In addition, we evaluated every core content curriculum alongside a DPS Curriculum Coordinated for each content area.

We wanted to ensure that the teachers' evaluation of materials was based on more than a cursory consideration. We developed an evaluation rubric that included evaluation of textbooks' cultural and linguistic strengths, as well as content presentation, support materials, etc. In the spring of 2014, all teachers had the opportunity to examine curriculum from multiple vendors in the content areas of math, science, social studies and literacy for English Language Learners. Teachers used the rubric to compare the strengths of different materials and made their recommendations to the Innovation Curriculum Committee. We also created a second opportunity for teachers to evaluate textbooks and curricular materials. During this event, representatives from each of the vendors were available to answer questions and ensure that teachers had the information they needed. This resulted in initial decisions to support LASER Science for K-grade 8 and *Reading Wonders* for Literacy K-6.

Early in 2015, the Innovation curriculum committee began examining curriculum programs that had recently been published – or were in the process of being published. Consideration of these materials began with the evaluation rubric that had been used in the past. In addition, there were non-negotiable requirements to be met:

- Almost 40% of the school's students are in Newcomer (Level 1, Level 2 or Level 3) classrooms. Core content materials had to provide standards based grade level curriculum in such a way that it could be accessed by all students. There is a tendency for teachers and other personnel to select below grade level materials for English Language Learners. However, this does not drive student mastery of grade level standards. All students in the school will have access to grade level content and curriculum which will be modified and adapted as necessary. There are almost 30 elementary teachers who teach each content area, it is essential that there is curricular unity for all classes at each grade level and continuity from each grade to the next; as well as, when students transition from one Newcomer level to the next or to mainstream classes.

- Primary content curriculum must support additional content standards as well as skill development. For example, social studies curriculum had to include literacy standards development and skill building, as well as math content (e.g. graphs, measurement) and science content (e.g. natural resources).
- Content curriculum must utilize the best practices of instruction for English Language Learners and provide resources for differentiating to meet the needs of Beginning, Intermediate and Advanced ELLs.
- Content materials should include digital resources for students and teachers that will strengthen content development and allow students additional practice outside of the classroom.
- Content materials must be available in Spanish as the school includes ELA-S self-contained classrooms. This program will expand to include ELA-S classrooms at all grades in the future.
- Content materials must include formative and summative assessment resources.

The examination of curriculum resources using these criteria resulted in decisions for elementary and secondary math, elementary literacy for Newcomer classes, secondary literacy, and elementary and secondary social studies.

Use of Non-Adopted Curriculum: Instructional Materials

The guiding principle for identifying instructional materials that would best meet the needs of the students was the school's vision statement: "To provide a rigorous, enduring, standards-based education for a diverse student population and advocate for support in addressing the issues which may be barriers for academic success, creating lifelong learners."

Instructional materials were chosen for their adherence to the standards, rigor, and ability to provide grade level access for students at varying stages of English acquisition. This process is in direct alignment with the academic portion of the school's Mission statement: "All students will receive a standards based academic education that leverages English language development and the ability to access rigorous academic content."

In the curriculum selection process, the decision was made to adopt *REACH* as the curriculum for English Language Development, K-5. *Avenues* is being phased out in DPS as the ELD curriculum. Based on the cross-curricular approach of *REACH*, it was chosen as the ELD program for the school. This program provides embedded reading and writing support for English Language Learners as well as social studies and science content. There is also content support for the development of citizenship as well as social and emotional skills. This is in direct alignment with the portion of the school's mission statement referring to culture: "Culture- All students will be supported in the social/emotional skills necessary to develop a world view and be successful in a diverse American society." In this school, all elementary students follow a schedule that includes ELD. The use of *REACH* as the ELD instructional program provides cross-curricular and language supports for all students.

The *REACH* program design is based on best practices for ELL students, which is particularly important as almost 80% of the students are English Language Learners. The program also includes digital resources for students and teachers provided by National Geographic.

The school achievement data for the past six school years indicate the school does not meet the Federal and State expectations for academic achievement in reading, math or writing. For all grades, 3-8, the greatest gap between the achievement percentile and the expectation is for reading. Student achievement has increased for all three content areas in the past six years: 6% for reading, 11% for math and 10% for writing. However, the status increases have not been at a rate that meets expectations. Moreover, there are gaps in achievement data when the status of ELLs is compared to non-ELLs. For Reading, the gap is 23%, for Math, it is 18% and for Writing, it is 14%.

When considering the school data in terms of optimal curriculum, it was essential to consider the percentage of ELL students tested as well as the achievement gaps. This is particularly significant considering that the ratio of ELL students tested to non-ELL students tested has increased from 3:1 in 2009 to 5:1 in 2014.

Median Growth Percentile (MGP) for the school indicates the English Language Proficiency (ELP) of the students, as assessed by ACCESS, exceeds the Federal and State expectations. The MGP for elementary ELP is 62, well over the Adequate Growth Percentile (AGP) of 30. The MGP for middle school ELP is 65, and the AGP is 57.

This data – and much more- led to the development of the non-negotiable priorities for instructional materials. Essentially, there must be multiple opportunities in each school day for students to add to their background information, academic knowledge and fluency in literacy.

At the end of the first year in which *Reading Wonders* was used in the elementary mainstream classrooms, reading achievement increased by 6% writing increased by 4%. Based on this initial success, we began to examine curriculum that would support reading and writing achievement for the 40% of our students who are in Newcomer classes. We reviewed, evaluated and sampled the *Reading Wonders for English Learners* instructional materials and made a decision to adopt these as our core literacy program for Newcomer students in grades K-6. The program includes the same standards based content as *Reading Wonders* along with a sheltered instruction framework that can be modified and adapted to any English fluency level. *Reading Wonders for English Learners* also includes important digital resources to develop English skills. The student online learning programs includes features such as voice recording capabilities for fluency, as well as multimedia and adaptive technology for language acquisition practice.

Evidence that the *Reading Wonders for English Learners* program is research-based, engaging, and rigorous is included in Appendix K. Appendix K also includes a scope and sequence.

Once the decision was made for the elementary literacy curriculum, mainstream and newcomer, we considered the alternatives for middle school literacy curriculum. We examined the recent DPS curriculum adoption, *Engage NY Literacy* and had a team of teachers including the school's literacy teachers review the materials. Based on the language supports, and the quality of the materials, the decision has been made for literacy teachers to use the DPS middle school adoption for students. In addition to the eighth and seventh grade literacy teachers, the special needs grade 8 literacy teacher will use the program with students- providing modifications and adaptations as necessary. The grade 6 teacher will use both the *Reading Wonders* and the *Engage NY Literacy*

program depending on their suitability for the students in each class. In this way, students who are ready to transition into Engage NY Literacy will be able to.

We examined math curriculum materials for grades K-8 from several vendors. The examination included evaluation using a rubric, sampling in the classrooms and evaluation of rigor. Several programs were rejected. We continued to contact vendors and examine math curricular materials, which led to Pearson EnVision 2.0. This program impressed each of the over 30 math teachers in the school for a variety of reasons. The program is standards based with specific attention to and development of Mathematical Standards of Practice. Additionally, content delivery is based on the best practices for math content development as well as best practices for English language learners. The program includes suggestions to teachers for modifications and adaptations for different levels of language acquisition. There are also online materials that can be presented for an entire class or individual students. In addition, there is a math lesson for the teacher for each student lesson. This helps to build the proficiency and the competency of each teacher. EnVision 2.0 is the curriculum we have chosen for math instruction K-5.

For grades 6-8, teachers considered a variety of middle school math curricula. They identified Connected Math Program 3 (CMP 3) as their first choice, based on the rigor and the development of standards based math concepts. When we learned that CMP3 was the recent DPS adoption for middle school math, we felt confident in choosing this math curriculum for our students and teachers.

Evidence that EnVision 2.0 is research-based, engaging, and rigorous is included in Appendix K. Appendix K also includes a scope and sequence.

Once curriculum materials that could provide continuity and unity for Literacy and Math were identified, we began to consider social studies materials that could support the state standards and provide a cohesive program for all students from Kindergarten through grade 8. As we considered different alternatives, we had two priorities. The materials had to incorporate sheltered instruction and be readily adaptable for all levels of English proficiency. They also had to support reading and writing skill development, so social studies could provide an additional “dip” in literacy instruction. The

My World Social Studies: Colorado Custom program is customized from other instructional materials developed by the publisher to meet Colorado social studies standards. It also provides delivery for social studies content in a way that delivers the literacy support our students need.

The *My World Social Studies: Colorado Custom* curriculum will be used for all grades Kindergarten through grade 7. This curriculum does not go into grade 8. For grade 8, the Pearson *American History* text will be used and be supplemented with additional materials from the DPS approved curriculum in order to meet the state standards. This will provide continuity with the *My World Social Studies* curriculum, and also provide a transition into more formal academic textbooks for students as they transition into high school.

Evidence that the social studies programs are research-based, engaging, and rigorous is included in Appendix K. Appendix K also includes a scope and sequence.

As with the other subjects, we examined and evaluated science texts and other curricular materials. During this process, our math/science facilitator was contacted about the possibility of PBA becoming a Colorado pilot site for the Smithsonian Science Education Center’s Leadership and Assistance for Science Education Reform (LASER) program. We examined the expectations of the program, the scope and sequence, the language instruction supports and decided to be a pilot school. We began this year using LASER as a supplement. We replaced one of the BSCS Science Tracks units, physical science, with the corresponding LASER unit. In the middle school, teachers incorporated the LASER unit into the appropriate place in the curriculum scope and sequence. As we become an innovation school, we intend to continue to implement the LASER curriculum. In 2015-2016, all grade levels will use the appropriate physical and earth science units. In 2016-2017, we will add the life science unit. In future years, all three science units will be taught at every grade level. Some other Colorado schools participating in the pilot are using LASER as a supplementary curriculum now and into the future. Based on our 2014 CMAS data for science, we do not feel that this is an option. Overall, 66% of our students demonstrated “limited command” of science content. Only 6% showed “strong command.”

The LASER program is a good fit for our student population and our philosophy. All of the lessons include hands-on learning experiences, academic language support, opportunities for student collaboration/interaction, and opportunities for students to write about science. The writing component is particularly important as this provides cross-curricular learning. The CCSS literacy standards require that students can find and cite evidence and use evidence to make conclusions. Science writing in LASER is primarily in the form of “science notebooking.” In this process, students make and write about their observations, use their observations as evidence to make a claim, and then explain the ways in which their evidence supports their claim. This is rigorous thinking and writing for all grade levels. Preliminary elementary data from the first year of LASER implementation indicate increased enthusiasm for teaching science by teachers, increased science instructional time, and increased ability of students to write about science investigations including making claims and providing evidence for those claims.

Evidence that the LASER program is research-based, engaging, and rigorous is included in Appendix K. Appendix K also includes a scope and sequence as well as a Memo of Understanding between the Smithsonian Institute and the school.

In summary, the school staff made curricular decisions in five core content areas in order to develop our innovation plan: literacy, math, science, social studies, and ELD. The results of these decisions and their rationale are summarized below.

ELD			
	Before Innovation	With Innovation	Rationale for Revision
Elementary	Mainstream teachers use <i>Avenues</i> at grade level for students. Newcomer teachers use below grade level <i>Avenues</i> texts depending on the	All students in grades K-5 receive ELD instruction with <i>REACH</i> as the instructional material. All students use grade level texts. Teachers apply sheltered	The <i>REACH</i> materials include extensive digital resources including the National Geographic digital library. <i>REACH</i> includes academic content in literacy, science and social studies that is supportive of and

	literacy level of the students.	instruction strategies to differentiate.	similar to the other chosen curricular materials. Essential cross curricular skills (e.g. sequence, use of evidence, organizing, etc.) are consistently taught and applied by students. As all elementary students use the same program at grade level, a common knowledge base is acquired.
Middle			

Literacy			
	Before Innovation	With Innovation	Rationale for Revision
Elementary	Mainstream teachers and students use the <i>Reading Wonders</i> literacy curriculum at grade level. Newcomer teachers and students use <i>Treasure Chest</i> as a foundation for literacy and supplement it with a variety of materials both on and below the students' grade levels.	All teachers and students will use Reading Wonders on grade level as the literacy curriculum. Mainstream teachers will use Reading Wonders. Newcomer level 2 and 3 teachers will use Reading Wonders for English Learners. Newcomer 1 teachers will use Reading Wonders for English Learners for Beginners.	Consistency in literacy curriculum will ensure that there is consistency in the literacy materials that students use in the school and therefore an increase in student achievement. This will also support increased ease of transition by students from one Newcomer level to another as well as to Mainstream classes. The consistent use of grade level materials ensures that standards based instruction is provided to all students regardless of their English Language Proficiency, and that rigor in instruction is supported.
Middle	The Newcomer grade 6 teacher uses Reading Wonders as well as supplementary materials, both at and below grade	The Mainstream grade 6 teacher uses <i>Reading Wonders</i> as the literacy curriculum for most of her classes. For the class which	The EngageNY literacy program is well researched in terms of its alignment with the Common Core as well as

	<p>level. The sixth grade mainstream teacher, as well as the seventh and eighth grade teachers, use the DPS curriculum at grade level -while relying on other programs for intervention and remediation.</p>	<p>includes students who are performing well above proficient, the teacher will use the newly adopted DPS literacy program, EngageNY.</p> <p>The grade 7 and grade 8 literacy teachers as well as the grade 7 and 8 Mild/Moderate Special Needs teacher will use the newly adopted DPS literacy program, Engage NY.</p>	<p>the supports it provides for English Language Learners. It is an appropriate rigorous curriculum for the school's grade 7 and 8 students, as well as most of the sixth graders for most of the year.</p> <p>The intent is that sixth graders who have used Reading Wonders throughout elementary school have the opportunity to transition into EngageNY. Some sixth grade students will be ready to transition at the beginning of the year. Other students may be ready to transition at the end of trimester one or two. The grade 6 mainstream literacy teacher will make the decisions with the assistance of the school curriculum and assessment team.</p> <p>School data has shown in the past that student achievement – particularly in literacy decreases as students move from grades 5 to 6. The intent is for students to have familiarity with the curricular materials in literacy (and social studies) as they move to grade 6.</p>
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Math			
	Before Innovation	With Innovation	Rationale for Revision
Elementary	<p>Mainstream teachers use Everyday Math on grade level as well as a variety of other materials for differentiation, intervention and remediation.</p> <p>Newcomer teachers use Everyday Math, or other math programs either on grade level or below; as well as a variety of other materials for differentiation, intervention and remediation.</p>	<p>Mainstream and Newcomer teachers use grade level enVisionMATH 2.0 as the core curriculum. They use the supports both digital and text that are included in the program for differentiation, intervention, and remediation.</p> <p>Differentiated Roles coaching as well as Professional Learning Communities provide support for increased application of High Impact Instructional Moves by teachers to support instruction of students who may be functioning below grade level.</p>	<p>There is unity in the math program and consistency in the use of instructional materials. Grade level expectations for teachers are the norm and translate into increased expectations for students. Movement from one Newcomer level to another and from Newcomer to Mainstream classes is supported.</p> <p>Teacher understanding and knowledge of math concepts is supported by the digital resources that are provided to teachers for each lesson.</p>
Middle	<p>Grade 6, 7 and 8 grade teachers use Connected Math, the second edition.</p> <p>The grade 6 Newcomer teacher uses a variety of texts and other support materials to provide differentiation</p>	<p>Grade 6, 7 and 8 teachers use the DPS new adoption Connected Math 3.</p> <p>The grade 6 Newcomer teacher uses the grade 6 version of Envision Math 2.0.</p>	<p>There is consistency in the middle school math curriculum, and consistent rigorous expectations for all students. Teachers participate in the district provided staff development.</p> <p>The grade 6 Newcomer students are using a text and digital supports that include English Language Learner supports. Students have access to grade level content in preparation for their move to the upper grades which do not include Newcomer classes.</p>

Social Studies			
	Before Innovation	With Innovation	Rationale for Revision
Elementary	Mainstream and Newcomer teachers follow the DPS curriculum and use TCI materials at grade level.	Mainstream and Newcomer teachers and students use the Pearson <i>myWorld</i> Social Studies Colorado Custom program at grade level.	<p>The <i>myWorld</i> Social Studies Colorado Custom program is designed to specifically meet the social studies standards for Colorado. The use of this program will provide consistency for all students in all grades.</p> <p>This program supports the academic achievement of students in areas other than social studies:</p> <ul style="list-style-type: none"> • Writing tasks are embedded throughout the program. There are scaffolding suggestions throughout the teacher’s guide for adaptations for ELLs. • The program includes specific reading strategy instruction and support. Literacy skills such as main idea, cause/effect, summary, etc. are reinforced.
Middle	<p>Grade 6, 7 and 8 teachers use the DPS curriculum and materials and supplement as necessary to teach the curriculum, as well as differentiate and remediate.</p> <p>The Grade 6 Newcomer teacher</p>	<p>Grade 6 and Grade 7 teachers and students use the <i>myWorld</i> social studies Colorado custom program at grade level.</p> <p>The grade 8 teacher uses the Pearson American History text and digital materials to anchor the social studies curriculum. The teacher uses</p>	<p>There is a supported transition from elementary school to middle school. Students moving from grade 5 to grade 6 have the opportunity to use curricular materials in social studies (as well as Literacy) that they have used in elementary grades. School data shows that student achievement – particularly in literacy decreases as students</p>

	<p>supplements the <i>Avenues</i> curriculum with materials that align with the grade 6 social studies curriculum.</p>	<p>additional supplementary materials to ensure that there is fidelity to the grade 8 standards.</p> <p>The Grade 6 Newcomer teachers uses the grade 6 digital and text myWorld social studies materials.</p>	<p>move from grades 5 to 6. Similarity of materials and instruction should help with this transition.</p> <p>A consistent K-7 program from one publisher that provides English Language support and development of Literacy skills dovetails very well with the ELD and literacy curriculum the school uses.</p> <p>The grade 8 text and digital materials are standards supportive. The materials provide an transition to the type of materials that students will use in high school.</p>
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Science

	Before Innovation	With Innovation	Rationale for Revision
Elementary	<p>Elementary teachers (mainstream and Newcomer) use TRACKS curriculum. There is a lack of consistency in use as well as fidelity to the curriculum</p>	<p>Elementary teachers (mainstream and Newcomer) use LASER science curriculum consistently and with fidelity. All teachers incorporate science notebooking into the science curriculum and student writing skills are increasing. Teachers are supported in their use of the curriculum by the LASER support person who is funded by the LASER program.</p> <p>Science benchmark assessments are completed by students in all grades for all units.</p>	<p>LASER science is a well-researched inquiry based curriculum that can be used by teachers who have varying degrees of preparedness. Research shows that students who use the LASER curriculum not only show academic gains in science, they show gains in writing and literacy.</p> <p>The LASER curriculum is taught in three units per year. There are unit assessments that can be used as benchmark assessments. In this way the science progress of students and the fidelity of the teachers to the program can be monitored. Also, this monitors the progress of the</p>

			students as they move to the grades that are assessed by state assessments.
Middle	The middle school teachers follow the DPS curriculum and use the DPS adopted curriculum. Each science focus area is taught separately. Earth science curriculum is taught at grade six, life science at grade seven and physical science at grade eight.	The middle school teachers use LASER science curriculum. Science is taught according to the “every science every year” model which is identified as a best practice for science education. Students complete benchmark assessments that are part of the program three times a year in grades 6 and 7 and twice a year in grade 8.	

Cultural Relevancy

As we examined curriculum materials, we were always mindful of their cultural responsiveness and their language support. In our curriculum evaluation rubrics, we included several items to evaluate the cultural relevance and responsiveness of the texts. Since our last use of the rubric, we have found a curricular material evaluation rubric that is specifically designed for English language learners and students who are of diverse cultures. We have used this rubric to evaluate our final curriculum options. When we consider curriculum, we also consider research that has been conducted with student populations that are similar to ours (i.e.: high ELL, high FRL, and diverse home languages). Our content delivery is based on sheltered instruction. Our teachers are very skillful at incorporating sheltered instruction strategies into the curriculum whenever it is required.

Evidence

The instructional materials for the school have been researched based on academic achievement when used by students who match the school’s demographic profile. Additionally, in our evaluation of each program, we specifically the considered the extent to which the best practices of standards based instruction for English Language Learners is incorporated. The research supporting the use of each set of materials is included in Appendix L with the scope and sequence of each program.

Appendix D includes descriptors for all non-adopted instructional materials that will be used by students from grades Kindergarten through grade 8.

Scope/Sequence

The scope and sequence for all non-adopted instructional materials that will be used by students is included in Appendix L.

B. Class Size.

PBA's planned class size is designed to maximize student learning. Newcomer Level 1 classes are designed to be as small as possible, with no more than 18 students in each class. Level 2 and Level 3 classes can be larger, but still smaller than typical mainstream classes. Mainstream classes should not be larger than 30 students for each teacher. The school will maintain at least a 19:1 student to teacher ratio for students with disabilities.

C. School Schedule and Calendar

The weekly school schedule allows for the required student instructional time. It also includes student dismissal three hours earlier on Friday than the other days of the week. This schedule was approved during the initial school planning stages in order to designate almost three hours of professional development time each week for teachers. The intent is to ensure that there is adequate time each week for teachers to work collaboratively to achieve the goals of the school and support student achievement.

The school follows the district yearly calendar with one exception: district Blue and Green (Assessment and Planning) days for which there are no classes for students according to the following:

- We will use the district yearly schedule to the school yearly schedule including the number of Blue (Assessment) or Green (Planning) allocated days or hours.
- The Planning (Green) days scheduled at the beginning of each school year have the same designation on the school's yearly calendar as on the district calendar.
- The Planning (Green) days scheduled at the end of each school year have the same designation on the school's yearly calendar as on the district calendar.
- The Planning and Assessment days and hours allocated from September through May follow a schedule designed to support the work of horizontal data teams in their analysis of content benchmark assessments (i.e. as close to six week data cycle as possible).
- The schedule of Planning and Assessment days and times from September through May is developed by the school's leadership and approved by the School Leadership Team.
- The Planning and Assessment (Green, Blue or Blue/Green) days that are scheduled on Mondays on the district calendar are scheduled on Fridays on the school calendar. This is to maximize student contact and learning time. By scheduling release days on Fridays, students lose only a half day of instruction at the school versus a full day when Mondays are student release days.

We will revise our calendar in order to align our interim assessment days with this weekly schedule. This calendar revision will allow PBA to minimize the instructional impact when DPS green and blue days fall on days other than Fridays. The PBA SLT will determine the annual calendar each spring for the following year but does not intend to add additional days to the teacher contract, rather align existing PD days to the needs of the school. These revisions are compatible with the DCTA agreement. Changes in the designated blue green day variances from the district calendar will be dependent upon the potential for appropriate bussing for students based on changes.

PBA negotiated a waiver from the CBA with the Denver Classroom Teacher Association upon the school's opening seven years ago. As part of this innovation plan we affirm that the school will continue to provide a shortened school day on Friday for students so that teachers could have an extended uninterrupted time for professional development. This will not change.

Appendix F includes a weekly master calendar for the teaching staff, as well as schedules for students at different levels. Teachers have the same number of in-service days as other DPS schools, although the professional development agendas are established by PBA.

As part of this innovation process daily and weekly schedule is revised to ensure allocated time for:

- ELD classes for all ELLs 1st through 5th graders, as well as 6th, 7th, and 8th grade.
- Intervention by a Math Fellow tutor for all students in 4th, 6th and 8th grades whose state assessment scores show their proficiency is below grade level.
- An intervention block for all grade levels. Students are assigned to intervention based on their individual student achievement data including ACCESS. Intervention and classroom teachers meet monthly to determine the optimal intervention placement for each student based on data.

D. Progress Monitoring and Assessment

Assessment

The school administers state mandated assessments following the policies and procedures established by the state to ensure standardization. The school uses the district established timeframes for administration of all assessments.

Performance Goals:

Expected Outcomes:

	Current MGP	Adequate Growth Percentile- Growth needed to reach full proficiency within three years
MS Reading	51	71
MS Writing	59	81
MS Math	61	94
ES Reading	61	70
ES Writing	66	72
ES Math	55	79

In order to establish performance goals, we began with our current data. Our MGP for CSAP/TCAP (as well as other measures of achievement) has been well above 50% in the past and we expect this trend to continue once PARCC becomes the official state assessment. Our student data has consistently shown high academic growth by students, and we expect that to continue as we increasingly implement a PARCC supportive curriculum. The same can be said for WIDA-Access data. Our ELA students consistently show high growth for English Language Acquisition and we believe that innovation status will support continued and increased growth.

We expect PARCC proficiency data in the first years of our Innovation plan to outperform our similar schools cluster on the SPF. While it is typical for schools moving to a more rigorous assessment to decline in proficiency, we expect recovery by Year 1 of the innovation plan and

maintain growth levels that meet our Adequate Growth Measures to ensure all students are on a track to proficiency within 3 years. We expect to consistently increase in PARCC performance for Reading, Math and Writing through the next three years of the innovation plan. We believe that the education plan that we have developed is sound and will lead to increased academic achievement for all three subject areas.

The Science and Social Studies CMAS targets are based on data from 2013-2014. Our “Moderate or Above scores” were greater for Science than for Social Studies and we expect that trend to continue for the first four years of Innovation status. We believe, based on past CSAP/TCAP data that our increased fidelity to a science curriculum as well as science notebooking will result in year by year science achievement increases. We also believe that increased fidelity to the *myWorld Social Studies* curriculum will result in similar continuous growth.

Corrective Action

If the school falls short of student academic achievement expectations or goals at any levels, corrective action will be taken to ensure that expectations and goals are met. Decisions about the corrective actions to be made will be guided by data as well as research.

The process of identifying appropriate school wide corrective action will begin at the end of each school year. Available student achievement data will be used to guide next steps in preparing for the next school year as well as making necessary revisions to the innovation plan. At the beginning of each school year- as more data becomes available- student achievement data as well as School Performance Framework information will be analyzed by the administrative team, with the purpose of identifying:

- Content area in which student achievement goals are not being met
- Grade levels in which student achievement is not at a level adequate to reach goals
- Median Growth Percentile increases for all content areas and grades
- Status Percentages as well as increases and decreases
- Median Growth Percentile and Status Percentage gaps for student sub-populations
- School Performance indicator changes which describe areas of emphasis identified in the innovation plan (e.g. student satisfaction)

Once areas to be corrected are identified, the administrative team will identify the work that must be done as well as the individual(s) responsible and timeline(s). This process will parallel the work that is done in creating the school’s UIP and will be incorporated into the UIP as appropriate.

Grade level or classroom student academic achievement will be monitored through Benchmark assessments, SLO data and state performance assessments. The administrative team will review data to identify areas in which academic achievement is not sufficient to meet school goals. The team will identify and implement causative factors as well as corrective actions with the appropriate teacher(s) and other staff members (e.g. mental health team, facilitators, etc.) Possible corrective actions could include a change in professional development emphasis for the teacher, a change in progress monitoring for the student, etc.

At the individual student level there are both formal and informal corrective actions. Horizontal teams of teachers meet twice each month – at a minimum- to monitor the content and English language development of the students they have in common. Also at these meetings, teachers

identify individual students who are demonstrating achievement issues, either academically or behaviorally. In this way these meetings also function as Tier I of the RtI process. Once students have been identified a six week cycle of intervention and monitoring is developed. Depending on the results of this first cycle, further movement in the RtI process may be warranted.

Corrective actions for individual students may include- but not be limited to:

- A schedule change so the student can be placed in an appropriate literacy or math intervention block
- Referral to the mental health team. This team determines appropriate interventions for students (and potentially their families) when mental health issues seem to be causative
- Academic tutoring either before or after school
- Placement in the after school program for the purpose of increasing academic support time, as each student has academic achievement goals.

Progress Monitoring

The school uses data to evaluate progress and student achievement in multiple ways, by multiple teams, and for multiple purposes throughout the year. For state and national standards assessments (PARCC, CMAS, ACCESS) we examine the data by subject, grade level and item in order to determine areas of students' strengths and weaknesses. Each teacher receives the performance data for each student in his/her class from the previous year in order to make instructional decisions about the class, as well as differentiation decisions about each student. Administrators review the performance data with teachers at the beginning of the year to identify trends and to suggest planning strategies. In addition, each facilitator receives the appropriate data for all students so that he/she can schedule conversations to set goals with individual students. Teachers are responsible for using formative and summative assessments to progress monitor all students for CCSS proficiency throughout the year. Data team meetings are scheduled twice a month for horizontal data teams as well as twice a month for Professional Learning Community teams. The purpose of these meetings is to allow time for teachers to analyze class and subject trends, as well as individual student progress.

Assessing student progress throughout the school year is critical to ensuring that yearly performance goals are met. Benchmark assessment data will be analyzed to determine the individual academic progress of each student as well as the areas in which instructional practices should change. District interim assessments for the content areas will be replaced with other benchmark assessments that are more closely aligned to the school curriculum and supportive of the Performance Goals, particularly the WIDA- Access MGP.

The Renaissance Learning digital assessment program, STAR Custom, will be purchased by the school and used to create administer and score Benchmark Assessments. These Benchmark Assessments will be administered three times during the school year and will replace district interim assessments.

The STAR Custom program allows teachers and other assessment developers to:

- Digitally access thousands of standards based assessment items in math, English language arts and science

- Identify the assessment items –which have been evaluated for validity and reliability- that best correspond to the grade level curriculum content
- Create an assessment based on the curriculum that is being used by the school that follows the planning and pacing expectations of the school administration
- Create an assessment that can be administered to assess student individually or as a group that is not core content based, e.g. school climate, student satisfaction, etc.
- Choose assessment test items by type, including technology-enhanced, Depth of Knowledge levels 1-4, multiple choice, performance tasks, etc.
- Develop formative assessments for students in a certain grade, in a specific instructional group or individually as needed
- Develop assessments which include appropriate College and Career readiness skills appropriate for each content area.

The Humanities and the Math/Science Facilitator along with the school Site Assessment Leader and the building administrative team will develop planning and pacing expectations for each content area for each grade. Once these are established, they will create appropriate Benchmark assessments for each content area and grade. The Benchmark assessments will be reviewed and revised as necessary by a representative group of teachers. Final approval for the Benchmark assessments will be made by the School Leadership Team.

Students will complete the Benchmark assessments electronically. As soon as they complete each assessment, students will be able to see their results. They will be able to see how they did in terms of a score and also in terms of standards. The involvement of students in their own education is extremely important. The students are very motivated to succeed and the majority of students work very hard – particularly when they set their own goals based on their achievement. Teachers and administrators will be able to access reports and view standard based specific actionable data. This data can be used to guide instructional decisions, as well as decisions for effective interventions.

The Benchmark assessments will be administered three times a year. The precise dates for each year will be determined by the school administration and approved by the School Leadership Team. The Literacy and Math Benchmark assessments will be administered first in late September or early October; then in late January or early February; lastly in early May. The Science and Social Studies Benchmark assessments will be administered in November, February and May. Once Benchmark administration times are set, the school will establish Blue/Assessment days to allow time for teachers and building administrators to examine the assessment results: for individual students, by grade, by content area and by teacher.

Benchmark assessments will be administered to all students in grades one through eight in literacy and math. For Year 1 of the Innovation plan, students in grade four, six, seven and eight will complete the Social Studies Benchmark assessments, and students in grades five, six, seven and eight will complete Science assessments. In Year 2, all students in grades one through eight will complete the Benchmark assessments for science and social studies. The intent of this staggering is to transition students and teachers into comprehensive Benchmark assessment for these two content areas. The inclusion of all grades for science and social studies benchmarks is intentional. With two “new” curricula, it is important to ensure that the content is being taught with fidelity and that all students are receiving appropriate standards based instruction.

Promotion and Retention

The school will follow the promotion and retention policies and procedures that are currently in place for the district. Individual students whom teachers believe, based on performance data, may be at risk educationally must be discussed in terms of possible retention with the principal and parents by the end of January each year.

Student retention is a joint decision to be determined by the parent(s), teachers and principal. A decision will generally be made for each student by May 1st. There is a formal procedure for guiding decisions and actions. No students are retained without appropriate documentation and the appropriate procedures being followed.

E. English Language Learner Students:

PBA is an English Language Acquisition (ELA) Program school that serves identified students who are English language learners (ELLs). We administer all required state-wide English language proficiency assessments for English language learners including the W-APT and WIDA-Access. All of our programs for serving ELLs meet or exceed the DPS Consent Decree requirements. As a designated ELA Program school, we provide program services as determined by the number of ELLs enrolled at our school. Components of our program services include Native Language Instruction in Spanish (TNLI only), as well as Supported English Content Instruction, and English Language Development (ELD). At PBA we plan, schedule, and provide Transitional Native Language Instruction (TNLI) for grades ECE through 1st in designated Spanish instructional classrooms. We will be phasing in designated Spanish instructional classrooms in grades 2 through 5 in the next several years. We plan, schedule, and provide services for our newcomer students and speakers-of-other languages through English as a Second Language (ESL/ELA-E) services. As a committed ELA program school we support and plan for all of our ELLs, at each grade level and English language proficiency level, to receive grade appropriate content instruction that is designed to enable them to perform at grade level, reach their full potential, and be on track to graduate from high school prepared for success in life, work, civic responsibility, higher education, and career readiness.

Identification Process:

The PBA registration and ELA identification processes align with all district requirements. At registration parents/guardians are informed of their English language learning choices by using the program brochures in all the provided translated languages. Parents can also listen to audio versions of these on a computer. Our native language tutors and our administrators translate registration materials, school information, Home Language Questionnaires (HLQ), and Parent Permission Forms (PPF) into any language necessary. All school secretaries are trained yearly in the registration process. All school administrators and ISA team members actively participate to support registration. At registration, parents/guardians identify their child as an English language learner and specify the type of ELA program services they want their child to receive. PBA has an Instructional Services Advisory (ISA) team that meets monthly. Our ISA team consists of 3 teachers and 2 administrators. Our ISA team is responsible for placing English learners in ELA program services, classifying them as English language learners (ELLs), reviewing their progress while receiving program services, recommending them for exit/redesignation from program services, and monitoring students for two years after they have been exited/redesignated from ELA program services. Our ISA Team works with classroom and other building teachers to gather a body of

evidence, including W-APT and WIDA-Access, to make thoughtful recommendations and decisions regarding program entry, services for ELLs, redesignation/exit, monitoring, and program re-entry based on the best academic interests and language needs of students.

Assessment and Placement:

Our ISA team is aligned with all district requirements for assessment and placement processes. The ISA team, along with other school personnel, ensures accurate assessment of English language proficiency of our ELLs. We conduct yearly and ongoing training for assessment and progress monitoring. We ensure appropriate initial placement and program match of ELLs with ELA program services based on student language proficiency and parent preference. Placements are in accord with school district ISA team guidance. We make placement changes when they are in the best interest of the student. We assess students for placement within district guidelines or as-soon-as-possible. As a district school, we use W-APT to initially assess student proficiency levels and we use WIDA-ACCESS to assess ongoing progress. We will continue to use these English Language Proficiency (ELP) assessments and additionally use our ELD curriculum assessments to determine proficiency levels in listening, reading, writing, and speaking English. We assess students for progress on a 4- to 6-week cycle. We use assessment data to better support and drive teachers' classroom instruction and to target student learning. Assessment is also used to place students in the most effective interventions. At registration time, our ISA team ensures that parents are aware of the school's programs and services, and informs parents about placement in an English Language Acquisition (ELA) Program, also known as a Language Instruction Educational Program (LIEP). The school district/ELA Department sends the initial notification to parents that they have identified their student as an English language learner and that their student will be receiving the ELA services that the parent requested. Our Spanish speaking students receive Spanish instruction and we use the district's grade and subject appropriate assessments to assess the knowledge of ELL students, i.e. EDL. Parents also receive a notification letter when their student exits/is redesignated from the ELA program. We make personal phone calls and/or send letters to parents when their child is moved to a different classroom or moves up in their English proficiency. Phone calls and letters are in each parent's home language. As a school we also do individual awards for ELD progress and exit from program certificates that are awarded to our students at assemblies.

Program Design and Curriculum:

We align our ELA program to DPS guidelines as determined by the number of ELLs we serve. We have more than 15 speakers-of-other languages, which qualifies us to be designed ESL/ELA E. We also meet the threshold number of 60 Spanish speakers, and therefore we are designated TNLI. Currently we have 800+ ELLs, 50 Spanish speakers in ECE through 1st grade, and 750 students who are newcomers. Among these students, 60 different languages are spoken. When we build out our TNLI program in grades 2nd through 5th, we plan to enroll 100 more Spanish speakers. All of our teachers are trained or being trained as ELA E teachers. Our administrators are currently finishing coursework for ELA certification.

Many of our teachers, as well as both assistant principals, hold Linguistically Diverse Education endorsements or Master's degrees in these areas. Many teachers and some administrators are speakers of other languages. We also conduct in-school professional development to ensure that

ELLs receive supported English content instruction in core subject areas. We have an ELA facilitator, who works directly with teachers to help them support students in their language and academic needs. All our teachers are trained in sheltered and scaffolded English instruction. In all content areas we use best practices for: content vocabulary development, language forms and functions, survival and academic vocabulary development, strong oral language development, listening comprehension, and the development of reading and writing skills in both English and Spanish. Data is disaggregated for all our students and is used in conjunction with the WIDA “Can-Do Indicators” to support language and academic needs. All teachers have access to the ISA team for review or help with any student. Teachers and administrators monitor student language and academic progress to verify that students are on a trajectory toward proficiency. All students are integrated into our positive Bridge school culture. BRIDGE stands for belonging, respect, integrity, diversity, generosity and effort. We are a PBIS school that also has a Mental Health Team to support our students’ social and emotional needs. To bolster the language and academic learning of our ELLs and ensure that they receive appropriate curricular materials and needed classroom assistance, our teachers speak some of our students’ languages. We also provide native language tutors. These paraprofessionals speak many of our students’ and families’ languages. Our goal is that all students will reach high levels of academic and language achievement in all curricular areas, in both in English and Spanish, in the case of our native Spanish speakers. We are aligned with all DPS and Colorado standards for ELLs.

Teaching:

Oversight of the ELA program at PBA is a group effort. Michelle Buchi, Administrative Assistant and ELA Compliance Coordinator, is our ISA team contact. She works closely with our administrative team and our ELA facilitator. Michelle is a former ESL teacher who has many years of experience working with ELL students. Michelle also has an MA in Linguistically Diverse Education. She works directly with the registration process to verify that all ELL, mainstream and special education students are correctly placed. The larger administrative staff, teachers, and ISA team are always available for consultation on any students. In addition, our native language tutors, office staff and other outside agencies are available to help us with the many diverse languages and cultures that are in our school. Our administrators have many years of experience working with ELLs. The assistant principals hold Linguistically Diverse Education Endorsements and both have developed and taught ELA coursework for the district-approved ELA training program. Our administrators have completed the ELA coursework for the district-approved ELA training program and they are on track to complete a certification program for ELA Administrators from the University of Colorado, Bueno Center. Two administrators are also former bilingual teachers and can evaluate both Spanish and English speaking teachers. The assistant principals also have served as district area ELA and Literacy Specialists. Many of our teachers hold credentials in cultural and linguistic diversity, and those who do not have completed or will complete the ELA coursework for the district-approved ELA training program. As a school, we are already structured to meet the non-academic needs of our students in the areas of health, dental, mental health, conflict resolution, and healthy living habits. The PBA staff and our community partners support our students and their families as our students grow academically and linguistically.

Exiting/Redesignation:

Our exiting/redesignation process is aligned with district requirements. The district and state have set the triggers for exiting/redesignation. At our school exiting/redesignation is the main responsibility of the ISA team. As in all our processes, we use a consultancy protocol. The ISA team works with the administrative team, classroom teachers, and special providers teachers to use assessments and a body-of-evidence to ensure that students successfully transition to mainstream English instruction. We monitor students for two years following their exit/redesignation and our staff continues to progress monitor all students after they exit the ELA program. Our safety net is the progress monitoring process. When we see a student not progressing, we may hold an ELA monitoring conference with the student. We encourage the student to do better academically and tell the student that a return to ELA services may happen if we do not see academic progress. We may also hold a conference with parents to inform them of the lack of progress, similar to the conversation that we have with the student. If we need to return a student to ELA services we use the same consultancy protocol and body-of-evidence criteria. As a school and staff, we are committed to student success after exit and monitoring, and we do ongoing progress monitoring for all of our students to ensure academic success.

F. Special Education Students

Identification and Monitoring

PBA will continue to comply with all federal, state and DPS special education legal mandates and guidelines. Our special education team is very experienced. In the best interests of our special education students we do, and will continue, to use a comprehensive BOE process to identify students with disabilities. BOEs include: classroom teachers information, interventions used, SIT and RtI documentation, parent contacts, classroom work, grades, observations, and notes. Our BOEs also include special education teachers' formal student observations, notes and assessments. Our special providers (social worker, speech pathologist, psychologist, and nurse) do observations and assessments and provide input. We also consult with our Dean of Students, Administrative Team, and our specials teachers for all possible special education students BOEs. Because many of our students are ELLs and are learning English, we are very cautious and careful that we identify whether a student has a learning disability or if the issue is that they are learning English. We also have a staff that is very experienced with students learning English and rely on that expertise as well. Teachers are required to show evidence that the student of concern is not progressing as the same rate as other peers. We use a comprehensive BOE process, also using our staff's expertise, and based on special education guidelines to identify or avoid misidentification of special education students.

All students identified with disabilities will take all required state and DPS assessments, with any and all documented accommodations. Progress monitoring is individualized to the needs of the identified IEP goals. All students in our building are progress monitored, using formative assessments, formal assessments, informal classroom assessments, summative assessments and observations. Special education professionals monitor the IEP goals per legal and district mandates (there is a progress report issued every trimester).

Special education teachers are evaluated formally and informally as part of the school teacher evaluation process. Our school's hiring committed makes every effort to provide qualified staffing

for students with mild and moderate needs. To ensure that all staff hired are “Highly Qualified” in accordance with the Elementary and Secondary Education Act (ESEA) and are appropriately licensed and endorsed to serve mild and moderate needs students, we prescreen all of our teacher applicants before interviewing and hiring any teacher, to verify that they are highly qualified. We will continue to follow all DPS screening and the pre-requisite qualifications for mild and moderate needs teachers. In seven years as a school we have yet to encounter a problem with recruiting, hiring and retaining our mm teachers.

- a. Explain how the school will use bodies of evidence to identify students with disabilities and special needs. Which staff will be responsible for this identification? What will be the process to identify students? How will the school avoid misidentification?
- b. How will students with disabilities be regularly assessed through the school’s assessment system? Which specific progress monitoring tools will you use to monitor IEP goals of students with disabilities?
- c. Describe the methods the school will use to monitor and evaluate the effectiveness of the school’s special education program overall.

Staffing and Professional Development

Our school’s hiring committee makes every effort to provide qualified staffing for students with mild and moderate needs. To ensure that all staff hired are “Highly Qualified” in accordance with the Elementary and Secondary Education Act (ESEA) and are appropriately licensed and endorsed to serve mild and moderate needs students, we prescreen all of our teacher applicants before interviewing and hiring any teacher, to verify that they are highly qualified. We will continue to follow all DPS screening and the pre-requisite qualifications for mild and moderate needs teachers. In seven years as a school we have yet to encounter a problem with recruiting, hiring and retaining our mm teachers.

We are committed to adequately providing staffing to serve students with disabilities. Our budget does and will reflect this commitment. We are given 1.5 MM FTEs for elementary. Our budget shows that we staff at 2.0 FTEs (at elementary.) We also staff 2.0 FTEs for 6th – 8th grade. We do and will continue to maintain a minimum mild/moderate pupil teacher ratio for our mild/moderate students.

Our professional development plans include school-wide PD and teacher specific PD. By having specific PD, special education teachers and general education teachers are trained/in-serviced to better meet the needs of our mild /moderate students.

Program Plan

Mild disability is one that affects a child’s ability to make progress in school but to a mild degree. Students require a minimum of additional, specialized support in order to be successful in school. These can be learning, behavioral or communication disabilities. Typically their needs include remedial reading, writing and math skills. Some require social skills training. Most service provided by a special education specialist is provided within the general classroom. Moderate disability is very similar to the description above, however at a more extensive level of need. The level of need

is determined with a body of evidence and a team discussion that considers all evidence and decides on the least restrictive environment while maximizing learning opportunities.

The spectrum of services ranges from minimum support to maximum. The lowest level of support is teacher consult, which is a strong, continuous communication between the classroom teacher(s) in order to intentionally plan so that the lessons, activities and assessments are geared to meet the needs of all students including those with IEP's. Next, there is a level of support in which perhaps the Special Educator helps modify curriculum so that the student is participating in class with grade level curriculum but the activity is modified to maintain academic challenge, however, the students' developmental level has been carefully considered. A higher level of support may include small group support instruction in the grade level classroom with other, non-disabled, students who also require extra support. Students may require pull-out support for very small group, specific, intensive instruction to fill gaps or solidify basic skills that will allow them to access the general curriculum.

Our school uses a variety of instructional programs which include; Foundations, Wilson, Wonders, Treasure Chest, Ascend Math, Imagine Learning, System 44, and Read 180. Teachers are trained in, and use, scaffolded instruction; intentional questioning; DOK levels; specific, academic feedback; and formative assessment based lesson planning. Due to our population which consists of a large percentage of English Language Learners, our entire building focuses on academic language and English Language Development. These are expected components of all lessons building wide.

Students are scheduled according to need. On occasion, students have had a specialized schedule that provides grade level classroom instruction and participation, push-in services for subjects that require more support and pull-out instruction for high-need, specialized instruction. The Special Education team works in tandem with each other to provide individualized instructional support.

Student Recruitment

There will be no changes in the way in which special needs students become part of our student population. Students with a very specific set of needs will become part of our Multi-Intensive Needs student population as they have in the past. Other students who have special needs and who would otherwise be included in our student population will still be.

G. Academic Intervention & Acceleration

Our RTI Tier I program includes identifying all students for an appropriate intervention or enrichment class based on academic data. Horizontal team meetings are scheduled at a minimum of twice a month so that teachers can use multi curriculum data – including ACCESS data- to identify appropriate interventions for students. These interventions will be applied and evaluated on six week cycles in order to determine further actions. This process is the RTI Tier I program, and for students of concern, it may lead to Tier II or Tier III intervention.

During intervention/enrichment time, mainstream, special education and ESL teachers establish classes for specific academic needs of small groups of 6-8 students. Students participate in the classes for six week cycles. At the end of each cycle, teachers assess student progress and determine whether or not students are growing in their identified area of need. If not, students are referred to Tier II Intervention, the RTI process. This process begins with the team meeting to determine the academic area of greatest concern and an appropriate strategic learning plan for the student. The plan is followed for a six week cycle, followed by an evaluation meeting by the RTI team. If the student has progressed, the strategic learning plan is reviewed and modified. If the

student has not progressed, then the student is referred to Tier III of the RTI process and additional supports and more specialized interventions are planned – then monitored and refined as necessary. The RTI team meets regularly to monitor the progress of individual students who are at Tier II or Tier III intervention.

The RTI process is designed primarily to intervene when students demonstrate a need for academic intervention and support. A very similar process is followed when students demonstrate a need for social/emotional support. The Mental Health Team meets regularly and identifies students of concern. Appropriate interventions are developed, implemented and monitored.

The work of the PBIS team is based on the school wide culture established by the BRIDGE (Belonging, Respect, Integrity, Diversity, Generosity, Effort) Way model for student and adult behavior. The overall goal is to link appropriate and inappropriate behavior back to the BRIDGE Way. PBIS includes a system of acknowledgement for appropriate student behaviors as well as inappropriate behaviors.

The primary purpose of assessment is to identify areas in which individual students require academic intervention or acceleration. The system that has been established in the past years of the school's operation has been successful. Nonetheless, there are areas in which this process can become more strategic and more effective in terms of student achievement. We will analyze our current system as an innovation school, and identify areas for change as well as effective tools for identifying students in need.

Our student population is extremely diverse. So diverse in fact, that closing the achievement gap comes down to each individual student. Our goal is to systematically evaluate the progress of each student and remove barriers to achievement and success on an individual level. This requires cohesive school procedures and diligence, as well as a wide variety of intervention tools. Innovations in curriculum, assessment and professional development will support our ability to differentiate and individualize our educational program even more.

The school schedule is designed to be flexible enough to ensure that there is instructional time appropriate for ELL, SPED and GT students, as well as intervention for all students. In addition, the schedule is designed to accommodate the educational needs of different grade levels. We also have a Math Fellows program for about half of the students and the school schedule accommodates this program also.

H. Gifted and Talented Students:

Identification:

The DPS Gifted and Talented Department has a well-developed identification system, which we use to identify students. The process is closely aligned to the requirements established by the Colorado Department of Education. To be identified, a student needs three qualifying scores on state or local academic assessments, nonverbal assessments, or a combination of qualifying scores. Also, a parent checklist or teacher checklist indicating GT characteristics is needed. In addition, we have a system for identification of GT requiring a CoGAT assessment. DPS notifies us when students should be immediately identified as GT and the student's qualifying scores are given. We are also given names of students who should be placed on a watch list or who require additional qualifying scores. The

DPS GT Department trains GT liaisons in the identification process for the schools and forms are readily available online.

Scheduling:

Depending on the specific needs of identified GT students, schedules to serve them are determined with teachers. There is a specified intervention time each day that provides accelerated work for students needing differentiated content, process and products. Students with talents in the arts work closely with art teachers to receive tutoring or higher level assignments and projects. All teachers' conference with the GT liaison to design appropriately challenging work for identified students to assure continuous learning in all classes.

Qualified Staffing:

The DPS Gifted and Talented Department assists in hiring qualified teachers with state endorsements in GT, Masters Degrees, or doctorates in GT education, as mandated by the CDE. We work closely with the district on our staffing needs. We ensure that GT itinerant teachers are integrated into our teaching staff, invited to offer GT trainings, and seen as a valued resource for teachers, students and parents. We believe this strengthens the retention of GT staff.

Professional Development:

The DPS Gifted and Talented Department offers monthly PD for GT teachers. In addition, online guidance is offered for all aspects of GT services. Our GT teacher is a resource for all teachers. This staff member offers PD sessions on gifted characteristics, identification, academic differentiation and affective services. Advanced learning plans are created with input from teachers, parents, students and the GT teacher. Our GT teacher also stays informed of GT conferences, workshops and publications that can be attended or shared with staff in order to assure best practices for serving gifted students.

I. Supplemental Programming:

The mental, social/emotional, and physical health of students is a high priority for the school. We believe that it is important to consider Maslow's Hierarchy of Needs in educating children. To put it simply: children who are hungry, ill, or emotionally fragile struggle to succeed academically. Our commitment to eliminating barriers is formalized in our Unified Improvement Plan (UIP) as a Major Improvement Strategy: Develop and implement programs/systems to better meet the social, emotional and physical needs of our students in order to increase academic success.

We have established partnerships with over 25 different community organizations in order to provide programs for our students and families. There is an on-site Parent Welcome Center that offers classes in English language, Nutrition, Child Development etc. The Center is also a staffed school-based Goodwill Employment Resources Center. Some of our partner organizations offer mental health support for students and families, as well as assistance with clothing and other resources. The school has a full service on-site pediatric clinic that includes dental health services. We also have academic partnerships with the Denver Museum of Nature and Science that supports student health education. Our after school program includes Nutrition classes for students, as well as other classes in the 4H Model. As an innovation school, we are able to leverage the funding capabilities of our partners. For example, organizations are able to match funds collected through

fund raising; a private or corporate donor is able to provide the initial funds to hold a fundraising gala for the school that includes the partner network.

Each year, we complete the Colorado Education Initiative (formerly Colorado Legacy Foundation) Healthy Schools Scorecard in order to evaluate the extent and effectiveness of our health programs. For each of the past four years, we have been one of the top 15 ranked schools in the state and identified as a Healthy School Champion. The funds that are received are used to enhance our health programs. We also have received grant funding as well as partner support to increase positive school climate and culture. Increasing these will also increase student satisfaction.

The school offers both intermural and intramural sports and these are managed by the school staff. For the programs which include a fee, students have the opportunity to obtain a “scholarship” for their participation. A student or family does not pay for participation in a situation in which it would cause a hardship.

In addition, the after school programs, Boys and Girls Clubs of Metro Denver and Fit Fun offer after school enrichment programs which include both academic and recreational activities. These organizations also work with additional partners such as the CSU Cooperative Extension Services to expand the programs they can offer. Funding for these programs is obtained by the organizations themselves. In addition, individual teachers offer after school programs such as academic tutoring and robotics.

Students can apply to be PEACE Ambassadors. In this capacity, they volunteer within the school day in leadership positions. Students also may serve on student council.

We will continue with the DPS Reading and ELA Academy each summer. We will follow the recommended criteria for required students; i.e. students on READ Plans and students who are ELLs. The invitations for the program come directly from the ELA department and the Department of Teaching and Learning.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention:

All core content teachers are hired following the DPS protocol, which adheres to the Elementary and Secondary Education Act (ESEA) requirements that these teachers be “Highly Qualified.” Non-core content teachers are vetted by DPS for all of the qualifications relevant to their job descriptions. In addition, our Personnel Sub-Committee of the CSC closely examines the applications of candidates to identify qualifications that are essential for teachers at the school (e.g.: ELL experience).

All new school staff members must have the professional background, depth of experience, and personal qualities that are essential to following the vision and mission. Staff must have experience working with a linguistically and culturally diverse student population. Preferably, teachers have ELA certification and a demonstrated ability to implement “best practices” of ELA instruction. Teachers should also have demonstrated academic success working with students who are “hard to serve.” Also, it is important that the teaching staff on the whole has a skill set that can support the variety of school activities that occur in a school this diverse (e.g.: sports, cultural endeavors, academic clubs, social/emotional education, etc.). Our hiring practices follow DPS procedures and timelines. Positions are publicized by DPS. Our Personnel Sub-Committee of the CSC makes hiring decisions. At the end of each school year, the administrative team considers the performance of each teacher and determines the success of all hiring decisions. The reasons for teachers exit from the school each year are determined and monitored year to year. The administrative team uses this information to revise our interview process and hiring decision procedures. We do not require or request any flexibility to hire outside of district processes and timelines.

The personal qualities that teachers and other staff bring to the school are in many ways as important as their professional qualifications. For many reasons, our school is classified as “hard to serve.” However, it is essential that our staff does not see this as saying anything negative about our children. Our students are talented and strong. Their parents want them to have a quality “American education.” All staff members must believe in the children and believe in what they can accomplish. Our students will only believe they can succeed academically if the adults in their school community do as well. Celebrating and embracing cultural diversity is the norm at PBA and the foundation for our students’ success. In the past, teacher attrition has been due to family circumstances and vertical movement more than any type of dissatisfaction with the school or assignment. We believe that this will continue to be true under innovation status.

Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music). The school will comply with requirements not waived regarding Title II.

B. Teacher Coaching:

PBA has developed and implemented numerous procedures for teacher coaching.

- All administrators follow the LEAP framework for evaluating and supporting teachers. Feedback is presented to teachers with a goal of improvement in specific areas. The focus area identified in the UIP is High Impact Instructional Moves.
- The school has established four innovative Differentiated Roles positions. These teachers are in the classroom for half of the school day. In addition, they are responsible for coaching a group of five to seven teachers in a specific content area (Literacy, Math, Science, Social Studies). The purpose of the coaching is to assist each teacher in the necessary skills to increase his/her High Impact Instructional Moves LEAP scores. They also are responsible for twice monthly professional development for the same cohort of teachers in order to guide them to completion of their Student Learning Outcomes (SLOs).
- A 1.0 FTE Teacher Effectiveness Coach (TEC) will serve at PBA. The primary responsibility of the TEC is to guide the professional development of the Differentiated Roles staff and the Teacher Leaders in the areas of SLOs and High Impact Instructional Moves. The TEC also is responsible for coaching individual teachers who request additional coaching, or whose student growth scores indicate areas of potential growth.
- A humanities facilitator, a math/science facilitator and a site assessment leader will receive training and experience as a teacher coach. Their job descriptions include assisting and coaching teachers as necessary and at the request of administrators.
- It is the responsibility of the newly developed Professional Development Team to ensure that as many staff members as possible obtain Professional Development Units in order to support the improvement of instructional skills school-wide. We implement a school-wide PDU based on the UIP and/or the elements of the innovation plan each year. In addition, teachers are supported in the process of planning and completing a personal or small group PDU.

C. Teacher Evaluation:

PBA uses the LEAP Framework focused on High Impact Instructional Moves as our teacher evaluation system. The Framework is cohesive and includes areas that are essential for the success of all students. If teacher performance is unsatisfactory, the evaluating administrator identifies areas for improvement. Additional coaching and peer support are developed for the teacher based on the identified areas. If subsequent evaluations show the same areas for necessary growth, DPS and DCTA recommendations for remediation are put into place to ensure the most effective teachers are serving our students.

D. Professional Development (PD):

The Professional Development plan is designed to achieve several goals:

- Establish a cycle of data driven instruction for horizontal (grade level) teams
- Coordinate curriculum implementation that establishes cross-curricular connections for students
- Provide the opportunity for the analysis of student performance benchmark data by teacher, by content area and by student that follows specific protocols designed to ensure that the data provides information that genuinely guides instruction
- Ensure that all teachers develop and implement effective Student Learning Outcomes in order to increase overall student achievement

- Ensure that all teachers are supported in increasing their High Impact Instructional Moves LEAP scores
- Provide consistency in professional development expectations for the entire teaching staff while providing differentiation to meet each individual teacher's needs in terms of growth and tasks.
- Support teacher and paraprofessionals develop capacity to *“provide a rigorous, enduring, standards-based education for a diverse student population and advocate for support in addressing the issues which may be barriers for academic success(from the school Mission and Vision statement)”*
- Translate into measureable increases in student achievement.

The school's professional development program will be anchored by 10 Professional Learning Community (PLC) groups. The Differentiated Roles teachers will lead 4 of the PLCs. The other six will be led by Teacher Leaders. The teacher leader position in the school will be one which teachers apply for, are interviewed and selected by members of the administrative team and the curriculum/assessment team.

Teachers may voluntarily choose to be on a Differentiated Roles PLC, or they may be assigned by the administrative team. Each of these PLCs will be content specific (Literacy, Math, Science or Social Studies), and function as a small vertical team. The teachers in these PLCs will also have the opportunity for coaching by the Differentiated Roles teachers. The focus of the coaching will be on High Impact Instructional Moves. As there will be a maximum of eight teachers in each of these PLCs, 32 teachers total or 40% of the teaching staff will be involved in a Differentiated Roles PLC. The remainder of the teaching staff will be in a PLC led by a teacher leader.

All 10 PLCs will work as a group and individually throughout the year to evaluate content standards in order to develop, and implement their SLOs. The teams will analyze student performance data and support each other in the appropriate implementation of High Impact Instructional Moves with the ultimate goal of increasing student achievement.

The goal of all ten leaders during professional development will be essentially the same: to lead each PLC to success in achieving their Student Learning Outcomes. The Teacher Effectiveness Coach will be responsible for guiding the work of the Differentiated Roles teachers and the Teacher Leaders in their PLCs. Together they will develop the implementation program for the PLCs. The program will be based on the DPS guidelines and ProComp requirements for SLO achievement. The PLCs will meet during Friday professional development time twice a month for a minimum of 80 minutes. The TEC, the Differentiated Roles teachers and the Teacher Leaders will attend DPS offered leader development programs as they relate to the innovation goals and plan.

In addition to the PLCs, horizontal (grade level) teams will meet twice each month for a minimum of 80 minutes. These teams will follow a data cycle to guide instructional decisions. They will also function as Tier I Response to Intervention teams.

Professional development for the teachers will be each Friday afternoon from 1:30 to 4:15. There are many professional development needs that result from the innovation program that must be included. A variety of schedules will be used to maximize professional development time and flexibility. Eighty minute, sixty minute, and forty-five minute blocks of time can be designated for various activities. Time for a teacher gathering is scheduled each Friday which is essential for school announcements and positive school culture activities for teachers. Sample Friday schedules are:

Schedule A

Session	Time	Minutes
1	1:30-2:50	80
2	2:55-3:55	60
Gathering	4:00-4:15	15

Schedule B

Session	Time	Minutes
1	1:30-2:15	45
2	2:20-3:05	45
3	3:10-3:55	45
Gathering	4:00-4:15	15

The basic parameters for each yearly professional development calendar include:

- Professional Learning Community meetings twice monthly , or every other week, for a minimum of 80 minutes
- Horizontal team meetings twice monthly, or every other week, for a minimum of 80 minutes. Protocols for each meeting will be established by the professional development team.
- Vertical team meetings for Literacy, Math, Science and Social Studies teachers on a rotating basis so there are two meetings for each content area each year. These will be coordinated by the Curriculum/Assessment team for the purpose of ensuring fidelity to the curriculum and vertical analysis of achievement data
- Positive school climate and culture sessions will be included
- Topic professional development sessions aligned to the schools mission and vision and of interest to the staff presented by experts (i.e. PBA Cafe) will be included
- Administrative areas of concern or importance to the staff will be included as necessary

The professional development priorities for Year I (2015-2016) of innovation include:

Month	Professional Development Activities
August	1 PLC meeting 1 Horizontal team meeting (High Impact Instructional Strategies, ELL & SPED) Innovation plan implementation Positive school culture for students and staff Curriculum instruction professional development including: <i>REACH</i> , <i>enVisionMath 2.0</i> , <i>Wonders for English Learners</i> , <i>myWorld Social Studies</i> Assessment program – Renaissance STAR Custom use
September	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Curriculum instruction professional development Additional Standards and SLO work time Social Studies vertical team Benchmark assessment planning

October	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Math vertical team Additional Standards and SLO work time
November	2 PLC meetings 1 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Literacy vertical team meeting REACH vertical team meeting
December	1 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Science vertical team meeting Positive school culture for students and staff session ACCESS testing preparation
January	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Social Studies vertical team meeting PBA Café
February	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Math vertical team meeting PBA Café CMAS Literacy and Math testing preparation
March	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Literacy vertical team meetings REACH vertical team meeting Additional Standards and SLO time for teachers
April	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Science vertical team meetings
May	2 PLC meetings 2 Horizontal team meetings (High Impact Instructional Strategies, ELL & SPED) Evaluation of PD for current year and planning for the following year

There are five green days scheduled at the beginning of the 2015-2016 school year. These will be used as indicated above in order to begin the implementation of the innovation plan and for curriculum implementation support. The other DPS designated blue and green days are not included in this calendar, as their activities will be scheduled independently. There are two reasons for the school to schedule these independent of the district:

1. As the benchmark assessments will be created and administered to reflect the schools adopted curriculum, the windows for student assessment and data analysis should be determined by the school.
2. District blue and green days are generally on Mondays or Tuesdays. These days are full school days for students, and represent over 22% of the students instructional week. Flexibility in determining blue and green days results in the ability to schedule some

of this time on Friday mornings. This would maximize professional development time and minimize interruption in students' instructional time.

From September to May, there are two full Green (Planning/Professional) days allocated, as well as two half green days for Planning. There are also two full and two half Blue (Assessment) days that are allocated. The school will schedule these days so that they follow the administration of the school benchmark assessments. In this way, the time will be available for teachers to analyze benchmark assessment data. Time for data analysis is an essential component of the data cycle- it is one of the factors in turning data into useful information.

At the end of each school year, the Curriculum/Assessment team will determine windows for benchmark assessment. Once this is done, the team will work with the Professional Development team to correlate blue and green days with benchmark assessment. These will be placed on the school's yearly calendar and evaluated by the administrative team working with the Transportation department to ensure that bussing of students can be accommodated. Once this happens, the calendar with adjustments to blue and green days will be submitted to the SLT for approval. Approval for the following year must take place 30 days before the end of the school year in order to ensure that the correct calendar is printed on the student agendas, posted on the school's website and distributed to parents and the community. There will be no changes to the DPS school calendar other than for blue and green day designations.

The professional development components are evaluated at the end of each trimester. The evaluations will be prepared by the professional development team. The intent and design of the evaluation is to determine if it is meeting the innovation goals for professional development and that the time is valuable to teachers in support of their practice.

E. Pedagogy

We have a strong foundation for the success of our innovation plan. Through the process of developing this plan, we identified areas that need to be strengthened. One of these areas is the following: we want to make instruction more uniform throughout the building. PBA includes the following learning environments: ECE, elementary, middle school, Newcomer 1, Newcomer 2, Newcomer 3, mainstream, self-contained, platooning, and MM/MI special needs classrooms. We create diversity in our classrooms in order to differentiate for the unique range of abilities in our student population. With innovation status, we will make the implementation of educational best practices more uniform throughout our school in order to increase student achievement. We seek to develop an expectation of consistency school-wide in the areas of backwards design planning, high impact instructional moves, and sheltered instruction best practices. Professional Development, Curriculum and Assessment support uniform practices throughout the building.

We emphasize cohesive school-wide implementation of best instructional practices for English Language Acquisition. Specifically, these instructional strategies include, but are not limited to:

- Establishing and communicating clearly defined content and language objectives for students for each lesson.
- Use of supplemental materials such as models, graphs and visuals to a high degree.
- Adaptation of content to all levels of student proficiency.

- Incorporation of meaningful activities that integrate lesson concepts with language practice opportunities in reading, writing, listening and speaking.
- Explicitly linking concepts to students past learning and background experiences.
- Creating and using graphic organizers to increase understanding of the content.
- Making academic tasks clear through demonstrations, gestures, clear enunciation and sentence structure.
- Consistent use of scaffolding techniques throughout lessons.
- Varying question types including those that promote higher order thinking skills.
- Providing frequent opportunities for student interaction and discussion with teachers and with other students.
- Planning lessons so that all language skills (reading, writing, listening and speaking) are integrated.
- Pacing the lesson appropriately according to students' ability levels.
- Conducting assessments of student comprehension and learning for all lesson objectives.
- Providing regular and meaningful feedback to students.

The professional development program includes a strategic plan to support consistency in incorporating these strategies into instruction throughout our school.

In order to determine each student's schedule, the scheduling team examines the performance data for every student. Particular consideration is given to ACCESS data if a student is an English language learner. Areas of student strength as well as areas of needed support are identified and an appropriate schedule is developed. New students who have limited English language literacy are placed in newcomer level 1, 2 or 3 classes. Other factors are also considered in determining an appropriate level, such as the extent of the student's formal education in his/her home language. As their language proficiency increases, students make the transition to higher-level newcomer classes and, eventually, into mainstream classes.

When PBA was established we promised the community that there would be an academically high level class at each grade level. This has been built into the school schedule for the past few years and will continue to be implemented under innovation status. Students are placed into these classes depending on their individual performance data.

Remediation and acceleration opportunities exist for all students in mainstream classes. Students are placed into intervention classes based on their English language and academic data. Remediation and acceleration classes are both referred to as "intervention." Placement of students in a remediation class follows a protocol based on the individual needs of each student. If a student demonstrates difficulty in literacy, he or she is placed in a literacy intervention class. If a student is proficient in literacy but not in math, he or she is placed in a math intervention class. At the middle school level, all students have one elective or "specials" class each day. If a student is proficient in English language acquisition, literacy, and math, he or she has a second elective/specials class each day. If not, the student has an intervention class, based on the area of greatest need. Students are assigned to acceleration intervention groups depending upon their areas of greatest strength. As schedules are prepared each trimester, student achievement is evaluated and students are placed appropriately. Students may move in and out of intervention several times throughout the year.

In order to differentiate for our diverse student population, there are established procedures for each teacher to follow. One way this is accomplished is through the targeted use of the WIDA "Can

Do” Indicators. Teachers review individual data for each student regarding his or her reading, writing, speaking, and listening ability. Teachers use this information to group students, modify assignments, etc. Teachers use the principles of backwards design to plan lessons for each unit. Particular attention is made to include the practices referred to as “high impact instructional moves,” as well as sheltered instruction strategies. Principals are responsible for ensuring that teachers’ lessons include these components, demonstrate use of individual student data, are rigorous, and promote student achievement.

Section V: GOVERNANCE & FINANCE

A. School Governance:

The parents, guardians, teachers, staff and community members at PBA speak over 50 different languages and have a wide variety of home cultures. We make a concerted effort to ensure that we communicate important information in as many languages as possible. We have many documents translated into a variety of languages that go to parents/guardians and community members. In situations where parents/guardians and community members must have information related to school governance and decisions, our documents are translated into their language. In situations where parents/guardians and community members can provide information to the school, we provide translators or conduct meetings in multiple languages.

In addition to language, there are other barriers that impact the ability of parents/guardians and community members to be active participants in our school’s governance and decision making. Many of our families and community members do not own a vehicle, which can make coming to the school building a challenge. Parents/guardians must also overcome child care challenges when the presence of younger children at school is not appropriate. Moreover, in some communities parent/guardian involvement has cultural limitations. PBA works hard to create solutions to these issues and overcome barriers to genuine two-way communication between families, community members, and our school.

Our Community Navigators, who are housed within the Colorado African Organization, provide outreach to six different ethnic communities, both informally and through regularly scheduled meetings. They also assist in providing parent and community feedback on issues of governance and decision-making. Bringing feedback from Community Navigator meetings to the Collaborative School Committee (CSC) ensures that as many parent voices as possible are included and heard in school governance.

PBA also has a wide network of community partners who support students and other community members in academic and non-academic ways.

The position of “Grants and Community Outreach Coordinator” is unique to PBA and essential to our school. This staff member coordinates the work of the Community Navigators, other school partners, and the CSC. This position ensures that even if parents and community members cannot be directly involved in school governance, their voice can still be heard at CSC meetings.

The CSC and SLT have different member compositions and will remain separate in order to achieve their individual goals and objectives. The SLT is composed of teachers and an administrator, nominated and elected by the staff. The membership, membership rotation, decision-making responsibilities, purpose/scope, and responsibilities of each committee generally follow those as

defined in the district's "Collaborative School Committee (CSC) and School Leadership Team (SLT) Side-by-Side Comparative Document. Through the development of our innovation plan, the SLT was reconfigured and redesigned to more closely follow the DPS model. Our intent for the future is that the CSC and the SLT will be strengthened in their respective roles.

The CSC meets once each month, while the SLT meets every two weeks. The administrative team meets at the end of each trimester to discuss the accomplishments of each committee, as well identify ways to increase the input each committee can provide for important school governance decisions.

The CSC approves the school budget each year. The principal reviews the budget line by line with the committee, which approves the final budget. The CSC also oversees the progress monitoring of the academic goals in our Unified Improvement Plan (UIP) at the beginning of each year by examining data summaries. The CSC also approves the UIP at the beginning of each school year.

B. Budget & Policy Narrative:

As part of this innovation planning process we seek to establish flexibilities in use of school resources. In particular, we intend to seek sponsorships and donations to provide direct support to our instructional model and school culture events. We also intend to utilize the innovation budget menu for funding regarding professional development that the school intends to provide outside of district PD. As part of this innovation plan we are including a Grants and Community Outreach Coordinator and will coordinate fundraising events throughout the school year.

We do not expect to incur any major expenses in addition to what DPS traditionally funds. However, we may need additional curriculum materials, particularly after the first year when we review student performance data and identify areas of need. PD led by outside agencies is another possible additional expense. This would only be considered for PD that supports the goals of our innovation plan and that could not be obtained in other ways. We are continuously expanding our network of partners, who assist us in providing resources for our students and their families.

It would be difficult to find a budget item that does not support the vision, mission and education plan of our school. The three components of the vision and mission statement are language, academics, and culture. These three items summarize the day to day operation of PBA and the ways in which funds are allocated and spent. Our principal works with our DPS financial partners to ensure that the school operates "in the black" and with a carry over each year. This will continue under innovation status.

Over 96% of our students are eligible for free and reduced price lunch. Other School Finance Act revenue assumptions include Title I ELA funds, funding for children of Migrant Workers, funding for the Maria Droste and Conflict Center counselors, and funding for our Goodwill staff. Currently, we have no grants that impact revenue. However, we expect additional revenue from school fundraisers, the DPS Foundation, and partner donations. In terms of the contingency set aside in the school budget, we "carry forward" from year to year.

Based upon our projected enrollment, current enrollment, and the information we have received from the ethnic communities we serve, we expect to achieve our projected enrollment. If we fall short of projection, we will prioritize programs using the vision and mission statements as a decision making guide and determine areas of elimination. While the school is currently budgeting

on average teacher salaries as an innovation school the administration in collaboration with the SLT shall review annually the cost savings the school may receive if we were to shift to actual salaries.

C. Facility:

We plan to remain in our current facility. However, we recognize that there are some difficult decisions that may need to be made in the future to accommodate our optimum number of students. The original projection for our building was 725 students and our current enrollment is almost 1,100. In conjunction with DPS staff we are exploring possible solutions to this challenge. Although we currently do not anticipate construction projects, this may be one option as we move forward.

We currently house our kindergarten classes in an annex building less than a mile away from the main building. We do have enough space for our students within our two buildings. In the event that we do not have access to an annex building, we would have to change our enrollment structure. Regardless of our facility configuration, our school name will remain the same.

Section VI: WAIVERS

A. District Policy Waivers

District Policy	ILBA : District Student Assessment	Educational Program: Interims
Policy language/ summary	<p>District assessment provides information on each student’s educational growth for the purposes of instructional improvement, special programs, communication with students and parents, and state and federal accountability. The district’s assessment program consists of tests that are given statewide and nationally, as well as locally developed assessments that monitor student progress toward state standards. In addition, teachers create classroom assessments that match the district’s approved curriculum and identify individual strengths and weaknesses.</p>	
School’s Replacement Policy	<p>PBA follows the components of the district assessment program that include tests that are given statewide and nationally. Modifications to these components of the program are limited to the assignment of particular testing administration windows, as feasible. In addition, PBA develops a comprehensive assessment plan that assesses students regularly in all core academic classes throughout the year. The function of these assessments is to provide teachers with real-time information on the academic growth of each student, and allow students with the ability to track their own academic progress. Results allow teachers to more effectively differentiate instruction. The ultimate goal of the school based assessment program is successful student academic achievement as assessed by PARCC, CMAS and ACCESS. The school Curriculum and Assessment Team, in collaboration with the school administrative team, determine and develop effective assessment instruments for each core content area. This system is reviewed and approved by the School Leadership Team.</p>	
District Policy	IE: Organization and Instruction	Educational Program
Policy language/ summary	<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>PBA will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent.</p>	

District Policy	IGA: Curriculum Development	Educational Program
Policy language/ summary	<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. 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.</p> <p>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>PBA school personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. Our curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction, and assessments. The district evaluates the impact of the PBA education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year. The principal and the Instructional Superintendent must approve any interim changes.</p>	
District Policy	IGD: Curriculum Adoption	Educational Program
Policy language/ summary	<p>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.</p>	
School's Replacement Policy	<p>The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.</p>	
District Policy	IIA/IIA-R: Instructional Materials	Educational Program

<p>Policy language/ summary</p>	<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 annually review 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>	
<p>School’s Replacement Policy</p>	<p>The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District’s Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.</p>	
<p>District Policy</p>	<p>IJJ/IJJ-R: Instructional Materials</p>	<p>Educational Program</p>
<p>Policy language/ summary</p>	<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 the Denver Public School Standards for Success, District goals and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <p>Spanish and English language materials shall be adopted at the same time, if practicable. 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. 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.</p> <p>The Board of Education grants waivers for purchase and use of non-</p>	

	<p>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>	
School's Replacement Policy	<p>The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.</p>	
District Policy	GCID: Professional Staff Training, Workshops and Conferences	Human Resources: Staff Development
Policy language/summary	<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 department 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>The PBA Professional Development Team, and the Curriculum and Assessment team 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 determines the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. The school's principal and the SLT approve all of the school's professional development. The SLT and the administrative team evaluate the school's professional development plan each year based on student assessment results. Based on achievement data and other evaluative methods, the school's professional development plan is developed at the beginning of each school year. The school retains the option to participate or not participate in any professional development programs offered by the school district.</p>	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions.</p>	

	<p>Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>
Replacement Policy	<p>The Innovation school will follow the district field trip policies and procedures with two exceptions:</p> <p>1- The school will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the school will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips.</p> <p>2- If a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.</p>

B. State Statute Waivers

School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board.	

School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	In accordance with the innovation plan, the school’s principal, in consultation with the CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the 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.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	No later than 60 days before the end of the school year, the principal, in consultation with the CSC and the SLT will determine the following year's 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.	

	<p>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.</p> <p>The school year calendar shall be revised only to align PD days (Blue and Green Days) to meet the schools PD and assessment needs.</p>	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS and WIDA. The school will regularly evaluate its education program and make changes to curriculum content, instruction, professional development and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	<p>In accordance with the innovation plan, the school will implement the Colorado Academic Standards and Common Core State Standards, as well as the WIDA standards. The DPS Board delegates to the school the authority to develop a local plan for implementation of the CCSS, the CAS and the WIDA standards in a way that aligns to the school’s innovation plan.</p>	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Leadership: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified	

	principals in improving their skills in the identified areas.	
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
State Statute	Employment and Authority of Principals	Governance: Principal Hiring Process
State Statute	3.06(d) Section 22-32-126, C.R.S.	
Statute Description	<p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he/she is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the school under his/her supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5)(a) The principal or the principal’s designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance</p>	

	<p>with section 22-32-110(2) procedures to inform the student and the student’s parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student’s parent or guardian. The discipline code shall also establish procedures to allow the student and the student’s parent or guardian to challenge the accuracy of the disciplinary information.</p>
<p>School’s Replacement Policy</p>	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the PBA community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The PBA SLT in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the SLT from the district’s principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the SLT and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the SLT and the Superintendent or his/her designee. 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. Interviews and selection follow the DPS Human Resource hiring procedures.</p>

Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee

Denver Public Schools

PLACE BRIDGE ACADEMY
7125 CHERRY CREEK DRIVE NORTH
DENVER, CO 80224
TELEPHONE 720-424-0960
FAX 720-424-0985



October 30, 2014

To the DPS School Board:

This letter is intended to formalize the support from the Place Bridge Academy administrative team as our school pursues Innovation status. As we continue to grow our programs in this seventh school year in operation, it has become clear that Innovation status will allow our school the necessary autonomy to effectively target the needs of all students, including our significant population of refugees and immigrants.

Our Innovation plan waivers will focus on 1) Curriculum, 2) Assessment, and 3) Professional Development. By focusing on these areas we plan to meet the unique needs of our students and also equip and empower our teachers and staff to be able to serve children in the most effective way possible.

We thank you for your consideration and look forward to continued student achievement and growth at Place Bridge Academy.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Kazin".

Brenda Kazin
Principal

A handwritten signature in cursive script that reads "Ken Hansen".

Ken Hansen
Assistant Principal

A handwritten signature in cursive script that reads "Roma Pitt".

Roma Pitt
Assistant Principal

- On April 10, 2015 the Place Bridge Staff held a secret ballot vote resulting in an approval recommendation for this innovation plan. The vote
- The Place Bridge CSC also held a vote indicating majority support for the innovation plan.

Election Administrator Attestation Template

Date of Vote:

School:

I affirm that on this date, I helped administer a vote of staff based on the eligible participant list provided to me on the attached spreadsheet.

The spreadsheet was provided to me by the school principal. My role was to ensure that those who wanted to vote in the process had the opportunity to do so based on the list of eligible participants provided.

If a person present requested a ballot, but was not on the pre-printed eligible list of voters, I asked the Principal to confirm whether the person would be eligible to vote.

All eligible participants were provided with a single ballot and were then asked to vote their ballot in a designated area in order to protect voter privacy.

A ballot box was used for voters to cast ballots. The box was monitored by this administrative team.

The vote was administered in a way to ensure that voting was kept secret and that there was no real or perceived pressure on the part of the team to try and influence how a person voted.

Upon a review of the list and count of the ballots cast, the outcome of the vote was as follows:

- # of eligible voting staff on list

o # of votes cast

▪ # of votes to approve:

▪ # of votes to deny:

▪ # of blank ballots cast:

o # of participants on the list that did not vote:

85
 53
 26
 0
 6

Katechella Bentz
 Name

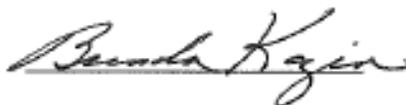
Markus Bentz
 Signature

Karen Schumke

Principal Attestation Template

I, BRENDA KAZIN (principal) attest as follows:

1. I am employed at Denver Public Schools (the "District" or "DPS") as the Principal of this school.
2. In March 2015 the School submitted an Innovation Plan to DPS.
3. Prior to submitting the Innovation Plan to the District Board, school leadership engaged in substantive outreach and community engagement efforts to share information and receive feedback on the proposed Innovation Plan. Activities included, but were not limited to, the following:
 - a. Engagement in strategic school planning activities which included establishing a budget, and adapting the school plan to best serve the local community needs.
 - b. Hosting meetings with school administrators, staff, and community members to evaluate the need for innovation status and to discuss policy waivers that would be needed to implement the school model consistent with the proposed design.
4. Prior to the District Board's vote approving the Innovation Plan, all school administrators provided letters of support for designation as an innovation school.
5. During the hiring cycle, all employees were provided access to the school's Innovation Plan or were made aware of the school's innovation status, and were also made aware that the Innovation Plan contained waivers to specific types of employment policies including waivers from the DCTA collective bargaining agreement.
6. DCTA covered employees were also made aware that they would be provided with an opportunity to vote via secret ballot to waive provisions of the collective bargaining agreement as they are outlined in the innovation plan. It was also made clear that how they voted was not a condition of their employment.
7. The School's leadership ensured that adequate notice was provided, and ensured that proper protocol was followed so that it was clear there was no real or perceived pressure from administrators or other third parties related to how a person voted.



Principal

PLACE BRIDGE ACADEMY

School

4/10/15

Date

Place Bridge Academy Innovation Plan- Evidence of Staff Involvement

Date	Involvement
May 30, 2013	PBA admin team attends innovation Open House
September 12, 2013	Brenda Kazin, principal, asks Erin Kobler (Community Engagement Specialist) and Annette Garcia (Facilitator) to interview staff in small groups to determine interest in pursuing innovation status.
September 17 -20, 2013	Erin and Annette conduct interviews with all teachers.
October 2013	Erin and Annette construct a staff survey based on interviews with teachers designed to identify greatest areas of interest to be included in an innovation proposal. Teachers complete an online version of the survey.
November 15, 2013	Teachers complete an informal vote of whether or not to proceed with developing an innovation proposal for Place Bridge Academy. The vote is based on information from the staff survey and includes data from the survey identifying the three areas teachers would most like to see in an innovation plan – curriculum, professional development, assessment. The vote is 44 in favor of continuing with seeking innovation, 22 against.
November – December, 2013	The admin team contacts OSRI for information about next steps in the process.
January, 2014	Jennifer Holliday speaks with the teaching staff about the goals and process of obtaining innovation status. Erin and Annette meet with Tom Siegel to discuss establishing a committee to work on the proposal.
February, 2014	The PBA Innovation Steering committee is established from staff volunteers and has its first meeting. The committee includes 18 members including administrators, parents, community members and paraprofessionals as well as teachers.
March – May, 2014	The Steering Committee meets weekly and discusses what should be included in the innovation proposal. Sub-groups of the committee are formed and each assumes a decision making role for an identified area – curriculum, professional development, assessment. The first task is to create a Vision and Mission statement for the school.
April – May, 2014	Curriculum samples from multiple vendors are obtained and made available for teacher evaluation which includes using a formal rubric designed to be used when ELA/multicultural students are impacted.

Date	Involvement
August 18, 2014	Professional development for the teachers includes an activity designed to ensure that the values and priorities of all the members of the teaching staff are included in the Vision and Mission statement.
September, 2014	Weekly Innovation Steering Committee meetings begin.
September – October, 2014	Close examination of Math and Social Studies curriculum (from 2 vendors) by elementary and middle school teachers. Sampling of each curriculum from each vendor in elementary and middle school classrooms.
September – November, 2014	Multiple meetings by Brenda Kazin, Annette Garcia and Erin Kobler with Joe Amundsen to guide the innovation process with the staff.
September – November, 2014	Steering Committee develops plans for what should be included in the Curriculum, Professional Development and Assessment sections of the Innovation plan. As necessary, they went back to other staff members to ensure that decisions were representative of the staff.
October, 2014	Members of the Steering Committee meet in small groups with the entire teaching staff to present what will be included in the Innovation plan for curriculum, professional development and assessment. The goal is to ensure that what is important to staff is included in the plan and that the plan truly reflects the goals and priorities of the staff.
November 7, 2014	Rough draft of PBA Innovation Plan goes to OSRI as well as to the PBA Steering Committee
December, 2014	The Innovation Plan is returned to the school with an evaluation from the review team.
January, 2015	The PBA Steering Committee reconvenes and reviews the comments from the review team. Based on the review, action steps are developed which include: 1. continued evaluation of literacy curriculum for Newcomer students, elementary and middle school math curriculum, elementary and middle school social studies curriculum, 2. designing an appropriate professional development plan based on Differentiated Roles, Teacher Leaders and a 1.0 TEC as a professional development team, 3. Evaluation of various products that can be used to create and administer benchmark assessments as an alternative to interims.
February, 2015	The PBA continues work to finalize decisions relative to the three major areas of the innovation plan – curriculum, assessment and professional development.
February, 2015	Members of the PBA Steering Committee including the school’s DCTA representative meet with DPS administrators and a representative of the OSRI team to obtain guidance in curriculum, assessment and professional development decisions.
March, 2015	Final decisions are made by the steering committee members and the plan is revised to reflect these decisions in the three primary areas.
March 20, 2015	The revised Innovation Plan goes to the DPS Review Team and the PBA teachers and staff for review.
March, 2015	The PBA Innovation Steering Committee conducts Q and A sessions with teachers and staff. Suggestions for additional revision that are made by the DPS review team are discussed with the staff and revisions are made.
April 10, 2015	The PBA teachers conduct an official vote to approve the Innovation Plan.

Appendix C: Evidence of Support from Parents/Guardians, Community Groups



October 14, 2014

DPS Board of Education-

As Community Navigators with Colorado African Organization, we work closely with refugee families at Place Bridge Academy. Our role is to help to connect parents to schools and to better understand how to navigate the American school system.

Because the children of the families we work with are coming from refugee camps and are learning to speak English while also achieving academic success in a new country, we believe that Place Bridge Academy should have the flexibility to decide the best curriculum, assessments, and staff professional development that will fit the unique needs of the refugee students.

We are supportive of Place Bridge Academy's pursuit of innovation status, and will help to communicate any changes that take place within the school to the parents in our respective communities.

Sincerely,

The Refugee Community Navigator Team – Colorado African Organization

Sher Mizer
Bhutanese/Nepali

Nadhifo Yusuf
Somali

Lydia Dumam
Eritrean

Nadira Ramt
Arabic

Ka Paw Htoo
Burmese/Karen

Nasibu Nzigiymana
Kinyarwanda/French/Swahili/Kirundi



1860 Lincoln Street
9th Floor
Denver, CO 80208
P: 720-423-2470
F: 720-423-1594
W: denverkidsinc.org

September 12, 2014

DPS Board of Education
Emily Griffith Campus
1860 Lincoln Street
Denver, CO 80203

The mission of Denver Kids is to support Denver Public Schools (DPS) students, grades K-12, who face the personal challenges of higher risk environments, to successfully complete high school, pursue a post-secondary option, and become contributing members of the community. We provide four Education Counselors to serve 36 students at Place Bridge Academy.

We have worked as partners at Place Bridge Academy since it opened in 2008 and recognize the unique needs of the students who attend the school. We support the idea of adopting curriculums and assessments that will best serve the needs of the students, and we will continue to support the academic and social-emotional needs of the students that we work closely with within the school.

It is our hope that Place Bridge Academy's innovation plan is approved so that we may continue to support the academic success of these students and to be integral community partners in the wraparound services provided to students at the school.

Sincerely,

Filenna Norvelle
President/CEO

Jewish Family Service

September 18, 2014

Dear DPS Board of Education-

On behalf of Jewish Family Service of Colorado's International KidSuccess Program, I am pleased to submit this letter of support for Place Bridge Academy's application to the Denver Public Schools District for becoming an Innovation School. Jewish Family Service of Colorado's International KidSuccess Program is a comprehensive school-based program assisting refugee students with the acculturation process and social-emotional difficulties that can follow resettlement to a new country. An over-arching goal of the program is to provide refugee children with support through the major life transition of resettlement so that, ideally, they are better able to focus on and succeed in school.

International KidSuccess provides individual and group counseling to refugee students at Place Bridge Academy, as well as ongoing consultation and training for school staff. Jewish Family Service is a long-standing partner of Place Bridge Academy, and our staff members work closely with the very students who make up the incredible and unique student body. We would like to offer our support of Place Bridge Academy operating as an Innovation School so that it may provide academic and social-emotional programs that are designed specifically with its student population in mind.

We work alongside Place Bridge Academy and its staff members to ensure that the social-emotional needs of the students are met so that they can achieve academic success and become confident members of society. We're glad to see this opportunity to serve the needs of the students in an even deeper capacity.

Thank you for your consideration of the Place Bridge Academy's proposal for Innovation Status, and if I may be of further assistance in your decision, please feel free to contact me.

Sincerely,



Ralitsa Rano, PhD, LCSW
Coordinator of International KidSuccess
Jewish Family Service of Colorado
720-248-4641

Joyce and Kal Zeff Building | 3201 South Tamarac Drive | Denver, CO 80231-4394
P: 303.597.5000 | F: 303.597.7700 | www.jewishfamilyservice.org

Beneficiary Agency of Mile High United Way and Allied Jewish Federation of Colorado





BOYS & GIRLS CLUBS
METRO DENVER

September 18, 2014

To the DPS Board of Education-

The Boys & Girls Clubs of Metro Denver is in its fifth year of partnership with Place Bridge Academy. We work closely with the school to manage and implement the afterschool and summer programming and provide critical parent engagement and family support services.

We offer our enthusiastic support of Place Bridge Academy's innovation plan, as we see the individual nature of the school on a daily basis and operate our programs with the same basis of tailoring programming to the needs of this specific population of students and ensuring that we are always serving the whole child and the whole family. Several of our other partner schools have been granted innovative status, so we are very familiar with the process, the benefits and the ongoing commitment required for success. Boys & Girls Clubs administrative and site staff pledge to work hand-in-hand with the administration, staff and families of Place Bridge Academy, serving on school committees and the like so as to ensure best thinking, robust community partner participation and future success.

We look forward to our continued relationship with Place Bridge Academy and the next chapter of the school's delivery of quality services to its students and families.

Sincerely,

Tina Martinez
Vice President of Programs
Boys & Girls Clubs of Metro Denver

2665 Iola St.
Denver, CO 80238

November 13, 2014

Denver Public Schools
Board of Education
1860 Lincoln St.
Denver, CO 80203

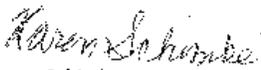
Dear Board of Education Members:

I would like to add my voice to others who have provided support for the Innovation Plan of Place Bridge Academy. I began working with Place Bridge Academy almost a year ago as a volunteer within the community. When I started to learn about innovation schools and the plan for the school to seek innovation status, I knew that was a project I wanted to work on. In February of 2014, I began to work with the Innovation Steering Committee as a member of the community.

In my capacity as a committee member and representative of the community, I have been involved in the process and the conversations that have resulted in the creation of the innovation plan. The plan reflects the thoughtfulness and the integrity that every member of the committee brought to the process. It is an educational plan that is designed to support all the students of Place Bridge Academy and provide an education that each one deserves.

I must add that it was an honor and a privilege to work with the Place Bridge Academy administration and staff on this proposal. I have come to know these inspiring individuals as people who possess a deep commitment to children and their future success. I heartily support their application for innovation status.

Sincerely yours,


Karen Schimke

Appendix D: Use of Non-Adopted District Curriculum, Reading Wonders K-6 & Reading Wonders for English Learners K-6 Newcomers

Note: Textbook 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, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Place Bridge Academy Contact Person: Brenda Kazin

Contact's Phone Number: 720.424.0964

In 2009-2012, we successfully used McGraw-Hill *Treasure Chest* as text component of our Read to Achieve grant. When that program ended, we considered a variety of literacy programs that could be used to continue the foundation we established with Read to Achieve. Most important was that whatever core program was chosen had to meet the Reading and Writing needs of our students who are English Language Learners – almost 80% of our student population.

The *Reading Wonders* program incorporates Reading and Writing into a seamless standards based program. One of the primary authors is Jana Echevarria, who is well known for her work in applications of the best practices of Sheltered Instruction. National research indicates the success of the use of this program by students who are English Language Learners. The school obtained permission to use *Reading Wonders* as a core elementary literacy program. The student achievement data in Reading and Writing has increased (7% and 8% respectively) since the *Reading Wonders* program was first used.

Textbook information:

Title: McGraw Hill Reading Wonders

Author: August, Echevarria, Bear; et al.

ISBN Number: 978-02-118665

Subject Area: Literacy Grade(s): K-6 Copyright: 2014

Format: Hardback X Paperback X

Textbook: Non-Adopted X

Vendor: Macmillan/McGraw-Hill

Vendor Contact Name: Mary Lynn Grover

Contact Phone Number: 303.399.7792.

Contact Fax Number: 303.394.2890

Email: mary.lynn.grover@mheducation.com

Vendor Street Address: P.O. Box 192605

City: Columbus State: Ohio Zip Code: 43218

The school has used *Reading Wonders* as a literacy program (both reading and writing). National data for the program supports the use of this program by schools have large populations of ELL and FRL students. School achievement data indicates the success of this program for Place Bridge Academy students, particularly in writing.

The school has three levels of Newcomer classes designed to transition students from little or no English Language fluency to mainstream classes. Approximately 40% of the Kindergarten through Grade 6 students are in Newcomer classrooms – 20 of the school’s 35 K-6 classrooms are designated for Newcomers. In the past, Newcomer teachers have used a variety of supplemental materials for literacy instruction. This program will allow Newcomer teachers and students to have access to the same curriculum used in mainstream classes, with the additional standards and supports necessary for English Language Learners.

As this program design is based on WIDA standards, it fits very well with the school’s ELD curriculum. The two programs are similar and yet different enough to provide synergistic English language acquisition support for students in both Reading and Writing.

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?

Reading Wonders for English Learners is specifically designed to be a comprehensive literacy program for English Language Learners at varying stages of English language acquisition. It is a tightly-connected English language development program that is a satellite to the *Reading Wonders* series. In addition to the Common Core Literacy Standards, it is built on the WIDA ELD Standards. The program design is based on the scientifically based best practices for English language development instruction.

The program includes *Reading Wonders Adaptive learning*, a digital solution for individualized instruction and practice on foundational and language skills. Adaptive Learning covers phonological and phonemic awareness, phonics, structural analysis, word fluency, grammar, and vocabulary development. This digital program provides opportunities for students to practice and demonstrate mastery of literacy standards. Teachers can monitor student progress through the reporting views and provide direct instruction, as needed, using the provided recommendations.

What data support the requested alternative core program?

School achievement data indicates the success of the use of the Reading Wonders program – particularly in writing – for mainstream classes in grades Kindergarten through six. The data also shows an achievement gap in literacy achievement between ELL students and non-ELL students. The use of this program will provide continuity in curriculum as students move from Newcomer classes in Levels one, two and three into mainstream classes.

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

The school will fund the program as it would any other curriculum after the initial purchase.

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

In the past, professional development for K-6 literacy teachers required differentiated programs for Mainstream teachers and Newcomer teachers. Implementing this program will provide consistency and continuity for professional development – as well as for instruction. All literacy teachers will receive core professional development for *Reading Wonders*. In addition, Newcomer teachers will receive additional professional development for *Reading Wonders for English Learners*. The initial professional development plan would include a three hour session based on the core elements of *Reading Wonders*, followed by a two pronged professional development session for *Reading Wonders* teachers as well as *Reading Wonders for English Learners* teachers.

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

Student mobility within the school will be enhanced. As students gain language proficiency and move out of Newcomer and into Mainstream classes, they will use a literacy program they are familiar with. Students who transition out of the school and into another school will have a wider and deeper base of English language literacy than they would otherwise to build on.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program? The Reading Wonders for English Learners program is extremely teacher friendly. There are online supports for teachers, as well as resources within the school. Teachers who move out of this literacy program and into *Reading Wonders* will be familiar with the program and also be able to transfer skills used for English Learners to mainstream learners.

Textbook information:

Title: Reading Wonders for English Learners

Author: August, Echevarria, Bear, et al.

ISBN Number: not yet available

**Subject Area: Literacy
classes Copyright: 2016**

Grade(s): K-6 Newcomer

Format: Consumable Worktext and Digital X

**Vendor: McGraw-Hill Education
Grover**

Vendor Contact Name: Mary Lynn

Contact Phone Number: 303.399.7792

Contact Fax Number: 303.394.2890

Email: mary.lynn.grover@mheducation.com

Vendor Street Address: P.O. Box 182605

City: Columbus State: Ohio Zip Code: 43218

Appendix D: Use of Non-Adopted District Curriculum, EnVision Math 2.0 K-5

Note: Textbook 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, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Place Bridge Academy Contact Person: Brenda Kazin

Contact's Phone Number: 720.424.0964

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?

This program is written in a way that best promotes mathematical standards proficiency for students. It is based on the research which shows the effectiveness of problem based teaching and learning versus direct instruction of mathematical concepts. The program has a core instructional model that facilitates conceptual understanding. Concepts emerge as students solve a problem in which new concepts are embedded (problem-based learning). Then those concepts are made explicit through direct instruction (visual learning) that is supported by high-level, question-driven classroom conversations. Procedural skills are taught with understanding using concrete and pictorial representations. Resources are provided to help all students achieve fluency.

What data support the requested alternative core program?

There is an achievement gap between ELL students and non-ELL students in Math. This program is specifically designed to include support for English Language Learners. The lessons include scaffolding appropriate for Beginner, Intermediate and Advanced ELL students, as well as support for the teachers so they can differentiate the lesson to students at all levels. In this way, all of our students will be able to access rigorous standards based instruction at their grade level. The ELL consultants for this program are Jim Cummins and Janice Corona – both experts in the field.

Also, Math proficiency percentages have plateaued and remained relatively unchanged in the past few years. There is also a decrease in Math achievement for students as they move from elementary to middle school grades. This program is designed to build the conceptual understanding that students need in order to become proficient and maintain proficiency as they move upward through the common core standards. Also this program specifically models and supports the Common Core Standards for Mathematical Practice which are increasingly important as students move from one grade to the next. For all grades, mathematical practice by students translates into observable verbal and written behaviors.

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

The cost of the Worktext copies of this program per student– actual paperback, as well as digital, is comparable to that of the two consumable math journals used by each student for the current

elementary math adoption. The school will fund the program as it would any other curriculum after the initial purchase.

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

The vendor will provide initial formal professional development for the program to all (over 30) elementary math teachers at the beginning of the school year. The vendor will also provide ongoing support for the program to all teachers as well as the school's math facilitator. Teachers also will have access to online instructional support designed to support teachers' personal math competencies, ensure fidelity of implementation, and guide teachers to increased use of evidence-based teaching strategies.

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

The school has math teachers in a variety of different classroom settings: mainstream, Newcomer 1, 2 or 3, Intervention, Special Needs, and ELA-S. The design of this program lends itself to successful use by teachers and students in each type of classroom. This is particularly important for students who transition from one level of Newcomer class to another, or from Newcomer to mainstream classes. Students will use the same math curricular materials for their grade, no matter what class they are in.

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

Teachers who move into the building will be provided with ongoing professional development support by the math facilitator, peers and online resources. Teachers who move out of the building and use the DPS core program will be provided with the support that is provided to math teachers by DPS as well as their building resources.

Textbook information:

Title: EnVision Math 2.0

Author: Charles, Randall et al.

ISBN Number: 978-0-328-82740

Subject Area: Math Grade(s): K-5 Copyright: 2016

Format: Consumable Worktext and Digital X

Textbook Non-Adopted X

Vendor: Pearson Education, Inc. Vendor Contact Name: Julie Thorpe

Contact Phone Number: 303.449.5290 Contact Fax Number: 303.648.6289

Email: julie.thorpe@pearson.com

Vendor Street Address: 221 River Street

City: Hoboken State: New Jersey Zip Code: 07030

Appendix D: Use of Non-Adopted District Curriculum, My World Social Studies : Colorado Custom Edition K-7

Note: Textbook 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, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Place Bridge Academy Contact Person: Brenda Kazin

Contact's Phone Number: 720.414.0964

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?

The *My World Social Studies: Colorado Custom* will be the core social studies curriculum for all students in grades Kindergarten through grade 6. This program fulfills these requirements important for the academic success of the students:

1. The program is based on the three pillars of academic English Language Learning: Build background, Access content and Extend Language. In addition to content and language objectives, there are ELL objectives for each lesson, as well as suggestions for supporting English Language Learners at several levels of English proficiency. Additional language support is provided in the digital presentations. Dr. Jim Cummins, who is renowned for his work in English Language Instruction, is a program consulting author. The format of the program reflects his influence with the emphasis on best practices for English Language Learners.
2. The program is based on the English Language Arts and Literacy standards titled, *Standards for English Language Arts and Literacy in History/Social Studies, Science, and Language Arts (ELA CCSS)*. The ELA CCSS provide an integrated focus on reading, writing, speaking/listening and language, particularly in terms of processing informational text. There are ten Reading Informational Texts standards and ten Writing standards that are addressed throughout the program.

Also, each chapter focuses on one primary target reading comprehension skill, providing instruction practice and application. Target reading skills include those that are foundational for literacy proficiency: main idea and details, conclusions, cause/effect, categorize, compare/contrast, fact and opinion, sequence, etc. Therefore this program provides additional support for developing literacy and language skills for students, as well as social studies content.

3. The program includes digital resources and opportunities for teachers and students. There are digital presentations for each chapter available for teachers and students. Additional resources for each chapter are available online for all students including language learners. An online digital book-building tool allows students to write and illustrate their own book about each chapter. Students can also go to the online "21st Century Learning Online Tutor" and practice these:

Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, Critical Thinking Skills, and Media and Technology Skills.

What data support the requested alternative core program?

The initial CMAS Social Studies data for the school showed that no students had strong or distinguished command of the content and only 27% of the student tested had moderate command. It is essential that the social studies curriculum can be accessed by the students who are English Language Learners (80%) including the students who are in Newcomer classes (40% of the K-6 students). The emphasis on literacy standards works with the other school curricula to support language acquisition by all students.

What funding source(s) will be used to support initial purchase and ongoing material needs? DPS initially and the school on an ongoing basis.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program? The vendor will provide a 6 hour professional development session for all 30+ social studies teachers in the school. This professional development will be supported on an ongoing basis by the Humanities Facilitator as well as by the Social Studies Differentiated Roles Teacher Leader. Online professional development resources are also available to staff.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program? As this will be the social studies core curriculum for the school, students will use the same curriculum as they move from Newcomer Level one classes to Level Two, then Three and on to Mainstream classes. This will support student learning on the standards progression.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program? As teachers move into the building from other schools in DPS, the school's Humanities Facilitator as well as other staff members will provide individualized professional development. Teachers who move from this school to another will receive professional development in accordance with the DPS procedures for core curriculum.

Textbook information:

Title: My World Social Studies : Colorado Custom Edition

Author: The Colonial Williamsburg Foundation, Bennett, Cummins, Kracht, Tatum and White

ISBN Number: 978-1-269-90206

Subject Area: Social Studies Grade(s): K-7 Copyright: 2014

Format : Consumable Worktext and Digital X

Textbook Non-Adopted X

Vendor: Pearson Learning Solutions

Vendor Contact Name: Julie Thorpe

Contact Phone Number: 303.449.5290

Contact Fax Number: 303.648.6289

Email: julie.thorpe@pearson.com

Vendor Street Address: 501 Boylston Street Suite 900

City: Boston

State: MA

Zip Code: 02116

Appendix D: Use of Non-Adopted District Curriculum, American History Grade 8

Note: Textbook 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, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Place Bridge Academy Contact Person: Brenda Kazin

Contact's Phone Number: 720.424.0965

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?

Students in grades K-7 will use the *My World Social Studies: Colorado Custom* series as the core Social Studies curriculum. It is essential that students continue in grade 8 with a Social Studies program that is similar in design and presentation which meets the Colorado state standards. This text and its accompanying digital content meet these requirements. In addition, the text is designed to support students in establishing a foundation for college and career readiness skills, in preparation for the transition to high school.

This text was created in collaboration with educators, social studies experts and students. The program is based on the Pearson Mastery system which uses best practices, content expectations, technology and a four-part framework – Connect, Investigate, Synthesize and Demonstrate- to prepare students to be college and career ready. The system includes:

- Higher level content that gives support to access complex text, acquire core content knowledge and tackle rigorous questions.
- Inquiry-focused projects, civic discussions and document analysis activities that develop content and skills mastery in preparation for real-world challenges.
- Digital content that is dynamic, flexible and uses the power of technology to bring social studies to life.
- the use of essential questions and stories to increase long-term understanding and retention of learning.

Resources and support for the program was provided by a range of organizations and individuals. NBC Learn, the educational department of NBC News developed the original stories for use in the classroom. It also makes primary source documents, stories and images available to teachers, students and parents. Constitutional Rights Foundation is the lead contributor to the Civic Topic Inquiries for this program. Buck Institute for Education is a nonprofit organization dedicated to helping teachers implement the effective use of Project-Based Learning in their classrooms. Buck Institute consulted on the Project-Based Learning Topic Inquiries for the program. The Campaign for the Civic Mission of Schools was also an advisor for the content. Kathy Swan, Professor of

Education and the architect of the new *College, Career and Civic Life (C3)* Framework, served as the expert advisor on curriculum and instruction.

What data support the requested alternative core program?

The initial (2014) results of the Colorado Social Studies (CMAS) assessment showed that a little more than a quarter of the students assessed had even a moderate command of the social studies standards. There is a definite need to increase student social studies achievement for all grades. There is also a need to ensure that students are successful in Social Studies as they transition from grade 8 to high school.

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

There is only one grade 8 social studies teacher in the school. One class set of student materials will be adequate for the school.

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

The vendor will provide initial professional development for the teacher who will use this program. Ongoing support will be provided by the school's Humanities Facilitator who has experience teaching social studies. Additional teacher support materials are also available online for the teacher.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program? The content of this program and the standards that are addressed are those of the DPS core program. Students who transition into the school will receive the same content information as they did in their previous school. As students transition out of the school into another that uses the DPS program, they will still receive the same standards based curriculum. The delivery program will be different, however students will be able to apply the skills they have learned – Connect, Investigate, Demonstrate and Synthesize in any social studies program.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program? The content for this program is grade level standards based, and consistent with the DPS core program. The difference is in the delivery system and teachers will be able to readily adapt. A teacher who transitions from the school to another may find it strengthens his/her instruction to teach students the core skills of this program – Connect, Investigate, Demonstrate and Synthesize.

Textbook information:

Title: American History Author: James West Davidson, Michael B. Stoff

ISBN Number: 978-0-13-330701-6

Subject Area: Social Studies Grade(s): 8 Copyright: 2016

Format: Hardback Book and Digital

Textbook Non-Adopted X

Vendor: Pearson Education, Inc.

Vendor Contact Name: Julie Thorpe

Contact Phone Number: 303.449.5290 Contact Fax Number: 303.648.6289

Email: julie.thorpe@pearson.com

Vendor Street Address: 221 River St.

City: Hoboken

State: New Jersey

Zip Code: 07030

Appendix D: Use of Non-Adopted District Curriculum, Leadership and Assistance for Science Education Reform (LASER) K-8

Note: Textbook 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, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Place Bridge Academy Contact Person: Brenda Kazin

Contact's Phone Number: 720.424.0964

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? Our school science data shows large gaps in students' science knowledge, particularly in the elementary grades. Science academic vocabulary is particularly lacking, as well as science process skills. The new science standards emphasize the incorporations of technology, engineering and math into science instruction. The standards also emphasize an understanding of science careers. The LASER program does this.

There are two components built into the LASER science program that are critical for our English language learners. There is a literacy series that provides non-fiction reading materials that are age-appropriate, engaging and supportive of the CCSS math standards. There is also a science notebooking component that is included throughout the program in an intentional and sequential manner. It is essential that our students can read and write about science and use content to reinforce language skills, and vice versa.

A copy of the Scope and Sequence of the LASER program can be found in Appendix K.

What data support the requested alternative core program? PBA's science state assessment performance data has been consistently below that of reading, writing and math. In 2010, the math/science facilitator and an elementary science teacher were trained in science notebooking. This strategy includes:

- Students make observations from scientific experiments or experiences.
- Students use their observations to make a claim, which explains why their observations happened.
- Students cite their observations as evidence for the claim that they made.
- Students explain why the evidence supports the claim in a reasoning statement.

During school year 2010-2011, the facilitator and the teacher trained other teachers in the science instructional strategy of incorporating science notebooking. The state science assessments that year showed a significant increase in science proficiency. This increase continued for a few years, but then leveled off. Our most recent CMAS data shows a significant need for us to strengthen science.

Before we made a decision to use LASER science, we examined the research for populations of students similar to ours. The Smithsonian has an evaluation partner for their program, The Center

for Research and Educational Policy (CREP). Additional documents in Appendix K detail relevant portions of their data for North Carolina, New Mexico and Houston.

What funding source(s) will be used to support initial purchase and ongoing material needs? The Smithsonian Science Education Center (SEC) is completely funding this program beginning with the 2014-15 school year. We are guaranteed funding for the next three years also. Funding beyond that will come from the Smithsonian Science Education Center through grants and private funding that they receive. Details of this are included in our Memo of Understanding which is included in Appendix K.

Funding for this program includes: curricular materials, including equipment, printed materials and teachers guides for each of our 30+ science teachers; a blank science notebook for each student; and a Denver Museum of Nature and Science pass for each student. These materials will be replenished each year as needed.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program? In addition to the materials that are provided by the Smithsonian SEC for the LASER program, they also provide opportunities for paid professional development for all teachers. There is a weeklong professional development opportunity for all teachers, for which they are paid. In addition, a site director from the school staff functions as a coordinator for the program. For serving in this capacity, the coordinator receives a stipend. The result is that teachers have adequate training to implement the program and a ready resource available should they need immediate help in the classroom.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program? For elementary school students, this is not a significant issue. Each elementary student in DPS, whether BSCS Tracks or LASER, will receive instruction in one earth, one life, and one physical science unit each year. Although the exact content will be slightly different, the body of scientific knowledge and the underlying science principles will not be vastly different. The situation is slightly different for middle school. DPS curriculum separates earth, life and physical science into years. So a 6th grader would have only earth science instruction. At this point, we are following this model and the 8th grade teacher is implementing the physical science LASER units. However, depending on the practicality of continuing this, we may need to change in subsequent years.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program? The LASER program is similar to the BSCS Tracks program. They both use kits of investigational equipment. The teacher mobility issues will be minimal for a teacher who moves from LASER to Tracks. For a teacher who moves to LASER from Tracks, any professional development or support will be taken care of through the LASER professional development or with the assistance of the school coordinator.

Program information:

Title: Leadership and Assistance for Science Education Reform (LASER)

Author: Smithsonian Science Education Center (In conjunction with Carolina Biological Sciences)

Subject Area: Science Grade(s): K-8 Copyright: 2013

Format Investigational Materials X Hardback X Paperback X Digital X

Program Non-Adopted X

Vendor: The Smithsonian Science Education Center

Vendor Contact Name: Katherine Blanchard

Contact Phone Number:202.633.2972 Contact Fax Number: 202.287.7309

Email: blanchardkp@si.edu

Vendor Street Address: Suite 704B, MRC 952

City: Washington State: DC Zip Code: 20024

Appendix L-1: Curriculum Research, Scope and Sequence: *Reading Wonders for English Learners*

The *Reading Wonder for English Learners* program directly parallels the Reading Wonders curriculum. The difference is that the target audience is English Language Learners and the instructional materials use sheltered instruction strategies to a greater degree. An excerpt from: *McGraw Hill Reading Wonders CCSS Reading/Language Arts Program Research Base Alignment: A Summary of Key Research and Demonstration of Program Alignment*

If reading opens the door of opportunity, will all children be able to cross the threshold to reading success? At McGraw-Hill Education we have always answered ‘Yes’ to this question. It is our tradition to help every child learn to read, and to help every instructor teach reading in the most effective manner possible – a practice that continues today with the *McGraw-Hill Reading Wonders Common Core Standards Reading/Language Arts* program.

The *McGraw-Hill Reading Wonders* program will guide children across the literacy threshold to mastery of the Common Core State Standards to become successful in college and in the workforce – because *Reading Wonders* is anchored in salient and consequential research about what works. We know that learning to read and teaching reading is work that requires the most effective materials because reading is foundational for all other learning. In fact, The National Institute for Literacy’s Partnership for Reading (2000) states that “Success in school starts with reading.” Increasingly, federal, state, and local requirements in every area focus on the need for research-verified instructional strategies, methods, and approaches, and research is now available that suggests how to give each child a good start toward achieving success in reading. McGraw-Hill has stepped up to the challenge by incorporating highly-regarded research related to effective reading instruction during the development of the *McGraw-Hill Reading Wonders* program. The teaching of reading has steadily evolved over the years, and the most recent initiative designed to ‘raise the bar’ for literacy is found within the *Common Core State Standards in English Language Arts*. Developed by experts in collaboration with researchers, leaders from states’ education departments, teachers and school administrators, the *Common Core State Standards* incorporate evidence-based practices and content extracted from the most academically rigorous models across the state to ensure that students possess the literacy skills necessary for success in college and in workforce training programs. It is important to note that the *Common Core State Standards* (referred to as the *Standards* throughout the document) are meant to provide descriptive ideals and guidelines. They represent what can and should be accomplished, but leave implementation to states and school districts.

Elementary teachers have always worked hard to motivate their students to read and understand text, build knowledge, effectively communicate both verbally and in written form, and acquire advanced vocabulary; however, many teachers have limited resources to devote to helping students acquire these skills, or they struggle to find appropriate resources to meet the needs of students. With the advent of the *Standards* and the enhanced vision toward refining and strengthening literacy instruction, teachers and administrators are no doubt further challenged to meet these goals of excellence. McGraw-Hill’s *Reading Wonders* comprehensive reading program was designed to not only satisfy the *Standards* but also to incorporate high-quality research about what works.

The entire whitepaper document including research as well as scope and sequence can be found at www.doe.in.gov/sites/default/files/curriculum/readingwondersresearchfinal165.pdf

Appendix L-2: Curriculum Research, Scope and Sequence: *Math EnVision 2.0*

The most recent detailed study of the enVisionMath program began in 2007 and was completed in 2009. It began with second and fourth grade students and followed them into grades 3 and 5. Fifty-six teachers participated in the first year of the study, and forty-four participated in the second year. The participating schools were located in suburban and rural communities in eight states. The students were assessed three times during the study with the Metropolitan Achievement Test (MAT8) Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and Balanced Assessment of Mathematics (BAM).

Students of all ability levels using enVisionMath demonstrated significantly greater improvement than students using other math programs in the areas of Math Computation, Problem Solving and Math Communication. Also the data suggests that increased student and teacher exposure to enVisionMath produces stronger effects with the rate of growth becoming more pronounced in the second year of usage.

The complete research report can be found at:

http://assets.pearsonschool.com/asset_mgr/current/20107/enVisionMATH_Efficacy_Report_Year2.pdf

The scope and sequence for enVisionMATH for all grades, K-5. can be found at:

www.pearsonschool.com/index.cfm?locator=PS1d4o

Appendix L-3: Curriculum Research, Scope and Sequence: *Social Studies, My World Colorado Custom Edition*

Pearson’s *myWorld Social Studies* program was designed with research in mind and is aligned to a number of proven research-based curriculum models including:

Understanding by Design: *myWorld Social Studies* follows the Understanding by Design (UbD) model developed by Dr. Grant Wiggins. The key components of UbD are Connect, Experience and Understand which is integrated throughout and is the foundation for the program. UbD follows a common-sense approach for designing curriculum, instruction, and assessment. At the core of the UbD framework is the goal that students achieve deep understanding of ideas.

Common Core Standards: Pearson Social Studies has a strong commitment to helping teachers easily incorporate the Common Core Standards into every day instruction. The *myWorld Social Studies* program is completely aligned and correlated to the standards. Students achieve the standards through reading and writing about informational texts and primary sources. Students will develop a comprehensive academic vocabulary throughout the program. More information about the program and standards can be found at www.commoncore.pearsoned.com

English Language Learners: Pearson has partnered with Dr. Jim Cummins, a leader in ELL education and training to write and develop the ELL strand within the *myWorld Social Studies program*. The program follows the three pillars of ELL to ensure effective instruction to reach all students. Throughout the program educators will be able to activate prior knowledge and build background that will help students to achieve further understanding. More information about the program and ELLs can be found at <http://www.pearsonschool.com/index.cfm?locator=PSZoAy>

Building 21st Century Learning Environments: The partnership for 21st Century Schools has developed a unified vision for 21st Century Learning (www.p21.org). Pearson *myWorld Social Studies* has a complete integration to the Framework in the program’s print and digital resources. The program also includes access to the 21st Century Skills Learning Tutor, which is an online resource that allows students to Connect, Experience and Understand 38 key 21st Century Skills.

Differentiated Instruction: *MyWorld social Studies provides* personalized instruction for each lesson. Students can also create a personal path using the innovative write-in Worktext, Pearson SuccessNet Plus tools and the dynamic eText.

myWorld Social Studies Colorado Custom Scope and Sequence

Kindergarten

Chapter 1 – My Family, My School

- What makes a good citizen
- What are rights? What are responsibilities?
- How do we get along with others?
- What rules do we follow?
- Who are our leaders?

- How do we make decisions?
- What are our country's symbols?
- What are our country's monuments?

Chapter 2 – Everybody Works

- What do we need? What do we want?
- How do we get what we need or want?
- How do we use money?
- What are jobs that people ?
- Why do we make choices?
- What are goods and services?

Chapter 3 – Where We Live

- Where do we live?
- Where are places located?
- What do maps show?
- What are landforms?
- What are bodies of water?
- What do globes show?
- What is weather like?
- What are the seasons?
- How do we use earth's resources?

Chapter 4 – Our Traditions

- How are people alike and different?
- How are families alike and different?
- What is culture?
- How do we celebrate?
- What are national holidays?
- Who are American folk heroes?
- What are other cultures like?

Chapter 5 – Life Then and Now

- What is my personal history?
- How do we talk about time?
- How do we measure time?
- What is a timeline?
- How can we learn about history?
- Who are American heroes from the past?
- How have families changed?
- How has school changed?
- How have communities changed?
- How has technology changed?

Grade 3

Chapter 1: Our Communities

- What makes a community?
- Where communities are located?
- Three types of communities

Chapter 2: Our Environment

- Land and Water
- Weather and Climate
- Using Earth's Resources
- Interacting with the Environment

Chapter 3: Communities Build a Nation

- America's first peoples
- Early explorers
- Early Spanish communities
- Early French communities
- Early English communities
- Creating a new nation

Chapter 4: U.S. Government

- Our democracy
- Branches of government
- Levels of government

Chapter 5: Citizenship

- Good citizens, good deeds
- Taking action for our rights
- Taking action for a cause

Chapter 6: A Growing Nation

- New ways to travel
- A new home in America
- New ways to communicate
- New ideas

Chapter 7: Working in Our Communities

- Meeting our needs and wants
- Producers and consumers
- Exchanging goods and services
- Spending and saving
- Many different jobs

Chapter 8: Celebrating Our Communities

- People and cultures
- Culture through the Arts
- Cultural celebrations
- Our nation's diversity

Grade 5

Chapter 1: The First Americans

- American civilizations
- Adapting to different places
- Native American cultures

Chapter 2: Age of Exploration

- Technology shapes exploration
- Explorers for Spain
- The Columbian exchange

Chapter 3: Settlements Take Root

- The Spanish colony in the Americas
- The English colonies in Virginia
- Pilgrims and puritans in New England

Chapter 4: Life in the Colonies

- New England, middle and southern colonies
- Daily life in the colonies
- Slavery in the colonies
- The French and Indian war

Chapter 5: The American Revolution

- Tensions with Britain
- The colonists rebel
- Declaring independence
- On the battlefield and at home
- Winning independence

Chapter 6: A New Nation

- Articles of confederation
- Creating the constitution
- The Bill of Rights
- Key concepts of the Constitution

Chapter 7: The Young Nation Grows

- Washington takes office
- Jefferson and the Louisiana purchase
- The War of 1812
- Native Americans and the Trail of Tears
- Women and African Americans fight for freedom

Chapter 8: Moving West

- Inventions, roads and railroads
- The Lone Star state
- Trails to the west
- The California gold rush

Chapter 9: Civil War and Reconstruction

- Struggles over slavery
- The war begins
- Life during the civil war
- The war ends
- Reconstruction

Appendix L-4: Curriculum Research, Scope and Sequence: *American History*

The *American History* textbook is part of the Pearson American History program that Pearson has developed for middle grades. It is the school's selection for a grade 8 social studies text (although the program is available in print, digital and blended options). The program is designed to unlock the story of our nation's history with engaging stories, activities, and opportunities for drawing connections from the content to students' own lives, expanding their understanding of American history and why it remains important today. The program bridges time tested best practices, curriculum standard expectations and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history.

The American History program uses a research tested, four-part learning model to enhance teaching and understanding:

1. Connect – students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. Investigate – Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. Synthesize – Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. Demonstrate- Students demonstrate their understanding through a variety of authentic, formative and summative assessments.

The Scope and Sequence of Pearson American History includes only the Colorado Social Studies standards that relate to American History. However, the grade 8 social studies teacher does have the supplemental materials (as well as implementation experience) to ensure that all of the Colorado Social Studies standards are taught.

American History Topic List

Topic 1: The Early Americas and European Exploration (Prehistory-1550)

Topic 2: European Colonization of North America (1500-1750)

Topic 3: The Revolutionary Era (1750-1783)

Topic 4: A Constitution for the United States (1776 – Present)

Topic 5: The Early Republic (1789-1825)

Topic 6: The Age of Jackson and Westward Expansion (1824-1860)

Topic 7: Society and Culture Before the Civil War (1820-1860)

Topic 8: Sectionalism and Civil War (1820-1865)

Topic 9: The Reconstruction Era (1865-1877)

Topic 10: Industrial and Economic Growth (1865-1914)

Topic 11: The Progressive Era (1865 – 1920)

Topic 12: Imperialism and World War (1853-1919)

Topic 13: Prosperity and Depression (1919-1939)

Topic 14: World War II (1935-1945)

Topic 15: Postwar America (1945-1975)

Topic 16: A Global Superpower Facing Change (1975-2000)

Topic 17: Meeting New Challenges (2001-Present)

Appendix L-5: Curriculum Research, Scope and Sequence: LASER Science



Smithsonian
Science Education Center

Changes (grades 3-5)

Developing their knowledge of states of matter, students learn to describe the properties of solids, liquids, and gases and categorize them by their identifiable properties in *Changes*. Students investigate the freezing, melting, evaporation, and condensation of water as an introduction to phase change. Rusting, dissolving, crystallization, gases created by effervescent tablets, and ink separated through chromatography are other phase changes students create and observe in the lab. This unit strengthens students' ability to observe and describe the properties of solids, liquids, and gases. It also gives students many opportunities to predict results, plan and perform simple tests, and analyze, interpret, and discuss their results. Students have several opportunities to practice their new skills in lessons in which they devise ways of separating a mystery mixture, and plan and carry out investigations that involve other changes.

Motion and Design (grades 3-5)

The *Motion and Design* unit combines the physics of forces and motion with technological design. Students use plastic construction materials, weights, rubber bands, and propellers to design and build vehicles, then test how these vehicles respond to different forces of motion, like pushes, pulls, or rubber band energy. They explore, through experiments and multiple trials, how forces like friction, gravity, and air resistance work against motion to slow their vehicles down. Students must apply the concepts they learn to a design challenge, designing a vehicle that can perform to certain specifications, but also meets certain "cost" requirements. Collaboratively, student teams must design a vehicle, calculate the cost, test it, and refine their design. This unit develops skills in recording design through drawing, making accurate measurements, completing and analyzing data tables, making and testing predictions, and communicating results and experimental data.

Electric Circuits (grades 3-5)

In *Electric Circuits*, students investigate electricity by wiring a circuit to light a bulb. They come to understand that a circuit must form a complete circle through which electric current can pass in order to light the bulb. Students use this knowledge to explore other electrical concepts, such as what conductors and insulators are and how they work and how diodes affect the flow of electricity. Students also learn about the symbolic language of electricity and use it to read and draw diagrams for wiring circuits and constructing a flashlight. Students apply what they learn about electricity and electrical safety to a final activity in which they design and implement a wiring plan for a cardboard house. These activities cultivate students' abilities to analyze problems, think critically, and develop solutions.

Floating and Sinking (grades 3-5)

In *Floating and Sinking*, students begin by simply making and testing predictions about whether a set of objects will sink or float. This investigation serves as an introduction to inquiries regarding the effect weight, size, and shape have on whether an object floats or sinks, which challenge most students' conceptions. Students are introduced to a spring scale, and use it to measure the weight of their objects and the buoyant force on fishing bobbers. Students explore the effect of shape on buoyancy in depth by manipulating a ball of clay and testing multiple times to determine whether it sinks or floats. This prepares them for a design challenge in which they design a clay boat that will float and hold a specific capacity of marbles. By recording and analyzing their own data, students become aware of surprising phenomena—some "floaters" are heavier than some "sinkers," and large objects are not always heavier than smaller objects. Students are challenged to apply prior knowledge to the inquiries in each lesson to make predictions and solve challenges.



Exploring the Properties of Matter (grades 6-8)

Everything around us is made of some type of matter. Too often, this is all students understand about matter. In *Exploring the Properties of Matter*, students investigate some basic properties of matter and the use of these properties to distinguish one substance from another. The inquiries in which students engage are designed to develop a deep understanding of the properties of matter, enhance observational and analytical skills, and improve laboratory technique and experimental design.

Students begin by reviewing mass and volume, and then explore density using a density column. Based on their observations, students draw some conclusions about density as a characteristic property. Applying what they know about the mass, volume, and density of solids and liquids, students design an inquiry to determine the density of other materials.

Heat affects the volume and density of matter, and students investigate this idea in several ways. They build and calibrate a water thermometer, which allows them to observe the thermal expansion of water. The exploration of heat continues as students look at heating and cooling substances, understanding that heat can cause a phase change. The activities concerning volume and density lead students to explore whether mass is also affected by heating. The class designs a procedure to test this idea, and small groups perform the experiment.

Finally, students investigate solubility. They mix several different substances with water, and observe the properties of solutions. Using the idea that different solutes behave differently in different solvents, students devise an experiment to compare the effectiveness of different solvents at removing stains. Students design their own procedure, collect and analyze the data, and state their conclusions.

In a long-term research project, the Exploration Activity, students are invited to research a common object in light of what they've learned about characteristic properties, determining what the object is made from, and applying their knowledge to determine why those materials were selected over others. Students work in pairs to conduct the research, create a visual aid, and deliver an oral presentation to their peers.

Participating in the investigations for *Exploring the Properties of Matter*, students will enhance their laboratory procedures; their understanding of mass, volume, and density, and the relationship between them; and how different types of matter can be distinguished and selected for certain purposes based on specific properties.

Experimenting with Mixtures, Compounds, and Elements (grades 6-8)

What happens when elements combine? Are their characteristic properties affected? Once elements are combined, can they be separated? Students will conduct experiments to answer these questions and others in *Experimenting with Mixtures, Compounds, and Elements*. Building on students' existing knowledge of the characteristic properties of matter, this unit explores the three basic types of matter and the chemical and physical properties that distinguish them.

Students are challenged to determine whether samples are pure substances or mixtures. As they discover, this is difficult, particularly when it comes to solutions. Students apply what they know about the characteristic properties of solubility, and explore methods of separating mixtures and compounds, including electrolysis, filtration, and paper chromatography. As students experiment with various separation techniques, they come to understand that when substances are mixed together they do not always retain their characteristic properties. Students reflect on what it means when a characteristic property is altered, and come to understand that the "new" property must be characteristic of the mixture, not of its components.



Elements are the most basic form of matter. Students examine many different elements through first-hand exploration and reading. Integrating what they learn about the elements, and what they know about characteristic properties, students work in groups to classify the elements, and then explore the periodic table.

To investigate the conservation of mass in a chemical reaction, students apply their laboratory skills to precipitate a chemical reaction—once in an open system and once in a closed system—then compare the results and draw conclusions about the effect of phase change, dissolving, and chemical change on mass.

In a long-term-research project called the Exploration Activity, students select a compound and research its properties, and then compare those properties to those of its constituent elements. Understanding characteristic properties, mixtures and solutions, and the conservation of mass are essential to the completion of the project.

Students conclude *Experimenting with Mixtures, Compounds, and Elements* by demonstration their proficiency in the lab, creating a solution and precipitating a reaction. This experiment, coupled with a written assessment, allows the teacher to evaluate individual understanding of mixtures, compounds and elements, as well as laboratory skills.

Experimenting with Forces and Motion (grades 6-8)

Forces and energy transformations make the motion of our world possible. *Experimenting with Forces and Motion* allows students to investigate the nature of energy, the different forms it can take, the nature of different forces, and how those forces affect the motion of objects. Students begin by exploring elastic, magnetic, frictional, and gravitational forces. Learning from experimentation that force affects the motion of objects, students turn their attention to energy and motion, learning about kinetic energy, how to calculate speed, and the relationship between forces, energy, and motion.

To do so, students build three types of cars and run those cars under varying conditions to investigate how balanced and unbalanced forces act on objects. In each investigation, students make predictions, take measurements, collect and analyze data, and draw conclusions about how forces and energy affect motion. Studying the motions of these cars also illustrates energy transformations and the concept of potential energy.

In a long-term research project, the Exploration Activity, students are asked to apply their knowledge of forces, energy, and motion to analyze a transportation device. This project asks students to look scientifically at something familiar to their daily lives and explain how it works—what forces make it function and what energy transformations occur within the system to create its motion.

Throughout *Experimenting with Forces and Motion*, students develop skills in making precise measurements, recording detailed observations, applying scientific terminology, collecting, analyzing, and interpreting data, drawing conclusions based on evidence, and working collaboratively to complete investigations.

Project Agreement

This Agreement, effective as of August 25, 2014 ("Effective Date"), is entered into by and between the Smithsonian Institution ("the Smithsonian"), a non-profit trust instrumentality of the United States established by Congress (26 U.S.C. § 41 et seq.), by and through the Smithsonian Science Education Center ("SSEC"), with offices located at 901 D Street SW, Washington D.C. 20024 and Place Bridge Academy, located at 7125 Cherry Creek Drive North, Denver, CO, 80224.

Whereas the SSEC transforms the teaching and learning of science in the United States and the world.

Whereas the mission statement of Place Bridge Academy is as follows: "At Place we believe education is important and that learning can be fun. We believe every day is a new beginning. We believe if you can imagine it, you can achieve it. We believe in celebrating diversity and learning from our differences. We honor and support each other by communicating in a respectful and kind manner. Our school is a safe and welcoming place to learn because we take responsibility for our actions and their consequences, and because we value the contributions of each individual. We believe that the bridges we build at Place will lead us to growth and excellence in achievement, scholarship, and character."

Whereas under the auspices of the Memorandum of Understanding both the Smithsonian and Place Bridge Academy are dedicated to teaching young people about science, technology, engineering, and math ("STEM"), and wish to implement the Leadership and Assistance for Science Education Reform (LASER) Model at Place Bridge Academy (collectively referred to herein as the "Project").

Now therefore, the parties agree as follows.

1. Roles and Responsibilities of Parties

g. The Smithsonian will:

- i. Plan and convene a Strategic Planning Institute that will include Place Bridge Academy to help build local capacity and sustainability of the Project by developing local leaders.
- ii. Provide staff to execute the Project.
- iii. Provide a cumulative total of 90 hours of teacher professional development administered during the summers of each calendar year for the duration of this Agreement.

1. Three (3) days of training in Year 1 and Year 4.
 2. Five (5) days in Year 2 and Year 3.
 3. The first professional development took place on June 9-11, 2014 at Eaton Middle School in Eaton, CO.
- iv. Maintain regular communications with identified school personnel in planning and execution of inquiry based science program.
 - v. Provide one (1) new unit of instruction for each grade level for each of the first three (3) years involved in the Project. This includes providing curriculum documents and materials at a ratio of one (1) kit for every two (2) science classes at the school.
 - vi. Provide refurbishment materials for each unit in the same prescribed ratio after each kit has been used twice during the Project.
- h. The Place Bridge Academy will:
- i. Commit and maintain the Project for the full four (4) years following the Effective Date of this Agreement [2014-2018].
 - ii. Ensure that teachers attend and participate in each day of professional development.
 - iii. Minimize the reassignment of participant teachers.
 - iv. Provide its annual Transitional Colorado Assessment Program (TCAP) test scores to SSEC.
 - v. Identify a contact person and participate in regular communications with SSEC.
 - vi. Provide access to the school and implementation staff for the duration of the Project.
 - vii. Provide, if requested by the SSEC, release time for special training for identified individuals to build a local cohort of trainers.

2. Funding:

- a. Each party will bear the costs associated with its responsibilities detailed under Section 1, but owes no further financial obligation to either party. To illustrate, the Smithsonian will bear the cost associated with the cost of

the professional development training sessions and the curriculum documents and materials, and the Place Bridge Academy will bear the underlying facility costs associated with the implementation of the Project.

- b. Each party will use its own funds to pay its respective staff or personnel in connection with the Project.
- c. All activities undertaken pursuant to this Agreement shall be subject to available funding.

3. Use of Names

Either party may use the other party's name in advertising and publicity or otherwise promote the collaboration outlined in this Agreement, provided all language and phrases concerning or referring to the other party and/or the size and placement of any logos shall be approved in writing in advance by the other party. Except as permitted under this paragraph, no party shall refer to the other party in any manner or through any medium whether written, oral or visual for any purpose whatsoever, including but not limited to advertising, marketing, promotion, publicity solicitation or fundraising, without the other party's written approval.

4. Term

This Agreement will be for a term of four (4) years beginning on August 25, 2014. It is not renewable without a separately executed writing.

5. Intellectual Property

Except for jointly created materials, all rights, title and interest in materials created or contributed by a single party shall remain the property of the creator or contributor, except that such party grants the other party a royalty-free, irrevocable and indefinite license to use such materials solely in connection with a particular project.

6. Confidentiality

In consideration of the public nature of the Smithsonian and in order to protect its public image and the public trust, Place Bridge Academy acknowledges that the Smithsonian will not treat this Agreement or its contents as confidential information. The Agreement and any related documents may be released if requested by organizations or individuals with a legitimate interest in the matter or who make such a request in a manner consistent with Smithsonian policy or applicable law.

7. Relationship of the Parties

Under no circumstances will this Agreement be construed as creating or establishing a partnership, joint venture, agency or employment relationship between the parties.

8. Indemnification

To the extent authorized by law, each party agrees to indemnify and hold harmless the other party from any and all claims, liabilities, damages, and expenses arising or related to this Agreement or any project arising thereunder, except a party's gross negligence.

9. Assignment

This Agreement may not be assigned by either party, except with the express written permission of the other party.

10. Representatives

For purposes of this liaison, required notices, approvals and general coordination, the parties shall be represented as follows:

For Smithsonian: Amy D'Amico, Director of Professional Services, damicoa@si.edu

For Place Bridge Academy: Brenda Kazin, Principal, Brenda_kazin@dpsk12.org

11. Notices

Any notice or communication to either party must be in writing signed by the party giving it, delivered by U.S. mail, facsimile, email, or hand, and addressed to the party's representative. Notice shall be effective only when received by the addressee.

12. Force Majeure

The parties acknowledge that this Agreement or any project arising under it may be suspended or terminated due to an event of force majeure including, but not limited to, fire, earthquake, epidemic, explosion, casualty, strike, act of war, riot, civil disturbance, terrorism, act of God, state, local or national law, decrees or ordinance, or any executive or judicial order, or any other reason beyond the parties' control. Each party will notify the other party as soon as it is aware of any event or force majeure which would delay or prevent the performance. In the event of a force majeure, the parties will consult with each other to determine a revised timeline for performance.

13. Termination

- a. Either party may terminate this Agreement upon thirty (30) days prior written notice for any reason.
- b. The Agreement also may be terminated at any time by mutual written agreement of the parties.

- c. In the event of termination, the terminating party will be responsible for any costs incurred by the other party to the date of termination only to the extent they relate to work not yet performed and constitute uncancellable obligations;

14. Disputes. The parties agree to use their best efforts to resolve through discussion and negotiations to their mutual satisfaction any disagreement arising out of or under the terms of this Agreement.

15. Governing Law. This Agreement shall be governed by the laws of the District of Columbia.

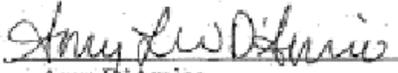
16. Entire Agreement; Modification

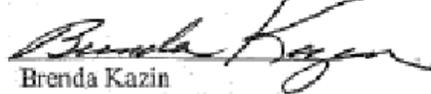
This document constitutes the entire understanding between the parties with respect to its subject matter and may be modified only by a writing signed by both parties.

Executed by their duly authorized officers as of the day and year last written below:

Smithsonian Science Education Center:

Place Bridge Academy:

By: 
Amy D'Amico
Director of Professional Services

By: 
Brenda Kazin
Principal

Date: 8/16/14

Date: 8/22/14

Appendix E: Job Descriptions



DENVER PUBLIC SCHOOLS

Job Description Form

Please submit form electronically to Lori_Schumann@dpsk12.org

Job Title: ECE-8 Principal	To be completed by HR ELSA <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-exempt Effective Date: 10/1/2010 Pay Grade: Pay Schedule: Job Code: 7600 Work Year: 2007 Bargaining Unit:
Department: CAO – K-8	
PHYSICAL/ENVIRONMENTAL CHARACTERISTICS - Essential functions are routinely performed in: <input checked="" type="checkbox"/> General Office Setting <input type="checkbox"/> Mechanical Setting <input type="checkbox"/> Outdoors <input type="checkbox"/> Other (Describe) _____ <input checked="" type="checkbox"/> School <input type="checkbox"/> Warehouse <input checked="" type="checkbox"/> Travels throughout District	
<i>Compliance with DPS security, safety and driving policies, including use of Personal Protective Equipment (PPE) is required.</i>	
POSITION OBJECTIVE - Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability. Responsible for academic excellence and personal growth of every student, through leadership of an ECE-8 facility. Organize school operations around improvement of instruction by maintaining a safe and orderly environment, upholding state laws, contracts and District Policies. Manage personnel, maintain facility to provide a quality learning environment, efficiently manage financial and facility resources, establish effective public relationships, and coordinate effective instructional programs with a master schedule. The role will have a seventy-five percent (75%) commitment to instruction. Focus on programs serving at-risk students and the needs of second language learners.	
ESSENTIAL FUNCTIONS - Describe each of the basic functions and responsibilities of the job. <ul style="list-style-type: none"> Serve as instructional leader, setting the tone and culture of the K-8 school. Develop programs that support and enhance student achievement and success at the K-8 school level. Build strategic alliances to engage and mobilize the support of policymakers, unions, students, parents and the community. Create a safe and productive learning environment, including establishing guides for proper student conduct at the K-8 school level. Oversee and enforces all approved DPS policies. Supervise a staff of administrative, certificated and classified personnel assigned to a K-8 school. Provide constructive and professional feedback, coaching and mentoring to members of the K-8 school staff. Utilize a marketing plan to enhance the community's understanding and support of individual school-based and district-wide educational programs. Collaboratively plan, prepares and administers the school budget, including the translation of educational needs, goals, and objectives into budgetary terms. Meet budgetary goals. Oversee the master scheduling of all K-8 school functions and facilities. Approve and participate in a variety of pupil activities. Oversee the inspection of buildings and grounds for safety and hazards and recommends alterations to and general improvement of facilities. Responsibility for the proper maintenance, accuracy, completeness, confidentiality and security of all data/records. Encourage parent participation and active contributions within the school from other stakeholders. Encourage, develop and support learning networks; actively participates in and contributes to teaching and learning networks in and between schools. Implement high-leverage strategies that align curriculum, teaching and learning, assessment and reporting. Participate in action research projects and use findings to influence school practices, where appropriate. Maintains high visibility and devotes considerable time to interact with students, staff and community. Collaboratively develop and implement a school improvement plan that supports increased student achievement and success. Attain district and building instructional goals and effectively use of all staff-based and facility-based resources. Perform other related duties, including special projects, as required or requested. 	



DENVER PUBLIC SCHOOLS
Job Description Form

Please submit form electronically to Lori_Schumann@dpsk12.org

Job Title: Assistant Principal, High School	Form Completed by: HR
	FTESA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt Effective Date: 10/1/2010
	Pay Grade: Pay Schedule: Job Code: 0211
Department: CAO K-8 Education	Work Year: 1/2 Bargaining Unit: ADMIN

PHYSICAL/ENVIRONMENTAL CHARACTERISTICS - Essential functions are routinely performed in:

- General Office Setting
 Mechanical Setting
 Outdoors
 Other (Describe) _____
 School
 Warehouse
 Travels throughout District

Compliance with DPS security, safety and driving policies. Including use of Personal Protective Equipment (PPE) is required.

POSITION OBJECTIVE - Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.

To provide senior-level managerial and administrative support to a high school principal.

ESSENTIAL FUNCTIONS - Describe each of the basic functions and responsibilities of the job.

- Lead a staff of administrative, certificated and classified personnel assigned to the school, as directed.
- Determine, through established measures and protocols, whether the individual educational needs of pupils are being met. Develop plans that improve the quality and adequacy of instruction, and foster student achievement, growth and development.
- Keep the Principal informed of, or recommend activities, events, and curriculum to ensure an effective instructional organization and continuous improvement of educational efforts.
- Work with and support parents, agencies and organizations in the community, the School Improvement and Accountability Council, and the Collaborative Decision Making Committee (CDM) to develop a *School Improvement Plan (SIP)* that includes high and achievable goals and objectives, as directed.
- Monitor, recommend and, upon approval, implement guides for proper student conduct. Encourage the development of student spirit through rewards, privileges, recognition, discipline and other methods. Participate in varied or designated pupil activities, such as Student Council, educational excursions, bilingual efforts, affirmative student placement, and special interest events.
- Recommend purchases of textbooks, library materials, reference books, computer hardware and software, multi-media, and other materials, supplies and equipment with supervisory staff, teacher representatives, and in compliance with budgetary restraints.
- Research and demonstrate an understanding of, and communicate the education-based aims and needs of the community to school staff and central administration.
- Develop a public relations program to enhance the community's understanding and support of individual school-based and district-wide educational programs.
- Supervise certificated and classified staff and ensures for: professional growth and development, attainment of district and building instructional goals, implementation of curriculum, and effective use of all staff-based and facility-based resources. Monitors all staff and recommends promotions, transfers, dismissals, and position reclassifications, when appropriate.
- Evaluate, as required, the performance of certificated and classified staffs regularly assigned, and offers guidance and assistance as needed.
- Orient personnel on the school mission, philosophy, texts and curriculum, guides, personnel policies, and school facilities for all new faculty members and classified staff, as appropriate.
- Plan, prepare and administer the school budget, including the translation of educational needs, goals and objectives into budgetary terms.
- Implement, and disseminate to certificated and classified staff, administrative school policy and State school laws. Formulate and receives suggestions for local middle school policy. Administer and enforce all approved policies accordingly.

- Establish and administer the master scheduling of all school functions and facilities, including: registration of students; scheduling only approved classes; determining and limiting class size as based on pupil-teacher ratios; utilizing special professional personnel such as nurses, social workers, and psychologists; establish extracurricular activities programs; assigning teachers to courses on the basis of qualifications; establishing and enforcing student discipline, safety regulations, and drill procedures; supervision of halls, grounds, lunchrooms, etc.; and oversee the use of facilities during school hours. Consult with faculty and non-certificated personnel, as necessary.
- Manage building operations, including: staff assignment of paraprofessionals, custodians, and other designated personnel; maintains inventory of materials, equipment and supplies; inspects buildings and grounds for safety and hazards; and recommends alterations to and general improvement of facilities.
- Attend and participate in various meetings, and takes a leadership role on designated district committees, as required or requested.
- Ensure for the proper maintenance, accuracy, completeness, confidentiality and security of all data/records, including: personnel evaluations; monthly payroll; weekly census report and semi-annual report on attendance and enrollment; approval of requisitions for supplies and repairs; State reports on pupils and teachers; accident and athletic injury reports; reference and transcript requests; expulsions, suspensions, and court cases; statistical, evaluation, and test reports; drop-out studies; and instruction and organization surveys and reports.
- Initiate or respond to internal and external inquiries or requests for information, as directed.
- Perform other related duties, including special projects, as required or requested.

EDUCATION & EXPERIENCE - Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Master's Degree with appropriate specialization such as high school/secondary education, administration, curriculum, instruction, and guidance is preferred.
- Three (3) to five (5) years of actual experience as an educator.
- Demonstrated effective and diplomatic oral and written communication skills.
- Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint).
- Bilingual skills in Spanish preferred.

LICENSURE & CERTIFICATION - Include licensure and certification requirements, if applicable.

A current, valid State of Colorado Type D Certificate Endorsed Principal, or a Colorado Principal License, or enrolled in a DPS alternative licensure program.

KNOWLEDGE & OTHER QUALIFICATIONS - Describe specific knowledge and qualifications required for the job.

- Demonstrated knowledge of DPS Human Resource and other departmental policies.
- Ability to recognize and resolve conflicts or potentially controversial situations through diplomacy.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.

Operate and use general office equipment and supplies, telephones, personal computers, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS - Provide comments on positions that are other than General Office Setting in the PHYSICAL ENVIRONMENTAL CHARACTERISTICS section listed above.

Physical Demands:
While performing the duties of this job, the employee is regularly required to communicate. The employee frequently is required to remain stationary. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move 10 pounds.
Vision: Close and distance required with ability to see objects in presence of glare or bright lighting (e.g., computer screen) for extended periods of time. **Speech/Hearing:** Frequently interact with coworkers, students and public.

Mental Functions:
While performing this job, the employee is regularly required to compare, analyze, synthesize, and evaluate data and must rely on interpersonal skills when working with employees, students and/or the public. Frequently required to communicate, coordinate, instruct, compute, compile and negotiate.

Work Environment:
Work is performed in climate controlled indoor administrative office setting and occasionally includes exposure to outdoor

weather conditions. The noise level in the work environment is usually moderate, depending upon office or meeting location.

The duties, mental functions, physical demands and work environment factors described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel in this classification.



DENVER PUBLIC SCHOOLS
Job Description Form

Please submit form electronically to Lori_Schumann@dpsk12.org

Job Title: High School Administrative Assistant	To be completed by HR?	Effective Date: 1/1/2011
	FLSA: <input checked="" type="checkbox"/> Exempt <input checked="" type="checkbox"/> Nonexempt	Pay Grade: 12
Department: Academics	Work Year: 184	Bargaining Unit:

PHYSICAL/ENVIRONMENTAL CHARACTERISTICS - Essential functions are routinely performed in:

- General Office Setting Mechanical Setting Outdoors Other (Describe) _____
- School Warehouse Travels throughout District

Compliance with DPS security, safety and driving policies, including use of Personal Protective Equipment (PPE) is required.

POSITION OBJECTIVE - Describe general objectives, include the purpose of the position, expected purposes and results, and overview of areas of accountability.
Perform district administrative functions at the discretion of the school principal.

ESSENTIAL FUNCTIONS - Describe each of the basic functions and responsibilities of the job.

- Lead and assist teachers with instructional duties.
- Determine and manage personnel supervisory schedules, and discipline systems.
- Build strong relationships with teachers, students, and parents.
- Take initiative in many different areas of responsibility.
- Perform other duties as assigned.

EDUCATION & EXPERIENCE - Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Bachelor's degree in education or related field.
- Experience setting and managing personnel supervisory schedules.
- Experience managing discipline systems for students and or staff.
- Possess strong instructional background to support student achievement, supervisory, leadership, problem-solving.
- Bilingual in Spanish preferred.

LICENSURE & CERTIFICATION - Include licensure and certification requirements, if applicable.

- Current Colorado Department of Education Teachers License, or qualify for Alternative License and have the qualifications needed for the position.

KNOWLEDGE & OTHER QUALIFICATIONS - Describe specific knowledge and qualifications required for the job.

- Knowledge of language acquisition and the dual-language model.
- Knowledge of SAL duties.
- Ability to work effectively as member of multi-disciplinary team.
- Ability to communicate clearly in both written and oral formats.
- Ability to demonstrate critical thinking and problem solving skills
- Ability to plan and organize completion of projects.
- Ability to adapt to a changing work environment with a positive attitude and problem solving approach.
- Proficiency with MS Office and other computer software programs.
- Demonstrates respect for children, teenagers, and adults.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.
Operate and use general office equipment and supplies, personal computers, telephones, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS - Provide comments for positions other than General Office Setting in the PHYSICAL/ENVIRONMENTAL CHARACTERISTICS section (see above).
Physical Demands:
While performing the duties of this job, the employee is regularly required to move around work place. The employee is occasionally required to remain in a stationary position. The employee must frequently move, transport, position, installs, lift, raise, push, pull or remove items or equipment weighing up to 10 pounds without assistance; occasionally move, transport, position, install, lift, raise, push, pull, or remove items or equipment weighing more than 10 pounds with assistance. Vision: close vision, distance vision, color vision, peripheral vision, depth perception and ability to

adjust focus..Speech/Hearing: Frequently communicates with students and staff in person to provide instruction and perform assessments.

Hears, attends to and listens to student, staff and co-workers.

Mental Functions:

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

Work Environment:

Work is performed in climate controlled indoor administrative office setting. The noise level in the work environment is usually quiet to moderate, depending upon office or meeting location.

The duties, mental functions, physical demands and work environment factors described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel in this classification.



DENVER PUBLIC SCHOOLS Job Description Form

Please submit form electronically to Adam_Barnett@dpsk12.org

Proposed Job Title: Coordinator, Grants and Community Outreach **Date: 6/1/13**

FSLA Status: (To be completed by HR)
 Exempt Nonexempt **Work Year: 207** **Job Code: 7370**

Department: Place Bridge Academy **Grade: A13** **# of Direct reports: 0** **Reports To: Principal**

PHYSICAL/ENVIRONMENTAL CHARACTERISTICS

Essential functions are routinely performed in:

General Office Setting Mechanical Setting Outdoors Other (Describe) _____

Compliance to security and safety procedures, including use of Personal Protective Equipment (PPE) required.

POSITION OBJECTIVE - Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.

The main objective for this position is to be a singular connected source to many organizations and groups both in building and in the community. This position should be able to develop ongoing community relationships and management of financial support. Areas of accountability will be grant funding management, social media updates, parent engagement, local media contacts and overall public relations in successfully marketing Place Bridge Academy to the community.

ESSENTIAL FUNCTIONS - Describe each of the basic functions and responsibilities of the job.

- Grant Management- Role will require but not be limited to:
 - Administration of projects and programs funded by external sponsors to DPS or its departments.
 - Collaboration with individual and multidisciplinary groups of faculty, staff, and administrators to develop new proposals.
 - Assist with budget development and formatting of proposals to meet agency requirements and guidelines.
 - Administrative oversight including negotiating the terms and conditions of awards and sub-awards, and monitoring them for compliance with given standards.
- Creation of a public relations plan for outreach into the community
- Provide a direct contact source for media outreach to publicize school programs to the community and the city
- Collaborate and meet with foundation board members and district personnel and provide updates to the Place Bridge Academy administration
- Partner with local agents and facilities to organize on and off site events.

LICENSURE & CERTIFICATION - Include licensure and certification requirements, if applicable.

N/A

EDUCATION & EXPERIENCE - Describe the minimum education and experience required for the job.

- A Bachelor's degree is required, with a preferred focus of study on English and/or Communications

KNOWLEDGE & OTHER QUALIFICATIONS - Describe specific knowledge and qualifications required for the job.

- Knowledge of grants available to schools and organizations is extremely beneficial.
- Ability to write grants and be the oversight for grant management is preferred
- Knowledge of media publication, public policy, grant writing and web design is preferred.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.

N/A

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel in this classification.



DENVER PUBLIC SCHOOLS Job Description Form

Please submit form electronically to Adam Barnett@dpsk12.org

Proposed Job Title: Site Assessment Leader (SAL)		Date: 4/11/2013	
FSLA Status: <i>(To be completed by HR)</i> <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Nonexempt		Work Year: Varies	Job Code: 7684
Department: School Based	Grade: N19 Salary \$18.38 - \$22.06	# of Direct reports: 0	Reports To: Dean of Instruction/Principal
PHYSICAL/ENVIRONMENTAL CHARACTERISTICS Essential functions are routinely performed in: <input checked="" type="checkbox"/> General Office Setting <input type="checkbox"/> Mechanical Setting <input type="checkbox"/> Outdoors <input type="checkbox"/> Other (Describe) _____ <i>Compliance to security and safety procedures, including use of Personal Protective Equipment (PPE) required.</i>			
POSITION OBJECTIVE: <i>Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.</i> The SAL is the official liaison between Accountability, Research & Evaluation (ARE) and the school. Communications from ARE will be directed to the designated SAL. Coordinate and facilitate the implementation of district assessments, interims and benchmarks tests.			
ESSENTIAL FUNCTIONS: <i>Describe each of the basic functions and responsibilities of the job.</i> Essential duties and Responsibilities: Other duties as assigned. <ul style="list-style-type: none"> • Familiar with aspects of federal, state, and district tests • Receive and distribute assessment materials including tests, teacher guides, and assessment results; collects tests and portfolios to send for scoring • Communicate to appropriate staff definitions, timelines, etc. for completing assessment activities and compiling data • Assist teachers, principals and counselors with questions, problems, and concerns regarding the assessment process • Know the administration procedures of each test; establishes testing schedules; coordinates room locations for testing and identification of students to be tested • Know specific procedures for handling testing materials • Takes responsibility for checking in materials, monitoring and certifying accuracy of assessment materials sent to the school • Collect, ensure and inventory assessment materials for accuracy prior to shipment and pickup • Maintain and keep appropriate records and documentations of all inventory, process test orders • Coordinate the administration of federal, state and required district assessments and surveys • Assume an assessment leadership role at the school • Serve as primary contact for the ARE Department • Promotes appropriate and ethical assessment practices within the district • Investigate, resolve and notify principal and testing center when irregularities occurs • Demonstrate positive interpersonal relationships with administrators, staff, parents and community • Represent the school at required in-services • Meet regularly with the principal and teachers about assessment • Keep records of staff attendance at assessment in-services • Provide training for teachers about procedures for administering assessments, keeping test materials secure and preparing materials for return • Communicate assessment and survey information with school and district staff • Use all available sources of information in role as SAL • Is punctual in the performance of duties • Access and use the ARE website for updated information and distribute to staff as needed 			
LICENSURE & CERTIFICATION: <i>Include licensure and certification requirements, if applicable.</i>			

EDUCATION & EXPERIENCE - Describe the minimum education and experience required for the job.

Associate's degree. Bachelor's degree is preferred.

KNOWLEDGE & OTHER QUALIFICATIONS - Describe specific knowledge and qualifications required for the job.

- Knowledge of DPS systems helpful;
- Knowledge of Infinite Campus (Student Database)
- Knowledge of ARE website (assessment website)
- Familiar with aspects of federal, state, and district tests
- Knowledge of the administration procedures of each test; establishes testing schedules; coordinates room locations for testing and identification of students to be tested
- Knowledge specific procedures for handling testing materials
- Strong organizational skills
- Able to work independently as well as part of a team
- Excellent organizational skills; this is the key aspect of the job during assessment times
- Strong skill level in using Excel, PowerPoint and Word software programs

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and/or ability to perform the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel in this classification.



DENVER PUBLIC SCHOOLS Job Description Form

Please submit form electronically to Lorf_Schumann@dpsk12.org

Job Title: Student Advisor High School	To be completed by HR	Effective Date
	FLSA: <input type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt	
	Pay Grade: <input type="checkbox"/> Pay Schedule:	Job Code: 5570
Department: Student Services	Work Year: 184	Bargaining Unit:

PHYSICAL/ENVIRONMENTAL CHARACTERISTICS - Essential functions are routinely performed in:

General Office Setting Mechanical Setting Outdoors Other (Describe) _____

School Warehouse Travels throughout District

Compliance with DPS security, safety and driving policies, including use of Personal Protective Equipment (PPE) is required.

POSITION OBJECTIVE - Describe general objectives, include the purpose of the position, expected outcomes and results, and overview of areas of accountability.
Collaborate and assist teachers with discipline and student need issues.

- ESSENTIAL FUNCTIONS** - Describe each of the basic functions and responsibilities of the job.
- Discuss educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning with students.
 - Work with students to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations.
 - Create and update accurate and complete student records as required by laws, district policies, and administrative regulations.
 - Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other student need issues.
 - Provide crisis intervention to students when difficult situations occur at schools. **(does intervention involve restraint? Then physical requirements would change)**
 - Assist and participate in team to find creative solutions to improve student teacher relationships.
 - Perform other duties as assigned.

- EDUCATION & EXPERIENCE** - Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.
- Bachelor's degree in Education or related area.
 - Experience administering school discipline policies and procedures.
 - Experience teaching and have some understanding of school law.
 - Depending on assignment, bilingual may be preferred or required.

- LICENSURE & CERTIFICATION** - Include licensure and certification requirements, if applicable.
- Current Colorado Department of Education Teachers License, or qualify for Alternative License and have the qualifications needed for the position.

- KNOWLEDGE & OTHER QUALIFICATIONS** - Describe specific knowledge and qualifications required for the job.
- Ability to work effectively as member of multi-disciplinary team.
 - Ability to communicate clearly in both written and oral formats.
 - Ability to demonstrate critical thinking and problem solving skills
 - Ability to plan and organize completion of projects.
 - Ability to adapt to a changing work environment with a positive attitude and problem solving approach.
 - Ability to remain calm in an emergency situation.
 - Proficiency with MS Office and other computer software programs.
 - Must have understanding and acceptance of high needs and at-risk kids and willingness to assist and be a team player with finding creative solutions to student teacher relationships.
 - Demonstrates respect for children, teenagers, and adults.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.
Operate and use general office equipment and supplies, personal computers, telephones, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS - Provide comments for conditions marked other than General Office Setting in the PHYSICAL/ENVIRONMENTAL CHARACTERISTICS section listed above.

Physical Demands:

While performing the duties of this job, the employee is regularly required to move around work place. The employee is frequently required to remain in a stationary position. The employee must frequently move, transport, position, install, lift, raise, push, pull or remove items or equipment weighing up to 10 pounds without assistance; and infrequently without assistance. Vision: close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. Speech/Hearing: Frequently communicates with students and staff in person to provide instruction and perform assessments.

Hears, attends to and listens for teacher, staff, and student responses during discussions.

Mental Functions:

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

Work Environment:

Work is performed in climate controlled indoor school setting. The noise level in the work environment is usually quiet to moderate, depending upon office or meeting location.

The duties, mental functions, physical demands and work environment factors described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel in this classification.



DENVER PUBLIC SCHOOLS

Job Description Form

Please submit form electronically to Lori_Schumann@dpsk12.org

Job Title: Secondary Math/Science Facilitator	To be completed by HR:	
	EFSA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Nonexempt Effective Date:	Job Code: 7410
Department:	Pay Grade: Pay Schedule:	Work Year: 184 Bargaining Unit: BCTA

PHYSICAL/ENVIRONMENTAL CHARACTERISTICS - Essential functions are routinely performed in:

General Office Setting
 Mechanical Setting
 Outdoors
 Other (Describe) _____
 School
 Warehouse
 Travels throughout District

Compliance with DPS security, safety and driving policies, including use of Personal Protective Equipment (PPE) is required.

POSITION OBJECTIVE - Describe general objectives, include the purpose of the position, expected outcomes and results, and overview of areas of accountability.
 Teach Math/Science, as highly qualified teacher, to diverse secondary students, following DPS content based standards.

ESSENTIAL FUNCTIONS - Describe each of the basic functions and responsibilities of the job:

- Counsel students to encourage and support student achievement.
- Monitor, supervise, coordinate and enforce rule of conduct and behavior assigned students; and reinforces positive student behaviors in accordance with school and District policy.
- Observe, evaluate, report and record students' performance, behavior, social development, and physical health.
- Prepare lesson plans and materials according to curriculum guidelines.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Instruct students individually and in groups, using various teaching methods (e.g., lectures, technology, discussions).
- Establish and communicate clear objectives for lessons, units, and projects to students.
- Prepare, administer, assign and grade tests and assignments to evaluate student progress, reporting grades using District software.
- Prepare student, attendance and activity reports as required by administrators.
- Communicate with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Perform other duties as assigned.

EDUCATION & EXPERIENCE - Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Bachelor's Degree in Education or related field.

LICENSURE & CERTIFICATION - Include licensure and certification requirements, if applicable.

- Current Colorado Department of Education Teachers License with endorsement in Math and Science, or qualify or qualify for Alternative License and have the qualifications needed for the position, and qualified as a District Facilitator.

KNOWLEDGE & OTHER QUALIFICATIONS - Describe specific knowledge and qualifications required for the job:

- Ability to work effectively as member of multi-disciplinary team.
- Ability to communicate clearly in both written and oral formats.
- Ability to demonstrate critical thinking and problem solving skills
- Ability to plan and organize completion of projects.
- Ability to adapt to a changing work environment with a positive attitude and problem solving approach.
- Proficiency with MS Office and other computer software programs.

EQUIPMENT & VEHICLES USED - Include the equipment and vehicles used, if applicable.

Operate and use general classroom equipment and supplies, personal computers, telephones, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS - Provide comments on positions required other than General Office Setting in the PHYSICAL/ENVIRONMENTAL CHARACTERISTICS section listed above.

Physical Demands:
 While performing the duties of this job, the employee is regularly required to move around work place. The employee is occasionally required to remain in a stationary position. The employee must frequently move, transport, position,

installs, lift, raise, push, pull or remove items or equipment weighing up to 10 pounds without assistance; occasionally move, transport, position, install, lift, raise, push, pull, or remove items or equipment weighing more than 10 pounds with assistance. Vision: close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. Speech/Hearing: Frequently communicates with students and staff in person to provide instruction and perform assessments. Hears, attends to and listens to student, staff and co-workers.

Mental Functions:

While performing the duties of this job, the employee is frequently regularly required to analyze, communicate, coordinate, instruct, evaluate, reason, adjust, use interpersonal skills, problem solve, compare, copy, compile, monitor, coordinate and make decisions. The employee is occasionally required to compute, synthesize and negotiate.

Work Environment:

Work is performed in classroom setting. The noise level in the work environment is usually quiet to moderate.

The duties, mental functions, physical demands and work environment factors described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel in this classification.

EDUCATION & EXPERIENCE – Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Master's Degree is required. Appropriate specialization such as K-8 school/secondary education, 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.
- Experience in serving at-risk students and the needs of second language learners required.
- Experience in communicating a positive tone to staff and community and achieving excellence of established goals.
- Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint).
- Bilingual skills in Spanish preferred.

LICENSURE & CERTIFICATION – Include licensure and certification requirements, if applicable.

- A current, valid State of Colorado Type D Certificate Endorsed Principal, or a Colorado Principal License, or authorization.
- Valid Colorado Driver's License, appropriate insurance coverage and acceptable driving record for the past three years.

KNOWLEDGE & OTHER QUALIFICATIONS – Describe specific knowledge and qualifications required for the job.

- Ability to recognize, promote, and build the leadership capacity of staff, students, parents, and the community to enhance leadership bandwidth across the school community.
- Ability to model and promote respect for the diversity of student backgrounds, experiences, developmental needs and learning approaches at the K-8 school level.
- Portray a proactive role in shaping the future of education in DPS by promoting their leadership, their school, the profession and by publicizing education in the community.
- Understand and clearly articulate the links between curriculum, assessment and pedagogy and demonstrates skills to promote, identify and evaluate the quality of K-8 school classroom practice.
- Foster an innovative, futures-focused culture based on a commitment to continuous improvement.
- Act as an advocate and provide a voice for students, staff and parents.
- Demonstrated knowledge of instructional, curricular, and program policy and requirements in the District.

EQUIPMENT & VEHICLES USED – Include the equipment and vehicles used, if applicable.

Operate and use general office equipment and supplies, telephones, personal computers, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS – Provide comments for positioning Yes/No/Not General Office Setting in the PERSONAL REQUIREMENTS & PHYSICAL TERMS table section listed above.

Physical Demands:
While performing the duties of this job, the employee is regularly required to communicate. The employee frequently is required to remain stationary. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move 10 pounds. Vision: Close and distance required with ability to see objects in presence of glare or bright lighting (e.g., computer screen) for extended periods of time. Speech/Hearing: Frequently interact with coworkers, students and public.

Mental Functions:
While performing this job, the employee is regularly required to compare, analyze, synthesize, and evaluate data and must rely on interpersonal skills when working with employees, students and/or the public. Frequently required to communicate, coordinate, instruct, compute, compile and negotiate.

Work Environment:
Work is performed in climate controlled indoor administrative office setting and occasionally includes exposure to outdoor weather conditions. The noise level in the work environment is usually moderate, depending upon office or meeting location.

The duties, mental functions, physical demands and work environment factors described above are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel in this classification.

Appendix F: School Leader Resumes

BRENDA M. KAZIN

5152 South Quintero Street, Aurora, Colorado 80015. 303-693-8621

EXPERIENCE

2008- Present	Placc Bridge Academy <i>Denver Public Schools District 1</i> Principal	Denver, Colorado
2002-2008	Fallis Elementary <i>Denver Public Schools District 1</i> Principal	Denver, Colorado
1997-2002	Bertha Heid Elementary <i>Adams County School District #1</i> Principal	Thornton, Colorado
1994-1997	Valley View Elementary <i>Adams County District #1</i> Principal	Thornton, Colorado
1992-1994	Clayton-Bertha Heid Campus <i>Adams County School District #1</i> Assistant Principal	Thornton, Colorado
1991-1992	Hillel Academy <i>Private Denver School</i> Assistant Principal	Denver, Colorado
1988-1992	Hillel Academy <i>Private Denver School</i> Teacher 5 th Grade and Junior High Social Studies and English	Denver, Colorado
1985-1988	Sunrise Elementary School <i>Cherry Creek School District</i> Teacher – Kindergarten Teacher – 4 th and 5 th Grades	Aurora, Colorado
1983-1985	Substitute Teacher <i>Cherry Creek School District</i> Substitute Teacher	Englewood, Colorado
1981-1983	Trails West Elementary <i>Cherry Creek School District</i> Teacher Assistant	Aurora, Colorado
1972-1979	New Jersey School Districts Substitute Teacher	

OTHER EXPERIENCE

1987-1988	Joplin's Department Store Part Time Sales Associate	Aurora, Colorado
1971-1972	Wells Fargo Assistant Personnel Manager	Bloomfield, New Jersey
1967-1971	Bureau of Traffic and Signals Part Time Secretary	Newark, New Jersey

LANGUAGES SPOKEN

Limited Spanish

REGISTRATION

New Jersey	Social Studies Education Grades 7-12
New Jersey	Pre-School / Kindergarten
Colorado	Type A Broad Social Studies Type D Administrative (May 31, 1992)

EDUCATION

1971	Rutgers University B.A. Social Studies	Newark, New Jersey
1976	Kean College Pre-School / Kindergarten	Union, New Jersey
1980	University of Colorado Education of Exceptional Child Colorado Endorsement	Denver, Colorado
1983	Metropolitan State College Curriculum Development Elementary School	Denver, Colorado
1983	University of Colorado Micro Computers	Denver, Colorado
1983	University of Northern Colorado Working Effectively with Parents	Greeley, Colorado

EDUCATION, CONTINUED...

1985	Classroom Management Creating a Positive Climate Teaching Coping Skills to Children	University of Northern Colorado at Greeley, Co.
1987	Gesell Institute Training in Kindergarten Testing 1987 In-service – Whole Language	Santa Clara, California Cherry Creek Schools Aurora, Colorado
1992	University of Phoenix, Denver Campus Master in Administration	Aurora, Colorado
1993	Multicultural Awareness Issues Affecting Change	Adams State College Alamosa, Colorado
1994	Intermediate Spanish Conversation Assessment of Student Learning Education Reform Geography and History Standings	Mapleton Public Service Adams State College Adams State College Co. Dept. of Education
1995	Preventing Inappropriate Referrals of Limited Schools Proficient Students of Special Education Arts in Education	Boulder Valley Schools University of Denver
1996	In-service for Crossing Guards Right Start Training	Mapleton Public Schools
1997	Training in Running Records	Mapleton Public Schools
1998	University of Utah School Discipline	Breckenridge, Colorado
1999	Nonviolent Crisis Intervention	Adams County BOCES
2000	Consensus Building Write Traits Training Topics in Education	Chadwick Group Great Source Education University of Utah
2000	Bully-Proof Training	Cherry Creek Schools

EDUCATION, CONTINUED

2002	Soar to Success Level II New Principal Professional Seminar National TPRI Training	Houghton Mifflin Denver Public Schools Center for Academics and Reading Skills
2003	Guided Reading for Emergent Readers Colorado Comprehensive Reading Academy Co-Comp Reading Academy II Colorado Reading First	Denver Public Schools Colorado Dept. of Educ. Colorado Dept of Educ. Colorado Dept. of Educ.
2004	Literacy for Intermediate Grade Colorado Reading First Colorado Camping Reading Academy Foundational III	Colorado Dept. of Educ. Colorado Dept of Educ.
2002-2014	Denver Public Schools yearly Principal Institute	Denver Public Schools
2013-2014	EDUC 6804 – Administrator ELA Certification	University of Colorado – Boulder

SKILLS

Microsoft Word 97

- Excel 97
- Quicken/QuickBooks
- Group Wise 5
- Netscape
- Internet Use

PROFESSIONAL DEVELOPMENT

- Nonviolent Crisis Intervention
- Consensus Building
- Running Records
- Bully Proofing
- Soar to Success
- Six-Trait Writing

PROFESSIONAL ACTIVITIES

- Member of Sunrise Language Arts Committee
- Member of Cherry Creek Teachers Association
- Nominee for US West Teacher of the Year
- Member of Delta Phi Delta Sorority
- Participated in CASE Project Leadership
- Member CASE
- Member Delta Kappa Gamma
- Member National Association of Elementary Principals
- Member Colorado Principal Center
- Nominee National Principal of the Year 1999-2000
- CAFE Administrator of the Year 2013

ken_hansen@dpsk12.org
(303) 838-2120 (303) 908-5295

Ken Hansen

Summary of qualifications:

- Successful school administrator with proven track record of raising student achievement and developing successful teachers and programs.
- Current Colorado Professional Principal's & Teacher's license with a Linguistically Different Endorsement, Bilingual/Spanish, Computer and organizational skills, over 20 years experience in public education.

Professional experience:

July 08 – Present *Assistant Principal*

Place Bridge Academy ECE- 8 DPS

- Co-lead the opening of this new school, which met SPF expectations in first year of operation, by establishing schedules, routines, and priorities. (Over 900 students)
- Helped to develop, implement and provide for the growth of educational programs to meet the needs of English language learners, Multi Intensive, and Newcomer students.

April 08 – June 08 *Interim Principal*

Hallett Elementary School DPS

- Lead teachers, students, parents and community in the closure of the school by preparing all for transitions to new assignments.

May 07 – May 08 *English Language Acquisition Instructor*

University of Colorado at Denver

- Co-developed hybrid university course 5820 Techniques for Teaching ESL.
- Taught course 5820 to four cohorts of DPS teachers

Aug-06 – Mar-08 *English Language Acquisition Instructional Specialist*

Office of Instructional Superintendent, Network #3 DPS

- Created and presented professional development for network schools, District ESL Resource Teachers, TFA teachers, District Facilitators, UCD ELA Participants
- Coordinated efforts of ELA ISSs in the development of the **ELA District Message**
- Restructured ELA units 1 and 3 for "Live Session" facilitation

Aug 05 – June 06 *3rd grade ELA-S Teacher*

Force Elementary School DPS

- Participated in Literacy Squared project with University of Colorado partners
- Students lead district with 76% proficient on CSAP Lectura examination

2002 - 2005 *Assistant Principal*

Newlon Elementary School DPS

- Co-established procedures, schedules, routines and norms providing for more efficient and effective school operation enhancing student achievement

2000 - 2002 *Teacher in Residence Program Coordinator*

DPS / Metropolitan State College Denver, Co.

- Co-designed, developed and implemented the TiR program structure and curriculum
- Instructed and evaluated Resident Teachers
- Co-authored Colorado Teacher Standards Performance Indicator rubric

ken_hansen@dpsk12.org
(303) 838-2120 (303) 908-5295

1993 - 2000 PPA / SAL 1997-2000

Force Elementary School DPS

- Served on CDM, Personnel Subcommittee, ELA ISA team
- Co-authored/implemented school technology plan (cycle A)
- Coordinated Conflict Managers and Intramural programs
- Computer Lab Teacher 1995-1998
- Co-developed school computer lab, program and curriculum
- 4/5 Multiage Bilingual Teacher 1993-1997
- Co-designed and implemented school's Multiage Bilingual Team Teaching model

1987 - 1993 Bilingual Teacher, 6th, 5th, 4th

Huntington Drive Elementary School / LAUSD Los Angeles, Ca.

- Gifted & Talented cluster Teacher, Math Team Coach

1986 - 1987 Study Department Coordinator

One-Twelve USA Language School Burbank, Ca.

- Trained and assigned 75+ language teachers throughout Los Angeles County

Education:

1996 - 2000 University of Colorado Denver, Co.

- Administrative Leadership and Policy Studies, Master of Arts, Principal License

1988 - 1992 California State University Los Angeles, CA.

- Teacher Credentialing Program, Bilingual Endorsement

1979 - 1983 University of Colorado Boulder, Co.

- BA Economics, Communications, Italian

Ken Hansen

Ken_Hansen@dpsk12.org

ERIN S. KOBLER

2325 Humboldt Street
Denver, Colorado 80205

(970) 420-0751
esovick@yahoo.com

Work Experience

Denver Public Schools, Denver, CO

Community Engagement Regional Coordinator, July 2008-present

- Increase and leverage partnerships for Place Bridge Academy, the magnet elementary school for refugee children in Denver Public Schools. School serves over 1,000 students from over 40 different countries.
- Initiate, manage, and maintain over 30 community partnerships at Place Bridge Academy, including private businesses, nonprofit organizations, faith-based organizations, and health providers offering services to the school
- Work directly with school principal, teachers, and other school staff to determine needs of school and create sustainable systems and relationships to address needs of refugee and immigrant families within the school
- Within DPS Office of Communication, serve as lead for Community Relations Committee, Staff Training and Onboarding Committee, and member of Technology/Marketing Committee
- Supervise, train, and lead teams of AmeriCorps members in activities involving attendance support, parent and community engagement, and service projects in school
- Created Place Bridge Community Collaborative, facilitate regular meetings, and maintain communication with 20+ outside organizations who act as partners to the school through newsletter and other media
- Oversee Place Bridge Academy Parent Welcome Center by collaborating with in-house service providers and other partners to create classes, employment services, and programming for parents and community members
- Serve as school liaison for health outreach activities, including co-coordinating on-site immunization clinic with Rocky Mountain Youth Clinics and coordinating dental visits for ECE-8th grade students with Total Oral Prevention Strategies, connecting partners and families to new Denver Health School Based Health Clinic
- Collaborate with LARRK Foundation and DPS Foundation to run "Parent Engagement Challenge" at Place Bridge Academy, which matches \$1 for every meaningful parent visit to school. Over \$10,000 raised to date in less than three years
- Work directly with refugee and immigrant parents to help with resource referrals, ESL and job skills class enrollment, and individual help when needed with job applications, school work, and human services forms
- In collaboration with local refugee resettlement agencies, created school-based volunteer positions for refugee parents who need to meet required TANF work experience hours
- Collaborate with Community Navigators representing different refugee populations in Denver to facilitate parent outreach, communicate school happenings, and educate newcomer parents on school systems
- Acted as Hiring Committee project lead for the interview and hiring process for 18 full-time district AmeriCorps members in 2009 and 2010
- Serve as consultant and resource for staff within DPS and Aurora Public Schools interested in learning more about serving refugee families. Interviewed for feature in educational videos for DPS and Colorado Refugee Services Program.
- Serve as representative on DPS School Health Advisory Committee

Big City Mountaineers, Denver, CO

Training Manager, January 2008-June 2008

Volunteer Manager, January 2005-December 2007

AmeriCorps Promise Fellow, January 2004-December 2004

- Developed training curriculum and delivered training sessions to ensure proper preparedness and increased safety for all stakeholders during wilderness mentoring trips with at-risk teenagers
- Managed recruitment, training, and placement of nationwide volunteer base
- Oversaw the hiring process and conducted interviews of professional leaders for backpacking and paddling trips across the country
- Increased number of volunteers by nearly 100% from 2005 to 2007
- Conducted outreach to local youth programs to build relationships within the greater Denver area, working with program staff and conducting informational recruiting sessions for youth
- Created and facilitated both online and in-person orientations and trainings for volunteers to teach skills involving backpacking, team building, group dynamics, and working with at-risk teens

- Acted as team leader for annual eight-day wilderness mentoring trips, overseeing five teens and four adult volunteers on each trip while in the backcountry
- Collaborated with other staff members to create curriculum and handbooks for use on all trips
- Created e-newsletter to communicate effectively with Big City Mountaineers community
- Served as editor of organization's annual report in 2004, 2005, and 2006, which was distributed to several thousand stakeholders nationwide

AmeriCorps National Civilian Community Corps, Perry Point, MD

Corps Member, January 2003-November 2003

- Participated in ten-month national service program focusing on the areas of education, the environment, unmet human needs, public safety, and disaster relief
- Mentored and served as teacher's aide for at-risk fourth-grade students in Wilmington, Delaware
- Trained and led groups of local corporate volunteers in row house construction with Habitat for Humanity in New York City
- Facilitated teambuilding activities and low ropes course for fifth-grade students at YMCA camp in Plymouth, MA
- Conducted damage assessment and assisted flood victims in Jackson, Mississippi with American Red Cross
- Fought wildfires in with Maryland Fire Crew in Montana
- Served as Assistant Team Leader and Team Media Representative

Inlingua International, Chicago, IL

Scheduling Coordinator, June 2001-June 2002

- Managed scheduling of 10-20 weekly language and culture training classes for private and corporate clients
- Observed and evaluated teachers during private and group language classes
- Recruited native language teachers from several different communities in Chicago
- Managed accounts payable and receivable

Community Involvement

Colorado Youth at Risk

Mentor Coach, November 2007-October 2009

Mentor, March 2004-May 2007

- Paired with high school freshman and established ongoing mentoring relationship through her senior year. Attended all CYAR mentor trainings and community workshops and created several additional mentoring relationships with other youth within the program. Worked with seniors applying for Daniels Fund Scholarship applications.
- As group leader and mentor coach, coached mentoring pairs throughout the one-year program. Facilitated small group discussions at workshops, oversaw youth and adult attendance and held coaching sessions regarding each pair's mentoring relationship
- Co-led weekend retreat focused on leadership for CYAR juniors and seniors, including ropes course, outdoor activities, and roundtable discussions

Climbing for Life

Volunteer and Program Liaison, October 2005-March 2006

- Created partnership with rock climbing and mentoring program, recruiting Big City Mountaineers alumni teens to participate in Climbing for Life
- Communicated with and coordinated youth participants, attending each climbing session with the youth and acting as BCM liaison.

Activities and Honors

- Recognized as outstanding mentor at Youth Mentoring Collaborative National Mentoring Month reception, February 2007
- Represented Colorado Youth at Risk on panel for National Mentoring Month event, January 2005
- Member, Mile High Young Professionals
- 2004 essay contest winner for National Writers Association, Denver Chapter
- Lake Forest College Varsity Soccer --Captain, All-Conference, All-Sportsmanship teams

Education

Lake Forest College
Lake Forest, IL
Bachelor of Arts: May 2001
Major: English, Non-fiction writing emphasis
Minor: Communications

Palacky University
Olomouc, Czech Republic
Central European Studies Program
August 1999-December 1999

Additional Skills

- Basic Spanish conversation skills; beginning Czech
- Certifications: Wilderness First Responder, CPR
- Proficient in Word, Excel, Publisher, Power Point, Constant Contact, Quickbooks, WordPress, various social media outlets, and other programs

Annette D'Urso Garcia
17222 East Parkside Drive South
Commerce City, CO 80022

Math/Science Facilitator
2009-Present

Place Bridge Academy – Denver Public Schools

Supervise the Math and Science program for an ECE-8 School; duties include coaching and professional development for teachers, progress monitoring students and supporting standards based instruction.

English Language Acquisition Coordinator
2008-2009

Adams City High School – Adams County SD 14

Coordinated the ELA program; including assessing students, coaching and professional development for teachers, maintaining records for all students.

Science Facilitator
2007-2009

Hanson K-8 School – Adams County SD 14

Provided teacher and student support for implementation of the Science curriculum; FOSS and Prentice Hall

Adjunct Faculty
2006-2009

Concorde Career College – Denver, CO

Taught adult students in Registered Nursing and Radiation Technician classes; Microbiology, Nutrition, Anatomy and Physiology, and Chemistry.

Teacher
1974-2006

Kearney Middle School – Adams County SD 14

Classroom teacher for grades 6-8 Science, Math, Literacy. Additional responsibilities included mentoring other teachers, curriculum development, school leadership, etc.

Editorial Board Member
2001-2003

Student Global Network – Westport, CT

Textbook Reviewer
2002-2004

McGraw-Hill Publishers – Columbus, OH

Health Curriculum Developer
1984-1986

BSCS Curriculum Co.

Health Department Faculty
1979-1980

University of Northern CO – Greeley, CO

Teacher
1972-1974

Mercyhurst Preparatory High School- Erie, PA

Certification

Colorado Department of Education – Biological Sciences

Colorado Department of Education – Health Education

Education

1973 B.A. Biology; Mercyhurst College, Erie PA

1980 M.A. Health Education, The University of Northern Colorado, Greeley, CO

1973 – Present, over 120 hours of Educational credits

Tel: 303-322-7717 (h) 303-903-4678 (cell)
Email: liaridley@comcast.net
Home address: 1921 Jasmine St, Denver, CO 80220-1540

Resume
Lia Ridley
October 2014

Started Aug 2008 – ...continuing as ELA Facilitator at Place Bridge Academy – DPS; Jan 2007-June 2008 – ELA Instructional Specialist in DPS; 2005 Belly Dance Instructor, part-time Affiliate Faculty member, Metropolitan State University of Denver, Human Performance & Sport Department and Belly Dance Instructor for the Healthy Pursuits Program at Metropolitan State University; Aug 2005-Dec 2006 – Literacy Coach/Facilitator at Brown Elementary, DPS; 2003-05 – ESL Teacher at Arrowhead Elementary, Cherry Creek Schools; 2002-03 – ELA Coach/Trainer in the North feeder area, CCS; 1999-2002 – ELA Curriculum Specialist, CCS; 1987-88 – Reading and Writing Consultant in the East feeder area, CCS; 1981-99 – ESL Teacher at Ponderosa Elementary, CCS; 1967-69, 1973-74, 1980-81 – Classroom Teacher, DPS, 1969-71, Drama Teacher, Cultural Arts and Understanding Program, DPS

ELA Facilitator, Place Bridge Academy, 2009 – Denver Public Schools

- Provides Professional Development to teachers and Paraprofessionals
- Coaches teachers in the classroom with English Language Learners
- Observes and debriefs with new teachers to Place Bridge Academy addressing best ELA practices

ELA Instructional Specialist, 2007-08 - DPS

- Provided for ELA needs in 15 schools in Network 1
- Taught ELA classes to classroom teachers
- Facilitated Professional Developments in schools and met with grade level teams
- Collaborated with other Staff Developers, Principals, Facilitators and teachers

Belly Dance Instructor 2005 – Metropolitan State University of Denver

- Teaches dance for Healthy Pursuits program
- Instructs Belly Dance for credit as a part-time Affiliate Faculty member for the Department of Human Performance & Sport, School of Professional Studies
- Incorporates cultural studies, understanding and appreciation of various cultures

Literacy Coach/Facilitator 2005-2007, Brown Elementary, DPS

- Supported teachers with literacy and English Language Acquisition curriculum
- Provided workshops on mandated standard based curriculum
- Determined what and how to modify curriculum for English Language Learners

Workshop Presenter 1982 –

- Created booklets on various topics and presented workshops to teachers in: Richmond, VA, Chicago, IL, Newark, NJ, and Indianapolis, IN
- Presented workshops throughout Colorado
- Presented programs for CoTESOL on a multitude of topics related to education
- Taught ESL classes for teachers in Cherry Creek Schools since 1999, Denver Public Schools since 2005

ELA Teacher 2003-05, Cherry Creek Schools

- Taught ELA to English language learners at Arrowhead Elementary School
- Trained classroom teachers to utilize sheltered instruction in the classroom
- Presented workshops to teachers in different districts
- Directed the school-wide Multicultural Celebration

ELA Coach Trainer 2002-3, North feeder area schools, Cherry Creek Schools

- Presented workshops for teachers
- Taught classes for re-certification credit for classroom teachers
- Delineated and synthesized, Making Content Comprehensible for English Language Learners – SIOP Model, the best current ELA text and made it available at all schools
- Determined at what level ELLs are functioning in core content classes
- Provided alternative oral language assessments
- Provided strategies for classroom teachers, individually in teams and in departments
- Provided suggestions on how to utilize multiple sources of assessment and how to assess and grade ELLs
- Provided resources for teachers to utilize with ELLs and for their own ELA education
- Modeled lessons in the classroom
- Provided modifications for assignments, activities, projects and tests

District-wide ELA Curriculum Specialist 1999-02, Cherry Creek Schools

- Presented ELA pedagogy and classroom strategies to staffs
- Demonstrated a variety of lessons in the classrooms while the classroom teachers observed and assisted
- Coached teachers on effective speaking, listening, reading, and writing strategies to enhance students' learning
- Presented workshops to faculties before and after school
- Communicated regularly with school principals regarding the teacher's ease and progress in working with ELLs
- Facilitated small group meetings with teams to answer specific questions regarding ELA pedagogy
- Disseminated information to teachers and administrators verbally and in writing, as well as current ELA literature regarding specific issues related to first and second language acquisition
- Tested and evaluated second language learners utilizing standardized tests, as well as informal assessments
- Created a guide to assist classroom teachers with their second language learners
- Received and carried out district-wide and CDE grants
- Created and published ELA elementary curriculum
- Conducted classes for re-certification credit for regular classroom teachers

Facilitator of ELA Elementary Meetings at the district level

- Communicated on a continuous basis with ELA elementary teachers
- Received feedback from teachers to address needs and issues
- Conducted study teams district-wide for ELA elementary and secondary teachers (3 years)

Facilitator of New ELA Elementary and Secondary New Hires

- Set up and facilitated year-long study teams for the new ELA hires
- Provided network opportunities
- Provided a wide variety of ELA resources

ESL Teacher, 1981-99 – Ponderosa Elementary, Cherry Creek Schools

- Taught ESL to students ranging from kindergarten to sixth grade
- Coordinated a smooth transition and effective program for ESL students in the regular classroom
- Communicated regularly with classroom teachers regarding ESL students
- Presented workshops to the faculty and overview presented of the ESL program to parent-community organizations
- Initiated meetings with the Special Education team regarding additional needs of certain ESL students
- Organized yearly ESL shows incorporating students' creative ideas, such as puppet shows, and literature dramatizations to the entire school population and ESL families, complete with a potluck feast
- Facilitated regular meetings with individual ESL families to discuss students' progress
- Visited ESL families to solidify the ties between the school and the home
- Sponsored volunteers from the community to assist students with their literary skills
- Initiated visits to classrooms to highlight challenges ESL students face in the school system and culture

- Served as a multicultural liaison at meetings to study and discuss pertinent issues facing at risk students

Reading and Writing Consultant 1987-88 – East feeder area schools, Cherry Creek Schools

- Modeled a variety of reading and writing lessons
- Provided an eclectic approach to learning how to read at the elementary level
- Conferred with classroom teachers about using best practices for students "at risk"
- Provided strategies and suggestions to meet individual learning needs of students

Classroom Teacher 1967-69, 1973-74, 1980-81

- Taught all subjects to third, fourth, fifth and sixth grade native born students
- Experimented with different modes of learning to motivate a variety of students, including thematic units, dramatics, poetry and dance
- Provided before and after school enrichment programs to enhance students' learning and artistic experiences
- Initiated and sustained yearlong rapport with families and community members to enhance students' school and home connections
- Produced programs for the entire school population, utilizing students' interest in multicultural arts
- Highlighted students' interests and talents through outreach programs to other elementary, middle, and high schools

Education:

Linguistically Diverse /ESL Endorsement
University of Colorado, Denver 1990-92

Master of Arts Degree in ESL Education
University of Colorado, Denver 1987-89

Master of Arts Degree in Reading and Writing
University of Colorado, Denver, 1982-85

Bachelor of Science Degree
University of Colorado, Boulder, 1964-67

Publications:

- ◆ Co-author of the training manual, Colleagues Collaborating: Maximizing Second Language Learning and Teaching Potential, 1997 and 1998
- ◆ Author of the chapter, "Turning the Classroom Interactions into a Language-Rich Environment: Whole Language in the ESL Classroom," published in Portraits of Whole Language Classrooms, by Heinemann, 1990
- ◆ Author of the article "Enacting Change in Elementary School Programs: Implementing a Whole Language Perspective," published in the Reading Teacher by the International Reading Association, 1990
- ◆ Co-author of A Guide To Teaching Selected Children's Literature, published by the Cherry Creek Public School District, 1987

Awards:

- Cherry Creek Title III Exemplary Contribution Award, 2002-03
- Cherry Creek Title VI Exemplary Disseminator/Adapter Project Award, 1994-95
- Gladys Doty Award for Outstanding Contribution to the Profession by COTESOL (Colorado Teachers of English to Speakers of Other Languages), 1994
- Cherry Creek Title VI Exemplary Teacher Project Award, 1993-94
- Outstanding Teacher Award from Grade Teacher Magazine, 1969

Languages:

Hungarian, Hebrew, English

Joyce Grove

21551 E. 46th Avenue • Denver, Colorado 80249 • (720) 810.7051 • JoyceGrove3@gmail.com

Summary of Qualifications

Twenty years' experience in leadership, coaching, professional development, facilitating; contextual understanding of standards-based curriculum; knowledge of effective instructional methods, multicultural education, experience in creative learning environment that supports academic excellence, understanding of how to use assessment data to drive instruction, strong content knowledge, outstanding written and verbal skills.

Multiple Leadership and Professional Experiences

2013-Present	*	Administrative Assistant, Director/LEAP Evaluator/ Kinder Campus, PBA
2012-2013	*	Director of Academic Advancement, Layton Christian Academy
2010-2011	*	District Teacher Effectiveness Coach, Denver
2009-2010	*	District Peer Assistant, Denver
2006-2010	*	Humanities Facilitator/Coach, Florida Pitt Waller K-8, Denver
2004-2006	*	Administrative Assistant, Place Middle School, Denver
2001-2004	*	Literacy/ Reading First Coach, Fallis Elementary, Denver
2001-2002	*	Professional Educator, Greenwood Elementary, Denver
1999-2000	*	New Teacher Network Facilitator (Montbello/Green Valley, Denver)
1995-1996	*	Principal Internship, Denver
1995-1996	*	Assistant to Principal, Amesse Elementary, Denver
1996-2001	*	Professional Educator, Oakland Elem/ESL Teacher, Denver
1990-1996	*	Professional Educator, Cole School of the Arts, Denver
1987-1990	*	Professional Educator, Knight Academy, Denver
1981-1986	*	Professional Educator, Bryan ISD, Bryan, Texas

Educational Institution	Professional Education Degree	Area of Expertise
Denver University	Completed Principal Licensure Program	Administration
Lesley College	Master of Education	Curriculum & Instruction
Texas A& M at East Tx.	Bachelor of Arts	Reading
Kilgore College	Associate of Arts	Reading

Personal Assets

- Elementary Professional Development Facilitator/Layton Christian Academy
- Trained in Culturally Responsive Management
- Trained in Non-Nonsense Nurturer Approached to Discipline
- Strong Leadership Skills
- Strong Disciplinarian
- Facilitated the use of looking at various forms to data to make informed decisions
- Coordinated and disseminated district interims and state assessment programs (Site Assessment Leader)
- Strong experience with adult learners
- Facilitated team leading process
- New Teacher Mentor 2006-2011
- Established the Assessment Team at Florida Pitt Waller 2006-2009

- 90 hours completion of ELA Training
- Co-planned and co-facilitated Reading Advantage PD for Denver Public Schools 2009
- Member of School Leadership Team
- Personnel Committee 2006-2010
- Wilson Training 2009
- RTI committee 2009-2010
- Knowledge of creating and monitoring Advanced Learning Plan process
- SIT consultant 2009-2010
- Interim Assessment Development Process-Denver Public Schools
- Participated in Leadership Instructional Rounds-Denver Public Schools

Leadership Training/Workshops and Institutes

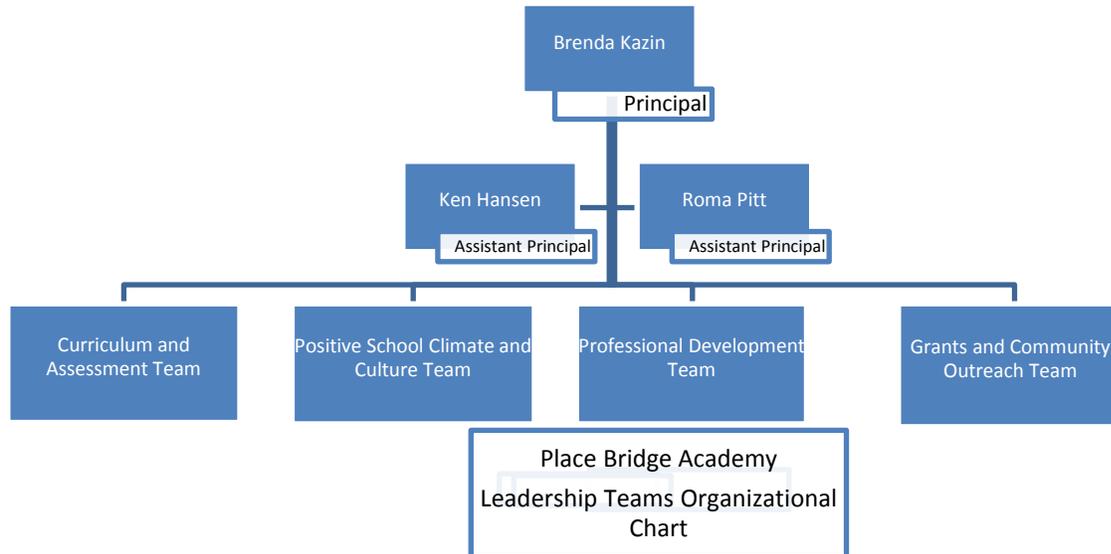
- 2014 Principal Network Training DPS
- 2012 ELA Culture Hybrid Course
- 2012 DPS 101-On-line Course
- 2012 DPS Transitioning Strategies/Content Based
- 2011 Inquiry Based Learning Institute- Stephanie Harvey & Daniels, New Orleans, Louisiana
- 2011 ISSN Leadership and Coaching Conference, Manhattan, New York
- 2011 Teacher Recruitment, Madrid, Spain
- 2011 ISSN Leadership Conference, Washington, DC
- 2011 Cognitive Coaching Training , All sessions, Denver Public Schools
- 2011 Teacher Effectiveness Training, Denver Public Schools
- 2009 Creating Centers that Promote Thinking, CCIRA
- 2009 Facilitator Coaching Training, Denver Public Schools
- 2008 Advanced Guided Reading Seminar
- 2008 DRA2 Training: You Have the Results, What Now?, Denver Public Schools
- 2008 Fountas and Pinnell Guided Reading Workshop
- 2008 RTI Overview, Denver Public Training
- 2007 Mondo and Oral Language Workshop, Denver Public Schools
- 2007 Literacy Circle Workshop Training, Denver Public Schools
- 2007 Elementary Writing Institute, Fort Collins, Colorado
- 2007 Peer Assistant Training, Denver Public Schools
- 2006 Writing to Learn: Instructional Strategies, CCIRA
- 2004 Guided Reading and Older Readers, CCIRA
- 2004 Colorado Reading First Annual Conference, Colorado Department of Education
- 2004 Colorado Comprehensive Reading Academy II, Colorado Department of Education
- 2004 Emergent and Guided Reading Workshop, Denver Public Schools
- 2003 Literacy Coach Professional Development, Denver Public Schools
- 2003 Nonfiction Guided Reading for Intermediate Students, Denver Public Schools
- 2003 Colorado Comprehensive Reading Academy I, Colorado Department of Education
- 2003 Reading 1st PD, Focus on Literacy and Literacy, Colorado Department of Education
- 2003 Guided Reading: Taking a Closer Look, Denver Public Schools
- 2003 Denver Public Elementary Literacy Institute
- 2003 Denver Public School Elementary Summer and Fall Literacy Institute

Significant Accomplishments/Honors (Denver Public Schools)

- 2002 Interviewed by Denver Post regarding Superintendent's newly proposed calendar
- 200 Interviewed by Denver Post regarding use of audio enhancers in classroom
- 2001 Featured on front page of Rocky Mountain News re: Amendment 23
- 2001 Featured in Denver Post re: Amendment 23
- 2000 Participated in school site visit to New York
- 1999 Nominated for the 1999 Teacher Excellence Award

Appendix G: Organizational Chart

Principal and Assistant Principal Leadership Responsibilities



As an Administrative Team

- Ensuring effective functioning of other Leadership teams
- Evaluation of teachers following the LEAP Framework/ Teacher effectiveness
- Hiring of staff
- Staff and building concerns
- Parent and community concerns
- Coordinating implementation of the innovation plan
- School achievement data analysis

Principal, Brenda Kazin

- Progress monitoring students grades K,3,7- ensuring the process, analyzing data, conferring with teachers
- Horizontal Team meetings – reviewing team notes and ensuring adherence to protocols, grades K,3,7
- Overseeing social studies curriculum, and literacy curriculum - fidelity to curriculum, standards based instruction, vertical alignment
- Chair the Collaborative School Committee (CSC)
- Developing and managing the school budget
- Tracking student growth
- Direct the Intervention program at all grades
- Partner organizations

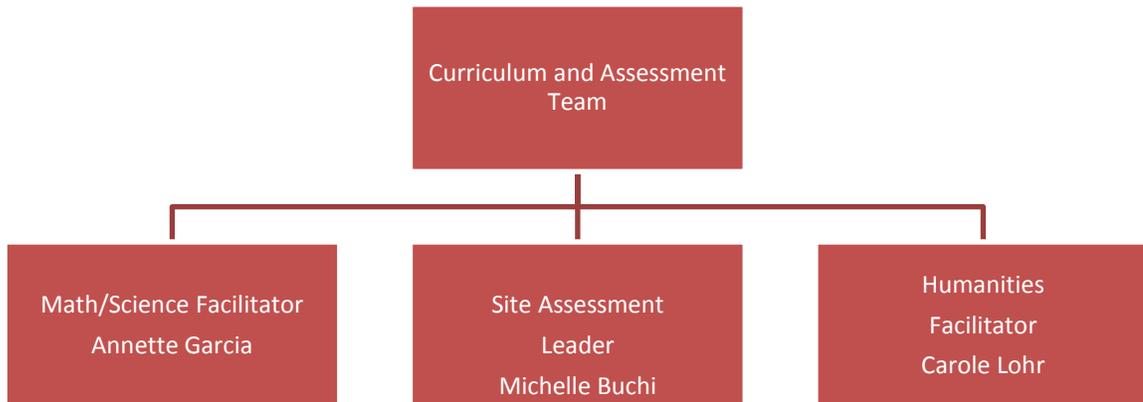
Assistant Principal, Ken Hansen

- **Progress monitoring students grades 1,5,8- ensuring the process, analyzing data, conferring with teachers**
- **Horizontal Team meetings – reviewing team notes and ensuring adherence to protocols, grades 1,5,8**
- **Overseeing ELD curriculum, and Science curriculum - fidelity to curriculum, standards based instruction, vertical alignment**
- **Creating the Master schedule and modifying as necessary**
- **Transportation for students**
- **Response to Intervention process**
- **Fundraisers**
- **Safety and Security**
- **Computer maintenance and usage**
- **School Leadership chair**
- **Coordinating state assessment process**
- **Coordinating Specials teachers programs and events**

Assistant Principal, Roma Pitt

- **Progress monitoring students grades ECE, 2,4,6- ensuring the process, analyzing data, conferring with teachers**
- **Horizontal Team meetings – reviewing team notes and ensuring adherence to protocols, grades ECE, 2,4,6**
- **Overseeing Math curriculum - fidelity to curriculum, standards based instruction, vertical alignment**
- **Directing the school's special needs services and ensuring compliance**
- **ISA team coordination**
- **After school programming**
- **Summer school programming**
- **PBIS team**
- **Welcome Center management and coordination of services**
- **Building Usage**
- **ELA compliance and certification**

Curriculum and Assessment Team



Team Responsibilities

- Support teachers in curriculum implementation – ensure adequate materials, lesson planning, data analysis etc.
- Develop standards based benchmark assessments that align with school adopted curriculum and lead teacher teams in evaluation and revisions
- Design an assessment schedule for standards based benchmark assessments and coordinate administration using a digital site based assessment system.
- Assist in professional development planning as necessary
- Work with the Professional Development team to plan schedule professional development relevant to curriculum and assessment with that of the professional development team

Math/Science Facilitator, Annette Garcia

- Teacher observation and monitoring to ensure fidelity to the Math curriculum
- Act as liaison between Math Fellows Coordinator and school administration team
- Analyze longitudinal individual student achievement data, develop action plans with students as necessary
- Supervise progress monitoring achievement of Common Core required math fluencies by all teachers at all grades
- Coordinate Math volunteer programs with teachers
- Establish a math facts fluency incentive program for all students
- Support the LASER staff coordinator in distributing equipment, supporting teachers, etc.
- Conducting professional development sessions for Math and Science vertical data teams.
- Analyze science and math benchmark assessment data independently and with teachers.
- Guide math and science related SLO development and achievement by teachers

Site Assessment Leader, Michelle Buchi

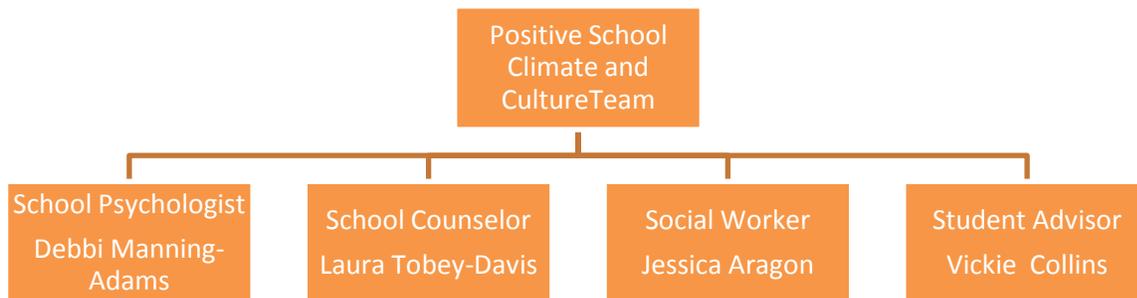
- Coordinate CMAS, ACCESS and benchmark assessment, ensure compliance with federal, state and district mandates
- Ensure compliance with all ELA policies and mandates

- ISA team coordination of student information
- Schedule students new to the school
- Ensure that documentation for incoming or outgoing students is correct
- Monitor and ensure fidelity to the ELD curriculum
- Guide ELD related SLO development and achievement by teachers

Humanities Facilitator, Carole Lohr

- Teacher observation and monitoring to ensure fidelity to the Literacy curriculum
- Analyze longitudinal individual student achievement data, develop action plans with students as necessary
- Assist teachers in implementation of the Literacy curriculum
- Ensure that appropriate literacy materials are available to all teachers and students
- Teacher observation and monitoring to ensure fidelity to the Social Studies curriculum
- Conducting professional development sessions for Literacy and Social Studies vertical data teams.
- Analyze literacy and social studies benchmark assessment data independently and with teachers.
- Guide literacy and social studies related SLO development and achievement by teachers

Positive School Climate and Culture Team

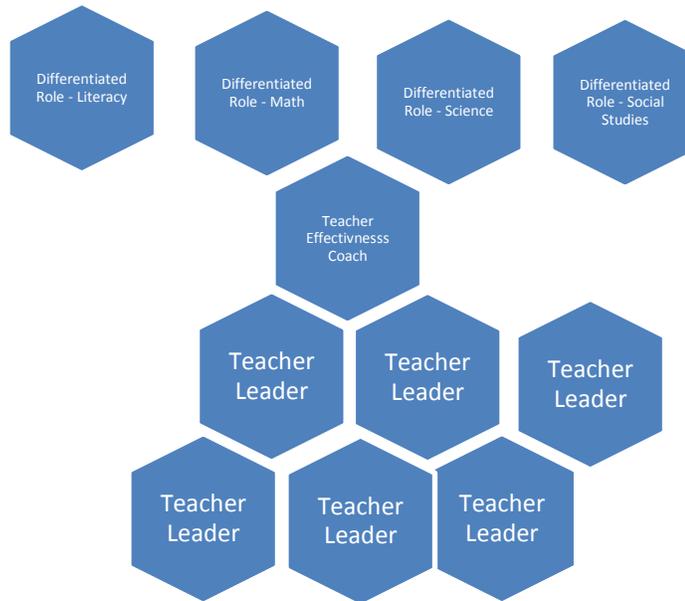


Team Responsibilities:

- Implement PBIS programs
- Conduct yearly assessments of school climate and culture in terms of its impact on student achievement
- Implement positive school climate and culture programs for staff and students
- Support the social/emotional wellness of individual students and families

- Coordinate school efforts with partner programs that provide social/emotional wellness supports

Professional Development Team



Team Responsibilities:

- Plan for Professional Learning Community PD sessions
- Provide input in the entire professional development calendar (along with curriculum and assessment team)
- Develop the SLO implementation process to meet the needs of the school staff and in accordance with the innovation plan
- Guide teachers in Professional Learning Communities of 5-7 members to complete their SLOs
- Guide the data cycles necessary for SLO completion
- Conduct evaluation of the professional development program(s)

Differentiated Roles member responsibilities

- Perform all the duties of their 0.5 teaching position
- Provide coaching and mentoring for the 5-7 members of their assigned small vertical team
- Establish goals with each member of their cohort in terms of High Impact Instructional Moves as described by the LEAP Framework
- Complete partial evaluations of the members of their cohort according to the LEAP framework

- Assist members of their cohort in moving through the SLO implementation process
- Work with the Teacher Effectiveness Coach and the Teacher Leaders to plan for SLO implementation during Professional Learning Community designated time.

Teacher Effectiveness Coach

- Assist Differentiated Roles teachers in their duties and responsibilities
- Assist Teacher leaders in their duties and responsibilities
- Conduct SLO implementation professional development for Teacher Leaders
- Guide the planning of the Professional Learning Community PD sessions
- Work with the Curriculum and Assessment team to Plan professional development other than that of the Professional Learning Communities
- Coach and mentor teachers in any of the Professional Learning Communities as requested by the Differentiated Roles teachers, teacher leaders or the administrative team

Teacher Leaders

- Participate in Teacher Effectiveness Coach led professional development for SLO implementation
- Guide members of their cohort in the data cycle necessary to complete SLOs
- Provide input for other members of the professional development team in order to develop the professional development agenda for the school

Appendix H: Staff Roster

PLACE BRIDGE ACADEMY STAFF LIST (BY JOB) 2014-2015

Last Name	First Name	Title	Room	Rate or Hourly
Buchi	Michelle	Admin - AA/ESL	82B	1
Collins	Vickie	Admin. - Advisor	80E	1.0
Hansen	Ken	Admin. - AP	80A	1.0
Pitt	Roma	Admin. - AP	80H	1.0
Pitt	Roma	Admin. - AP	Annex	1.0
Kazin	Brenda	Admin. - Principal	80B	1.0
Kazin	Brenda	Admin. - Principal	Annex	1.0
Hendersen-Gethers	Gwendolyn	Admin. - Principal, Hourly	84B	1.0
Byers-Norton	Rebecca	Bookkeeper	84A	1.0
Davis	Pamela	Bus Coordinator	Office	Hourly
Lohr	Carole	Humanities Facilitator	82D	1.0
Reed-Fier	Zack	MDS Counselor	Office - 84C	Intern Stipend
Wendling	Cindy	MDS Counselor	Office - 84C	Intern Stipend
Montanez	Maria	Office Support/Attendance	Annex - Office	Hourly
Ahmad	Basma	Para		Hourly
Arcila-Flores	Paula	Para (Spanish)	Annex	Hourly
Baral	Chuda	Para (Nepali)		Hourly
Baral	Prahlad	Para (Nepali)		Hourly
Bensabaha	Lekbira	Para (Arabic/French)		Hourly
Bracamontes	Enriqueta	Para (Spanish)		Hourly
Bulhan	Nimco	Para (Arabic/Somali)	Annex	Hourly
Darif	Assia	Para		Hourly
Dia	Kadiatou	Para (French)		Hourly
Dozier	Felicia	Para		Hourly
Elafouah	Bouchra	Para (Arabic/French)		Hourly
Esmail	Nevein	Para (Arabic)		Hourly
Estrada	Rocio	Para (Spanish)		Hourly
Fantz	Stephen	Para		Hourly
Gusich	Ashley	Para		Hourly
Harmon	Bryan	Para		Hourly
Htoo	Elvina	Para (Burmese)	Annex	Hourly
Kahsai	Naomi	Para (Tigrigna/Amharic)	Annex	Hourly
Lei	Katherina	Para (Burmese/Karen)		Hourly
Lewis	Lakenda	Para		Hourly
Liddell	Scott	Para		Hourly
Maes	Pauline	Para	Annex	Hourly
Martinez	Lori	Para		Hourly
Mbazi	Fikeni	Para (Swahili)		Hourly
Mead	Jennifer	Para		Hourly
Montague	Allison	Para		Hourly
Mulholland	Amy	Para		Hourly
Nepal	Niru	Para (Nepali/Hindu)		Hourly
Paris	Lasandra	Para		Hourly
Pomerantz	Sima	Para (Spanish)		Hourly
Pratt	Dorothy	Para		Hourly
Rasulo	Rasulo	Para (Somali/Swahili/Maay Maay)		Hourly
Rizal	Puspa	Para (Nepali)	Annex	Hourly
Subba	Dhan	Para (Nepali)		Hourly
Sunil Kumar	Shivacharara	Para (Hindi)		Hourly
Than	Hlaing	Para (Burmese/Karen)		Hourly
Timsina	Leela	Para (Nepali)		Hourly
York	Lindsey	Para		Hourly
Cohen	Elon	Para - Wellness Coordinator	41	Hourly
Tobey-Davis	Laura	School Counselor	66B	0.8
Shrefler	Erich	School Tech Support	51B	Hourly
Curigan	Nancy	Secretary - Hourly	Office	Hourly

Maes	Jane	Secretary	Office	Hourly
Vera	Isabel	Secretary	Office	Hourly
Yadgar	Linda	Secretary - Hourly	Office	Hourly
Kobler	Erin	Special - Community Engmnt.	80G	1.0
Ridley	Lia	Special - ESL Facilitator	82C	0.5
Garcia	Annette	Special - Facilitator	82A	1.0
Reed	Amanda	Speech	65G	1.0
Reed	Amanda	Speech	Annex	
Aragon	Jessica	Social Worker	DH Clinic	1.0
Little	Katrina	Nurse	DH Clinic	1.0
Manning-Adams	Debbi	Student Serv. - Psychologist	DH Clinic - 78G	0.8
Howard	Diana	GT Teacher/Coordinator	52A	0.25
Johnson-LaDoux	Rebecca	Teacher - 1st	22	1.0
Leveau	Tracy	Teacher - 1st	21	1.0
Weiss	Linda	Teacher - 1st	20	1.0
Kuri-Moeller	Carmen	Teacher - 1st ELA-S	24	1.0
Mason	Marcia	Teacher - 1st NC Lvl 1	15	1.0
McCaffrey	Therese	Teacher - 1st/2nd NC Lvl 1	13	1.0
Taggart	Janet	Teacher - 1st NC Lvl 2	26	1.0
Grubbs	Lisa	Teacher - 2nd	10	1.0
Park	Elizabeth	Teacher - 2nd	8	1.0
Stever	Michael	Teacher - 2nd	9	1.0
Stash	Sabira	Teacher - 2nd NC Lvl 2	12	1.0
Barton	Amranda	Teacher - 3rd	5	1.0
Erickson	Jessica	Teacher - 3rd	7	1.0
Hughes	Jonna	Teacher - 3rd	6	1.0
Govey	Stephanie	Teacher - 3rd NC Lvl 1	42	1.0
Kruezer	Louise	Teacher - 3rd NC Lvl 2	2	1.0
Basquez	Kathleen	Teacher - 4th	85 (West)	1.0
Scott	Britt-Inger	Teacher - 4th	3	1.0
Volek	Tim	Teacher - 4th	4	1.0
Zake	Tarena	Teacher - 4th	86 (East)	1.0
Mathoka	Esther	Teacher - 4th/5th NC Lvl 1	75F	1.0
Eaton	Jane	Teacher - 4th/5th NC Lvl 1/2	75F	1.0
Dam	Kathy	Teacher - 4th/5th NC Lvl 2	75F	1.0
Mehalovitz	Greg	Teacher - 5th	16	1.0
Sando	Barbara	Teacher - 5th	18	1.0
Trullinger	Annie	Teacher - 5th	17	1.0
de Leon	Regina	Teacher - 5th NC Lvl 2	25	1.0
Wilson	Nicole	Teacher - 6th Language Arts	35	1.0
Headrick	Seth	Teacher - 6th Math	34	1.0
Tyler	Heidi	Teacher - 6th Sci/SS	33	1.0
Wilson	Alison	Teacher - 6th NC	30A	1.0
Chesbro	John	Teacher - 6th/7th SS CSR	39B	1.0
McMahon	Alison	Teacher - 6th-8th Sci CSR	36	1.0
Kramlich	Claudia	Teacher - 7th Language Arts	40B	1.0
Atwood	Angie	Teacher - 7th Math	40A	1.0
DeBell	Gina	Teacher - 7th Science	36	1.0
Lins	Sandra	Teacher - 7th Social Studies	39B	1.0
Chambliss	Jacqueline	Teacher - 8th Language Arts	38C	1.0
Gordon	Sam	Teacher - 8th Math	39A	1.0
Koldenhoven	Rachel	Teacher - 8th Science	37	1.0
Harris	Judy	Teacher - 8th Social Studies	38B	1.0
Gallardo	Michelle	Teacher - Art	32	1.0
Mahecha	Andrea	Teacher - Digital Art	29	1.0
Loughhead	Melinda	Teacher - Drama	56	1.0
LaTorre-Rodriquez	Anna	Teacher - ECE	11A	1.0
Trujillo	Tammy	Teacher - ECE	19	1.0
Campos	Susana	Teacher - ECE-S	11B	1.0
Master	Zoya	Teacher - ESL	1	1.0

Rohan	Margaret	Teacher - ESL	23	1.0
Parker	C. Ambika	Teacher - ESL	Annex	1.0
Roberts	Bette	Teacher - ESL Spanish	47	1.0
Noid	Gia	Teacher - ESL Spanish	28	1.0
Quesada	Marcela	Teacher - ESL World Lang	46	1.0
Grove	Joyce	Administrative Assistant	84B/Annex	Hourly
Ullery	Christy	Teacher - Intervention	27	1.0
O'Malley	Barbara	Teacher - Kinder	Annex	1.0
Gallegos-Vahling	Alberta	Teacher - Kinder ELA-S	Annex	1.0
Canale	Kathryn	Teacher - Kinder NC	Annex	1.0
Davedeit-Winston	Manuela	Teacher - Kinder NC	Annex	1.0
Smith	Esther	Teacher - Kinder NC	Annex	1.0
Burns	Karen	Teacher - Library	IMC-C	1.0
Vincent	Andrea	Teacher - MI K-2nd	31B	1.0
Koch	Lindsay	Teacher - MI 3rd-5th	31A	1.0
Depew	Travis	Teacher - MI 6th-8th	30B	1.0
Joyce	Donald	Teacher - MM 1st-5th	17B	1.0
Romanowski	Renee	Teacher - MM 1st-5th	30C	1.0
Lindsey	Elaine	Teacher - MM 6th/7th	38A	1.0
O'Hara	Venita	Teacher - MM 7th/8th	39C	1.0
Barlow	Kristine	Teacher - Music Inst.	55B	1.0
Spencer	Michael	Teacher - Music Vocal	54	1.0
Kaiser	Sue	Teacher - PE	77C	1.0
Nickless	Kathleen	Teacher - PE	76D	1.0
Borchardt	Ollie	Teacher - Specials	Annex	1.0
Wilkerson	James	Teacher - Technology	41	1.0

Appendix I: Staff Handbook

Place Bridge Academy STAFF HANDBOOK



DRAFT

FORWARD

There is no setting in which the idea of the lifelong learner is more important than in a school.

This handbook is to assist in the orientation of our staff. Its purpose is to provide each staff member with a common understanding of the routines regarding the organization, direction, and management of Place Bridge Academy.

This handbook is to define school procedures and regulations and develop uniformity and consistency in their interpretation. It is intended to answer those questions which observation, investigation, and experience have proven important.

All staff members are responsible for carrying out the policies as stated. Staff members are encouraged to write in the handbook -- making note of all specifics pertinent to their position.

Touchstone

At Place Bridge Academy, we stand by each other to create a caring community of life- long learners – “Building Bridges for Success into the Future.”

Beliefs

All students can learn

Learning should be enjoyable and meaningful

English Language Development is essential for all students in order to obtain academic achievement.

All individuals will develop responsibility for their learning and behavior

High expectations challenge all to reach personal excellence

All individuals have the right to be physically and emotionally safe

Parental and community involvement directly impact the student’s education

All individuals can resolve conflicts in appropriate ways

ROUTINE PROCEDURES & GENERAL INFORMATION ACCIDENTS

In case of an accident in which a child is seriously injured, notify the office immediately

by sending another staff member or a student. Do not move the child unless necessary. A person from the office will assist.

All accidents occurring during school hours must be reported in writing by the staff member in charge at the time of the accident. The official accident report forms are available in the office. The form is to be completed, signed and sent to an Administrator’s office the day of the accident.

ASSEMBLIES

It is generally recognized that good or poor behavior of students depends largely on the quality of supervision provided by staff and administration. Teachers are responsible for monitoring the behavior of their students. Staff members are to sit with their class and to keep students together. Appropriate student behaviors at assemblies include: enter and exit quietly; keep hands and feet to self; listen respectfully; remain seated and quiet until dismissed.

ATTENDANCE

Students arriving to classes after the morning announcements or tardy bell for other periods, must go to the office for a Tardy Slip. Do not admit a late student to class without a pass.

Attendance is to be taken by the teacher on IC (Infinite Campus) including tardies and absences for each period. The procedure for the morning attendance is as follows:

Lower Academy

Teacher takes attendance and lunch count by 9:00.

Upper Academy

Teacher takes attendance at the beginning of every period.

If a parent requests early dismissal, the office will call the student for release through the office. Students will be released from school through the office only. Children will only be released to adults listed on their registration forms or as determined by the Principal.

Report to the office any student who is absent in the afternoon who was in attendance in the morning or after each period in Middle School.

File written excuses in student's individual folders for reference.

Contact parent/guardian to encourage regular and prompt attendance. Each teacher will be expected to make a personal contact with the family should a child be out of school 3 or more days in a row. Even if the parent has contacted the office to "excuse" the absences, personal contacts help establish the home and school connection. Record all parent contacts on the Parent Communication Log and/or the Conference Tab in I.C. Notify the office to send a "letter of absence" when a child has reached 5, 10, 15 and 20 absences.

General Guidelines:

Office staff will check attendance line and make calls home when students are absent to determine excused and unexcused absences.

All notes sent to school concerning absences and tardies are to be filed in the student's classroom folder. Make sure the office has a copy or is notified for attendance recording.

The Colorado Department of Education considers the teachers' attendance records as the official records for student attendance. Should a student move or transfer to another class, their name(s) should not be removed from the record book. Please notify the office of any changes that need to be made to IC.

AUDIO VISUAL EQUIPMENT

Audio-visual equipment must be checked out from the Instructional Media Center. Staff members are required to return equipment to the Resource Center or store inside a cupboard before leaving the building. **DO NOT** permit any students to move TV Sets, or any heavy equipment for any reason at any time.

CAFETERIA

General Information:

All students will be assigned a lunch number by the cafeteria staff. Help your students learn their number. Write it on a “post-it note” if needed.

All teachers Grades ECE-8th must accompany students to the cafeteria. Some classes will be served breakfast in the classroom. Para/Teacher supervision will be in the classroom.

Talking in the cafeteria should be held to a low voice level.

Students will empty and return their trays in the proper manner when they have finished eating. At **Place Bridge Academy**, students are not allowed in the hallways after lunch. Instruct all students to go immediately outside. If a student is to help a

teacher, it is the teacher's responsibility to either write a note or see the para in person to get the student dismissed. Teachers must consult with the Principal on any child, who, for whatever reason, is being detained from lunch recess on a frequent basis.

Classes need to arrive to lunch on time due to our tight lunch schedules. Note that arriving 5 minutes early is as disruptive as being late, and teachers should stay with their students until the designated time.

Students will finish eating before leaving the cafeteria. No food will be allowed on school grounds.

Students may not leave the school grounds during lunchtime or any other time during the school day without permission from the office.

HOT LUNCH PURCHASES

Please inform students that change for large bills will not be given unless accompanied by a note from the parent. When large bills are given to the cashier with no note, the cashier will credit the student that many lunches. Cold lunch students wishing to buy milk may do so from the cashier.

CLASSROOM CARE

Use caution when affixing visual aides on classroom surfaces. (No nails, hooks, or permanent glue)
Use tacky blue material only on painted walls.

Lock windows each day before leaving for the day.

Report damage or items needing repair to the office on a request form.

Report to the office if classrooms are not cleaned.

Stack chairs before leaving the classroom, and clear the floor of all books, papers, crayons and pencils. This will assist the custodians in their efforts to keep each room clean.

Only use water or clear drink with care in the classroom. Party areas may be reserved in the cafeteria when the cafeteria is not in use.

Close all blinds completely before leaving classroom.

COLLECTION OF MONEY

The Principal **must approve** all collections of money from students by a teacher.

All monies must be turned into the office daily. Teachers will be responsible for any monies left in a classroom. Use appropriate forms when collecting money.

CUSTODIAL STAFF AND CARE OF PROPERTY

Submit all custodial requisitions to the principal. Do not ask the custodial staff for special favors.

Lock windows and doors and adjust shades to down and closed position before leaving at night.
Lock all valuables in the locking cabinet.

Lock the classroom doors when the teacher is not in the classroom.

If a teacher wishes to leave written work on the board, the custodian will not clean the board if the word "Save" is written above it. Schedules for daily/weekly cleaning of items will be established by the Facilities Manager.

Do not use Crayolas, paint or markers directly on bulletin board surfaces.

Do not use thumbtacks on plaster, woodwork or ceiling.

Do not move furniture and miscellaneous inventory items from room to room without permission of the principal.

Teachers are to investigate any damages in the classroom, such as desk carving or other such damage.

A-V equipment should be under lock and key before leaving the building each day.

Leave classrooms clean before teacher and students leave.

Appoint monitors to check hallways daily for fallen or misplaced articles including coats, backpacks, etc., and pick up stray papers, pencils, etc.

Chairs are to be stacked and away from the desks – this will help in vacuuming under the desks.

Blinds and open areas will be dusted. No papers will be moved to dust.

If something does not fit in the garbage can and you wish to have it thrown out, please place it next to the can and label it to be thrown out.

CUMULATIVE FOLDER

Teachers are encouraged to become familiar with information in students' cumulative folders, which are located in the main office area. State law requires that each person record his/her inspection, using the form on the inside cover of each folder and that these folders remain in the office at all times. Cumulative files contain only permanent information such as CSAP scores, birth certificates, immunization records, court orders, IEP's, etc.

Literacy Folders or Working Files should be stored in the classroom. These folders should contain samples of student work to be passed from one grade level to the next.

DISTRIBUTION OF PRINTED MATERIAL

All printed information that is to be sent home with the children **must be approved** by the Principal or Assistant Principal before it is sent home. This includes all classroom notes, permission slips, class newsletters, school notices, etc. Please allow 24 hours for their review. Emailed attachments facilitate the quickest response.

EMERGENCY LESSON PLANS (Substitute Folders) - Must be submitted by the first week in September!

During the school year, situations arise that are unavoidable and may prevent appropriate planning for substitutes. Therefore, all teachers should develop a "Substitute Folder", containing emergency lesson plans. The folder should include:

Location of attendance book, seating charts, etc.

Class rules and special regulations and procedures

Special situations of which to be aware

List of students who may require special attention or have other special needs

Resource teachers and how to find them

Names and room numbers of other staff members who can be of assistance

Your schedule -- including room numbers

Emergency procedures -- such as fire drill map . . .

Discipline policy.

Dismissal procedures

FIELD TRIPS

These trips should be educational and an outgrowth of the class activities.

Request buses at least two weeks in advance. Field trips must be approved by the principal. Forms are in the office.

Request buses between the hours of 9:00 a.m. and 1:30 p.m. on weekdays. Field trips will be confined to the metropolitan area. It has been district policy not to allow any field trips in May using district transportation.

Sixty (60) students per bus is the maximum.

Brothers and sisters not in our school are not allowed to ride the bus.

Each student must have written permission from his/her parent before he/she goes on a field trip. (NO PHONE PERMISSION.) Notification to parents of a Field Trip must be made at least one week prior to the day of the field trip. It is the responsibility of the teacher to secure enough parent volunteers to meet an 8 to 1 ratio. If adequate parent volunteers are not secured, the filed trip may need to be canceled. Use of paraprofessionals for supervision requires prior approval by school administration.

Inform specials' teachers of any field trips that would disrupt their schedule of classes and lunch.

Contact the cafeteria manager (form available) at least **two weeks** in advance to arrange sack lunches, or to notify that an entire class or grade level is not eating school lunch on a given day.

Field trip allotment for the calendar year is determined by District Administration. Additional field trips can be provided through fund raising activities.

Provide a list of all students riding the bus, including sponsors and yourself, to the office and the bus driver.

If it is a "walking" field trip wherein no bus is needed, you will still need to obtain permission from the office along with parent permission and inform the secretaries.

Teachers must make their arrangements for students not attending field trips. Notify the office of these arrangements.

Teachers are responsible for collecting, holding and administering any medication given during a field trip.

If a teacher has a concern about an individual student attending a field trip, check with the principal in advance. If a field trip is part of the regular curriculum, a student cannot be denied attendance because of previous behavior. The teacher must obtain prior approval for a student not attending a field trip from the administration.

File signed permission slips in the student folder.

GUESTS IN THE CLASSROOM

Whenever teachers plan to have guests in their classroom they will need to inform the Administration in writing before the visit. Students are not allowed to bring students from other schools, (e.g. friends, brothers, sisters or cousins) to visit. Parents should always be welcome to visit, however, they must check in at the office prior to their visit. A visitor's nametag will be issued from the office, which they wear and sign out at the conclusion of their visit. If an adult enters your classroom and is not wearing a nametag, notify the office immediately.

INCLEMENT WEATHER

MORNING SCHEDULE

On days when the temperature is 25 degrees or below (with wind-chill) or the Principal determines that it is an inside day, all children will go to their assigned area. Teachers will collect their students at 8:50 a.m. at that location.

Teachers and Paras will be given supervision assignment schedules.

NOON RECESS PROCEDURE

Please follow this procedure on days when the weather is too cold for students to go outside at noon recess.

Teachers will come to collect their students at the end of the recess period. Please follow inside day schedule.

LOST AND FOUND

Students who find items that have been lost should turn them in to the office.

MEDICATION

Students will be given medication at school only when written request from doctor and guardian is sent to the school office. Advise the office and/or the school nurse when any medication is brought to school by the student. Students may not carry any medication to their classroom. For any concerns, please contact the school nurse.

OVER-TIME

No overtime will be paid unless expressly authorized by the Principal or the Assistant Principal. Authorization Forms must be filled out and signed-off by one of the Administrators and given to Jane prior to the next pay period.

PERSONAL DAYS

It is intended that personal leave will be available only for reasons of hardship or other pressing or emergency need, and not merely for personal convenience.

Personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday.

To maximize continuity of instruction, personal leaves will not be granted during the first four (4) or last four (4) weeks of the school year except for urgent, documented reasons.

PERSONAL PROPERTY

Teachers' personal property may be stored under lock and key in their own classroom cabinet. Lock classrooms whenever you leave.

PROFESSIONAL DAYS (Building)

Submit all requests for professional days on the district form - with an explanation for a particular conference, convention and/or meeting to be attended. Staff members requesting a professional day are required to submit a written report within two weeks and be willing to share the highlights pertaining to that professional day with the other staff members.

Submit all requests for professional days to the principal at least two weeks prior to the date of the professional day.

REIMBURSEMENTS

No reimbursements will be paid unless prior authorization is received by the Principal or Assistant Principal. If you wish to get reimbursed, please fill out the appropriate forms before making any purchases. If you make an authorized Purchase and do not use the tax-exempt number, you will not be reimbursed for the tax.

SCHOOL PARTIES

School-wide class parties are held before/on: Fall Festival, Winter Intermission and Valentine's Day.

It is the teacher's responsibility to coordinate class parties. (It is recommended that teachers secure parents to assist with parties.)

Foods must be prepackaged and only clear beverages may be served.

SUPERVISION (Before and after school)

Students are permitted to gather in their assigned areas during inclement weather. When the weather allows, the students will remain outside until the bell rings. The office will make the decision to stay outside or come in based on the temperature and wind chill factors. Plan on being outside unless notified otherwise. (See Inclement Weather). On outside days, students will line-up to meet their teachers on the playground when the "line-up" bell rings. All students are to be on the playground area. Students are not permitted to wait or play in the front of the school. Students are to line up according to classrooms when the bell rings. Students enter the building according to directions given by grade levels. Encourage students to leave the building and grounds immediately after school unless detained by a teacher or attending an after-school program. When a child is detained, the teacher must make arrangements with the parents the day before. NOTE: Staff members cannot give a student a ride unless they have an insurance waiver on file with the Principal, and should always have a second adult accompany them.

TEACHERS PLEASE NOTE: Remind students they are **NOT** to arrive at school any sooner than 10 minutes before the first bell if they are not eating breakfast at school, and 30 minutes if they are eating breakfast at school. Playground supervision will be provided for starting at 8:20 a.m. If a child is on school grounds prior to 8:20 a.m., send the child to the office. Send students who are early to the office and parents will get a letter or call – office will keep a log. (This does not apply to students who are bussed to Place.)

STUDENT DETENTION

No student may be kept after school without permission from parents. A 24-hour notice is required. Also inform the office when keeping a student after school.

STAFF LOUNGE

Please remove dirty dishes and return trays and cafeteria dishes to the cafeteria.

Children, students and tutors are not allowed in the lounge.

Cleanliness and care of the microwave and refrigerator are the responsibility of the staff.

The Social Committee will arrange a monthly clean-up rotation.

Staff lounge and refrigerator should be kept clean. Remove all trash from tables and do not leave items in refrigerator past 24 hours.

6. The office refrigerator and microwave is for office personnel only. It becomes very disruptive when staff chooses to use this as their lounge.

STAFF RELATIONSHIPS

We must work exceptionally hard to maintain warm, friendly relationships. Personal disagreements and grievances between staff should at no time be conducted in front of students. Children being discussed in the lounge should be of a professional nature and in a professional manner. Staff is expected to conduct themselves in a professional manner, extending professional courtesy and respect to one another.

EMERGENCY PROCEDURES

BOMB THREATS

This announcement will be made just prior to a bomb threat evacuation: "Staff, we have a concern and need to leave the building."

Principal will announce: *Please listen closely, Teachers and students prepare to evacuate the building. Avoid the ___ area. Do not use cell phones or pagers. Teachers, take your student roster with you. Proceed to your designated outside assembly area. Please evacuate now.*

Make a quick check in your room of: a) wastebaskets, b) drawers, c) cupboards, d) shelves. However, if you see anything suspicious, do not touch but alert the office.

Leave doors and windows **OPEN** upon evacuation.

Have your class congregate a safe distance away from the building – at least 100 feet.

Keep the children outside until further instructions or the “all clear” bell is rung to re-enter the building.

LOCK DOWNS

This announcement will be made if there is any person(s) in the building that could prove to be dangerous for students and staff.

Teachers are to lock doors, close windows, and move students away from the windows and doors. Do not close shades. Do **not** have students stay seated at their desks. Students must be quiet and out of sight.

FIRE DRILLS

Fire Drills will be held periodically throughout the school year. Staff members will be notified of the date and time for the first drill. After that, prior notice will not be given. The signal for a fire drill is a loud continuous sounding alarm.

Post a chart in your room, showing the exit route for each classroom.

Explain the procedure and rules for the fire drills to each class.

Practice with the children to assure that they know the route your class is to follow and where they are to assemble. Select a class leader and an alternate who will know the exact route to be taken should the exit be blocked.

Walk students briskly in single file and in absolute silence.

Close all windows, turn off the lights and shut the door – leaving it **unlocked**.

Take your grade book and red/green cards when leaving the room for a fire drill. Roll should be taken to assure that all children are accounted for. Staff members who do not have students are to help with supervision.

The principal and custodian will be responsible for checking for complete evacuation of the building.

Evacuation of all visitors in the building will be a responsibility of the staff member they are visiting.

Return to class quietly, using the same route, when the “all clear” bell rings.

If during lunch, all staff must assist in assuring the safety of our children. Gather the children by class and take roll. The office will provide a copy of class lists to the lunch paras and supervising teachers.

TORNADO WARNING/DRILL PROCEDURES

Notification – In building:

Upon receiving notification of a Tornado Warning (not Watch), an announcement by the principal or administrative designee will be made via the intercom. He or she will say – “Students and staff, this is a Tornado Warning. Proceed quietly to your assigned area”. If there is a power failure, two (2) short blasts of the Fire Alarm signal will be made.

Notification – Out of building:

Teachers, staff and students who are outside having class or at recess will be notified of a tornado warning via a megaphone announcement from office personnel. Office personnel will assist in rounding up students outside.

Any of these signals or announcements will mean immediate activation of the following emergency procedure:

Leave windows alone. (Do not bother opening or closing them as weather specialists have determined this step takes too many precious moments and they have found that position of windows does not matter.

Close your classroom door and any other inner doors, e.g., hall fire doors, etc. to reduce the number of flying objects. (Do not worry about lights.)

Continue to your assigned area immediately, taking your Class Roll Book. Students and staff must remain quiet so that announcements can be heard.

Students are to kneel with their heads down and arms covering their heads. Make sure students are very close together. Any students assigned to the middle hall area should squeeze their heads in between students already on the wall. (The rationale behind this is that the wall offers more protection than the open space of the hall, i.e. – flying objects, etc.)

Keep students away from stairway openings and doors.

If you are monitoring students outside their regular classroom, continue to the closest sheltered area. Teachers monitoring students outside at recess will continue to their assigned hallway and attempt to place students with their classrooms.

Practicing dry runs with your class is very helpful.

INSTRUCTIONAL PROGRAM AND STAFF EXPECTATIONS

ABSENCES

Use District calling system.

Leave a message on the principal's or principal's designee's voice mail:

Brenda Kazin– 40964 Ken Hansen - 40962 Roma Pitt - 40972 Jane Maes – 40963

3. Please remember there are no absences/personal leave time before or after a vacation period. If a pattern of absences occurs, a doctor's note can be required by the administration.

ABSENTEE FORMS

It is expected that staff members complete an absentee form – regardless of the reason - and submit it to Jane Maes.

APPEARANCE

It is expected that teachers dress at all times in a manner befitting their professional status. Remember that teachers are one of the most important role models in a child's life. Research has proven that student behavior improves when the staff dresses in professional attire. Obviously, there are days when it is appropriate to dress casually – field day, pride days, field trips to the zoo, etc. – however, most of the time your attire should reflect your professional status. (No Jeans)
Board Policy GBEB-A-R

ARRIVAL

Teachers must work an 8 hour day 8:15 a.m. - 4:15 p.m.

Staff Development Days will be determined at the beginning of the school year.

CHECK IN/OUT

Sign in and out daily.

Check mailbox and bulletin board for messages before school, at noon and after students' dismissal.

Check your voice mail and E-mail daily.

DEFICIENCY NOTICES

It is the responsibility of each teacher to inform parents of students' unsatisfactory work. This can be via a written or telephone contact. Written notices not returned signed should be followed by a telephone call. Serious problems should be handled by phone and/or personal conference with parent and student at school. All phone contacts and parent conferences should be documented on the Parent Communication Log.

These reports should be continuous rather than waiting for deadlines. However, such reports must definitely be completed before the end of six weeks in each twelve- week marking period, or three weeks in each six week course. Ongoing communication regarding student progress eliminates concerns with parents and increases student success. Weekly Progress Reports will determine eligibility for Middle School sports.

GRADING STUDENT WORK

Assessment is an ongoing process.

All work assigned should be evaluated by standards and with approved assessments.

Teachers are urged to evaluate a student's work on a regular basis. Regular feedback to students is essential to continued progress. Teachers should be ready to explain and justify the grade given a student to his parents and/or Administration.

Content Standards are to be kept up and recorded on District Checklists.

GRADE BOOKS

All grades must be entered in IC per district mandates. When using a grade book, it is the official record and legal document of the students' attendance and achievement. It should be legible and accurate. Each entry should be dated and each grade explained. Your grade book should be marked so that anyone could understand the symbols and interpret the scores. Final grades must be recorded IC.

HOMEWORK

Homework has three important purposes: 1) to provide students with reinforcement and supplemental learning opportunities that cannot be scheduled in the limited instructional day; 2) to provide opportunities for vital parent-school partnerships in support of education; 3) to emphasize the high academic standards of the school district. Students should practice a test-taking skill once a week as a homework assignment.

Homework should be an integral and relevant part of every student's instructional program. It should be used consistently throughout the grades and classes. However, homework may not be integrated into a daily routine for all families. It is our responsibility to provide extended opportunities within the school day. Children who have attempted to complete their homework should not be punished for their inability to complete homework. Always contact parents to discuss concerns.

INSTRUCTIONAL MEDIA CENTER USAGE

Teachers are encouraged to utilize the library and its facilities to the maximum.

In addition, teachers are encouraged to check out books for up to two weeks for their own classroom libraries. Any suggestions for purchase of new books or improving the facilities are always welcome and should be discussed with the Principal. The media center is only as good as we make it!

LEAVING THE SCHOOL

Leaving the school area during the teaching day is possible during the lunch period only. Please sign out and notify the office in advance. Planning time should not be used for this purpose unless approved by the Principal.

LESSON PLANS - Substitute (submit to the office by September 5, 2014)

Good lesson planning and well thought-out lessons are a strength of an effective teacher. Your plan will include:

A focus on content standards (CCSS), content objectives, language objectives, and backwards planning

Process – including teaming, grouping, use of instructional paras, etc.

Assessment

Modification and accommodation for diverse learners (Special Ed., ESL, etc.)

Themes – See Denver Planning Guide

Substitute Lesson Plans: see Emergency Plan

You are urged to use District or Program technology for your Lesson plans and submit them monthly to your primary administrator.

PARENT CONTACT

Teachers are expected to contact parents regarding students' positive and/or negative behavior and academic performance. Phone calls, sunshine notes, progress reports and informal conferences are a few examples.

Keep a Parent Communication Log

Notify administration of any concerns immediately.

PARENT PROGRAMS

All teachers are required to attend Parent Teacher Conferences.

It is strongly recommended that staff attend Back to School Night, School Programs, CSC and Family Literacy Night meetings as important decisions are made during each meeting. Support for our work and efforts are strengthened through such contact. (For a minimum total of three programs) Due to the large number of staff at Place Bridge Academy, a sign-in sheet/calendar will be provided for you to pick your three (3) school nights.

Teachers may choose to attend any other school/community function.

PARENT/TEACHER CONFERENCES

Conferences provide an excellent opportunity for the teacher and parent to become better acquainted and to discover the child as a learner. This meeting should be student centered. Individual conferences should be scheduled whenever warranted or requested.

Conferences will be twice (2) during the year. The first semester conference is noted on the district calendar. The second semester conference date will be determined at the beginning of the school year, as per the District Calendar. Procedures and forms will be given to staff members for each conference date. All scheduled appointments are to be submitted to the office. **Turn in all parent sign-in sheets.**

PICK-UP TIME

When the morning and lunch bell rings, students are no longer under the supervision of the playground supervisors. **Be prompt** in picking up your children. Leaving your children unsupervised may result in disciplinary action.

STAFF MEETINGS

Staff meetings and professional developments are mandatory.

If an emergency comes up, let Brenda know when you have to be absent from a meeting. It is your responsibility to find out the information that was shared at that meeting, make arrangements to

“make-up” the Professional Development, and implement any of the expectations discussed at the meeting.

Please make sure that you show appropriate attention during all staff meetings and professional developments. **This is not a time to grade papers, etc.**

STAFF WORKROOM AND COPYING

Copy Machines:

The workrooms are equipped with a copier and a risograph machine.

Any staff member who has been trained on the use of the copy machines may use them. (**No** parent, volunteers, high school tutors, etc. unless authorized by administration.)

Large classroom requests from IKON/PrintPointe are to be made in a clear, concise fashion and placed in the Job Request basket. Allow for a 2-3 day turnaround time period.

Staff members are welcome to make 1-5 non-instructional copies per original for professional portfolios, license renewal, or sharing among information with colleagues, etc.

The risograph machine is designed to save money on large orders. Planning for 20 copies and above. For 19 copies or less, please use the copier.

Observe copyright privileges and laws in all copy requests. The office and assigned clerical workers are under strict orders to monitor copyright guidelines.

Monitor your use of paper amounts. Our budget for supplies and materials is not bottomless.

Clean up your messes in the workroom. If a machine is jammed, inform the office. Do **NOT** just leave it for the next person to discover.

Laminating film is very expensive. Only request laminating for items that are for long-term use (more than one year). If you are making books for your classroom, you may laminate the front and back covers only. We will not laminate each child’s story. Anything that is not going to be used from year to year needs approval by the Principal before being laminated. Our Attendance Clerk will do all laminating once a week. Please place this in the designated area, and she will get it back to you.

Poster Makers and Book Making Machines are located in the Back Office Areas - Please ask to be trained on these machines before using them.

STUDENT RETENTION

Individual students whom you feel may be at risk educationally must be discussed with the principal and the parents **by the end of January.**

Student retention is a joint decision to be determined by the parent, teacher and principal. Retention requires a great deal of conversation and groundwork prior to May 1st. No students will be retained unless proper procedures have been followed.

TEACHER HOURS

The teacher workday is 8 hours. Adjust your schedule to accommodate required meeting times (i.e. Staff Development meetings). Teachers should arrive no later than 8:15 am and leave no earlier than 4:15 pm.

TELEPHONES

Personal phone calls (on school phones or cell phones) should not be held during student/classroom time. Reserve all phone calls to plan times, lunch periods, before and after school.

Urgent messages will be delivered promptly.

BEHAVIOR MANAGEMENT

DISCIPLINE AND SUPERVISION PROCEDURES PHILOSOPHY

The discipline philosophy used throughout the school is intended to help all students become self-disciplined, taking control of their lives and accepting responsibility for their choices through the use of Restorative Justice (RJ) and Positive Behavior Support (PBS). It is important that we view the students' behaviors as their best attempt to meet specific needs (i.e. to gain power/control, to escape, to belong, all of which are legitimate needs). It becomes our challenge to teach students appropriate strategies/behaviors which will allow them to meet their needs in a positive/proactive fashion. Inappropriate behaviors provide us with the opportunity to teach students appropriate skills. Some students will need several opportunities, which demands clear and consistent feedback from everyone working with the student, by developing a Plan, using support from teams and specialists.

PURPOSE OF DISCIPLINE

The purpose of a school-wide emphasis on discipline is to:

Consistently ensure a positive learning environment, free from distraction.

Ensure a safe and secure environment for all children.

Help children realize they are responsible for their actions and behavior.

Practice, in order to establish, school-wide expectations using the BRIDGE Matrix.

BEHAVIOR EXPECTATIONS

The **STUDENT/PARENT PACT** forms, approved and adopted by the CSC, provide the framework of student rights, responsibilities and consequences for inappropriate behavior.

These forms will be followed and consistently enforced by administration.

Students must return the signed forms by the third Friday in September.

New students must return the slip within 5 days or the teacher must contact the parent.

All signed slips are to be placed in the student's classroom file.

Teachers are to take as much time as necessary during the first two weeks of school to teach the rituals and routines.

All of the above topics are to be consistently reinforced and re-taught and students reminded of all rituals and routines on a continual basis.

CLASSROOM MANAGEMENT

Teachers play many roles in facilitating positive student behaviors. Teachers need to discipline assertively in the classroom by:

Establishing firm, consistent limits for all students.

Teaching the PBS BRIDGE Matrix

Dealing with behavior in a confident, take-charge manner; laying down the law when students are disruptive by sending the student to "refocus" and calling a "Time to Teach" if they refuse to comply.

Reinforcing desired student behavior with the PBS BRIDGE Matrix.

Working positively with parents and administration to elicit their involvement, cooperation and/or assistance.

Helping maintain school-wide discipline in the halls, cafeteria and playground for all students, even if they are not in your classroom through the PBS BRIDGE Matrix.

Make as few rules as possible for your room; enforce those you do make. Be sure to display classroom rules and use the BRIDGE core values.

Implementing Restorative Justice and Bully Proofing is mandatory.

A teacher's presence is required in hallways during changing periods, at assemblies, and before and after school as assigned.

Record data using Major and Minor infraction sheets.

REMEMBER – The behavior expectations of your classroom are established the first few days of school. To establish those expectations, it is helpful to practice the routines and rules.

Demonstrating and practicing appropriate behaviors before there is a problem allows students to clearly understand your expectations (i.e. practice the "Teach To's" regularly). It's preferable to be firm at the beginning than to "tighten down" at a later date. Consistency is the key to successful classroom management.

For consistency and uniformity of general rules and procedures in the classroom, the following rules and procedures are suggested:

Teach the PBS BRIDGE matrix and core values

Insist on students taking their places immediately upon entering the classroom.

Do not allow students to leave the room after the bell rings unless it is an emergency. Rarely should there be occasions for a pupil leaving the room during the class period. (If a child leaves the class, they must have a pass.) If a child doesn't have a pass, they will be asked to return to the classroom to get one unless it is an emergency.

Children are not authorized to go into the boiler room, custodial rooms, lounge, kitchen or adult bathrooms.

Instruct the children about the care of school furniture. There is no reason for pencil, Crayola marks or carvings on student desks, chairs or floors.

Insist that all non-essentials such as toys, stuffed animals, etc. be left at home, unless the teacher has authorized it for a particular project, with a note home explaining the purpose and that it is optional.

Have definite plans or work for the pupils at the beginning of the day while roll is being taken. ("Do Now" activity – Independent Reading, Accelerated Reader, etc.)

In most situations, students should be recognized in class before they speak aloud.

No candy, gum or chewables should be allowed during class instruction time.

Student Dress Code is to be enforced.

BEFORE SENDING A CHILD TO THE OFFICE

State and remind students of their classroom rules. Whatever consequences you feel necessary in the classroom should be clear, consistent and appropriate to the offense. Use the language of PBS and RJ.

Remember, positive feedback should be three times as often as negative feedback – look for opportunities to tell a student when they are doing things well. Negative consequences are always more effective when used sparingly! All children should be treated with dignity and respect.

Consequences should “fit the offense” and not reinforce the student’s desired outcome for the misbehavior – if the intent of the student’s behavior is to escape a situation, for example to get out of math, and the consequence for talking is “time out”, the student has, in essence, been rewarded for the behavior. Use Restorative Justice Principles to process behavior.

Discuss the problem with parents when there is consistent misbehavior. Specific days, dates, times and acts of misbehavior should be recorded to give to a parent if requested. Keep track of your conversations on the Parent Communication Log and enter all pertinent information under IC Conference.

Record incidents on Minor form (please fill out the forms completely) and in IC Conference Tab. For support of reoccurring behaviors, these behaviors need to be recorded and tracked.

If behavior has not been amended, record and take data to SIT Team (Student Intervention Team) or Administration.

Keeping a child from attending Specials classes (music, art, P.E.) is NOT an appropriate discipline technique.

PROCEDURES FOR SENDING A CHILD TO THE OFFICE

Fill out a Major referral form and send it with the student to the office. All referrals must be made on the appropriate referral form. Additional copies are in the office. Ensure that you have had contact with the parents before filling out a referral except in extreme cases.

The form must be filled out completely. If it is not, it will be sent back to you for completion.

The office will record the referral and actions taken and notify parents if necessary.

The principal/or designee will determine consequences for behavior and notification of parents. Our goal is to keep children in school and provide them with appropriate options for behavior. Suspension from school will be determined by an administrator.

This form is to be used for all students sent to the office. In case of a “disruptive child” the form may be sent after the child is sent to the office or has been removed from the room. A “disruptive child” is one who is out of control either by fighting or throwing a temper tantrum or similar misbehavior, and in that case, call a “Time to Teach”.

Note: Once you send a child to the office for discipline, you have, in essence, diminished your authority – in the eyes of the child.

GENERAL EXPECTATIONS FOR BEHAVIOR

ASSEMBLY

Enter and exit quietly.

Keep hands and feet to yourself.

Listen respectfully.

Remain seated and quiet until dismissed.

HALLWAY

Remain quiet in the hallways.

Keep hands and feet to yourself.

Walk in the hallway.

LUNCHROOM

Talk quietly.

Keep hands and feet to yourself.

Raise your hand and get permission to leave your seat.

Use appropriate table manners.

Walk in the cafeteria.

Dispose of food properly.

Clean your area.

PLAYGROUND

Leave rocks, sand and snow on the ground.

Use playground equipment properly.

Stay inside the fenced area and away from any fences.

Line up immediately when the bell rings.

Use school equipment only.

Playing football is not allowed.

Physical contact play is prohibited. (No shoving, kicking, hitting, etc.)

Walk safely on the blacktop.

Playing tag, walking across or pulling other children off the bars is not allowed.

Candy and food stay inside.

Leave doorways open/clear.

Toys stay at home.

Use good, clean language.

Enter the building with permission only.

Stay away from classroom windows, unless sitting quietly, taking a time-out.

PROPER AND SAFE USE OF PLAYGROUND EQUIPMENT

Sit on swings and slide.

No twisting of swings or pushing of others on the swing.

No jumping off or running under swings.

No walking on the slide or “trains” down the slide.

One person at a time on swings and slide.

No pushing anywhere.

No kicking of balls on asphalt or grass unless approved for a specific sport (i.e. soccer). No inappropriate kicking of balls in any school area.

No bouncing ball on building.

Tossing balls back and forth should be kept away from the building.

Middle School students are to stay off of Elementary Play equipment.

SUPERVISION

BEFORE SCHOOL – Staff assigned to lunch/playground duty report at assigned times. Actively supervise your areas. Remember negligence and lawsuits go hand-in-hand. If you see any faulty equipment or natural hazards, alert the office.

Teachers go outside to meet class and visually scan the playground so no children are left outside.

AFTER SCHOOL – Students are to go directly home or to their designated After-School location. At dismissal, teachers are to accompany their class to the busses. Any student unclaimed is to be brought to the office.

IN BUILDING – Under no circumstances are children to be in the building unsupervised. Children are not to be placed in the hall for disciplinary reasons. If a child arrives at school early, send them directly to the office.

IN CLASSROOM – Teachers must not leave a class unsupervised. The teacher becomes liable if anything happens in his/her absence. In the event that you must leave the group, get the teacher next door to cover for you or notify the office for assistance.

Appendix K: School Calendar and Schedule

Master Schedule		Place Bridge Academy	2014 - 2015																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1st Grade</td><td>2nd Grade</td><td>3rd Grade</td><td>4th Grade</td><td>5th Grade</td><td>6th Grade</td><td>7th Grade</td><td>8th Grade</td><td>9th Grade</td><td>10th Grade</td><td>11th Grade</td><td>12th Grade</td></tr> </table>	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1st Grade</td><td>2nd Grade</td><td>3rd Grade</td><td>4th Grade</td><td>5th Grade</td><td>6th Grade</td><td>7th Grade</td><td>8th Grade</td><td>9th Grade</td><td>10th Grade</td><td>11th Grade</td><td>12th Grade</td></tr> </table>	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
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Appendix L: Discipline Policy

The expectation is that teachers set high, clear expectations at the beginning of the year regarding classroom and school-wide rules. Therefore, it is imperative that the staff agrees to abide by all school-wide expectations. If one person's expectations are lower than another's, we will not be able to be consistent and fair.

There are times when a student may choose a course of action that requires a consequence that affords him or her the opportunity to evaluate the choice made, the results of that choice, and what might have been a better choice. If students do not choose to participate and/or contribute to the creation of a positive school culture, the following disciplinary steps will be followed:

** For additional guidance, please see:

District Discipline Matrix - List of Behaviors

DPS District Ladder (triangle) – What do I do as a teacher to deal with behavioral difficulties?

Level A Teacher Steps:

After the teacher has taught expectations, reinforced target behaviors, and intentionally set the tone for the classroom community and the student still demonstrates undesired behavior, the teacher lets the child who demonstrated the behavior tell his/her side of the story. After listening, the teacher will warn, conference with, and problem solve with the student. The teacher will remind the student of the possible consequences of his/her behavior.

Level B Teacher/Office Steps:

If the student does not change his behavior and does not meet expectations for a **second time** in the school year (after warning or levels A, B, C), the teacher will implement another intervention. At this point, teachers may involve support/office staff. *Level B Behavior must involve parental notification.* The teacher must document in IC Conference atom. If the teacher refers the student to the office, the office staff will document the referral in IC Conference atom and in GoogleDocs.

Level C Teacher/Office Steps:

If the student continues the undesired behavior and does not meet expectations for a **third time** in the school year (after warning), the teacher will implement another intervention. *Support/Office staff should be involved. Parents must be notified.* The teacher must document in IC conference atom and if the student is referred to the office, the office staff will document the office referral in GoogleDocs and IC Conference atom.

Level D Teacher/Office Steps

When the behavior moves to Level D, school administration becomes involved. The teacher fills out a red referral form and turns it in to the administration. If a student is sent to the office without a referral for **recurrence of level A, B, or C behaviors that have had three unsuccessful interventions**, the student will be returned to class. If administration looks at the conference atom in the IC and there are not three documented interventions, the student will be returned to class. If both of these requirements are met, administration then investigates and issues administrative consequence. Parents are notified and administrator documents in IC behavior atom.

Level E and F - Non-negotiable behaviors:

Level E and F Teacher/Office Steps

There are some behavior issues (non-negotiable) that we cannot tolerate at PBA. **These behaviors will be brought to the administration's attention immediately and a red referral will be written.** These behaviors will be assigned an administrative consequence immediately and will be documented in the IC behavior atom by an administrator.