



Beacon Middle School Network  
Innovation Plan  
2015-2018



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Grant Beacon Middle School  
Beacon Middle School Network

Innovation Plan

2015-2018

## EXECUTIVE SUMMARY

### PLAN REVISIONS

Grant Beacon Middle School's Innovation Plan was approved in March 2011 and first implemented in the 2011-2012 school year. After two years of implementation, GBMS has made significant progress toward achieving its vision, mission, and goals: making some of the highest academic growth among DPS middle schools, increasing student attendance and enrollment rates, and providing a broad array of enrichment courses for all students.

The Innovation Plan Renewal application includes the following modifications:

- 1) expanding from one school to a network of schools that will follow the Innovation Plan;
- 2) creating a network leadership structure to support multiple schools;
- 3) describing the Blended Learning Instructional Approach in greater detail;
- 4) adding the Character Traits framework to the school culture description; and
- 5) updating curriculum, assessment, calendar, schedule, and budget information to reflect current practices.

The remainder of the original Innovation Plan remains substantively the same.

### VISION

Beacon Middle School Network students will be among the highest in academic growth in the state, will be well-rounded in their interests and abilities, and will be recognized in the community for outstanding leadership.

### MISSION

*Achieve, Lead, and Grow Together*

The Beacon Middle School Network is committed to the high achievement and growth of every student, providing a college preparatory program of study that sets high expectations and requires critical thinking and problem-solving skills. Through the integration of technology and collaborative work of students, staff, families, and community partners, the school will bring together its neighborhoods' diverse communities and prepare students with the academic knowledge and 21<sup>st</sup> century leadership skills necessary for college and career success.

## PROGRAM INNOVATIONS

### Technology Enhanced Teaching Methodology

- Blended Learning Methods: technology-based instruction, applications & assessments
- Student 1:1 access to technology throughout the day
- Promethean whiteboard interactive instruction in all core classes

### Rigorous Academics

- a. Develop, teach, and assess Common Core aligned Essential Learning Goals
- b. Highly effective Data Teams that analyze data and determine instructional strategies
- c. Fully integrated Pre-AP pathways
- d. Research-based intervention programs (Reading Plus, Read 180, Math 180, Tenmarks)
- e. Additional time for math & reading extensions in extended day

### Extended Learning Opportunities

- f. Teacher-led enrichment, interventions & advanced content courses
- g. Expanded offering of community-led enrichments integrated into the day
- h. Enrichment offered in areas of: student leadership, STEM, athletics and sports, interventions and advanced content classes
- i. After school study hall and tutoring with transportation provided
- j. Extension of year through summer school and 6th grade academy
- k. Additional subject level collaborative planning time

### Character Development and Student Leadership

- l. Family time advisory focused on character development and character traits
- m. Service learning requirements and community based enrichments
- n. Student leadership opportunities through student council and youth development classes
- o. Weekly grade level community celebrations & quarterly Character and Athletic Awards

## TIME

Students attend from 7:30am to 4:00pm Monday through Thursday and from 10:00am to 4:00pm on Fridays. Teachers work from 7:15am to 4:15pm Monday through Thursday and from 8:15am to 4:15pm on Fridays. Teachers have 8½ hours of planning and professional development time each week.

Extended Learning Time: The extended learning time schedule increases overall time in school for all students with approximately 5 hours more per week. Instructional time allocated to reading, writing, and mathematics instruction and intervention equates to 350 hours more time per year than traditional middle schools (up to 43% more time). All incoming 6<sup>th</sup> graders and struggling 7<sup>th</sup> & 8<sup>th</sup> graders also participate in a one week Summer Academy.

## PEOPLE

The Beacon Network hires and retains teachers, leaders, and staff who are highly skilled and committed to the mission, vision, and goals of the school. Direct placements of teachers, leaders, and staff will not be accepted from the district and teachers hired after the initial

adoption of the innovation plan receive annual contracts for employment.

Teachers work an extended day Monday through Thursday and receive an agreed upon stipend, consistent with extended time pay at other DPS schools, to compensate them for additional time. Teachers are provided with additional professional development, planning, and collaboration time.

The school implements the District's LEAP teacher evaluation and professional growth system with modifications to support the implementation of the Innovation Plan. One such modification is the implementation of a Teacher Leadership Crew to provide teachers with ongoing feedback to enhance their instruction.

The Beacon Network Executive Principal, in consultation with the Network Leadership Team and School Advisory Boards, will conduct the hiring and selection process for Network school leaders. Recommendations will be made by the Executive Principal to the DPS Superintendent. If the Executive Principal should leave, the Network Leadership Team and School Advisory Boards will lead the selection and hiring of a new leader who has the capacity and commitment to carry out the Innovation Plan. At least two qualified candidates will be recommended to the Superintendent. The Superintendent will make the final decisions on principal selection.

Additionally, the Beacon Network will include the following leadership positions to support implementation of the Innovation Plan: Blended Learning Academic Director, ELO Coordinator, Student Leadership & Culture Coordinator, and Business Manager. Community providers will deliver enrichment classes throughout the school day and during the extended time schedule.

## **MONEY**

The Beacon Network schools budget using actual salaries and regain the difference between actual and averages in school based budgets to support the funding of additional time and personnel to carry out the innovation plan. Beacon Network schools will opt out of district provided services when necessary to ensure the most efficient and effective management of the school.

The Beacon Network has received multiple grants for blended learning, extended learning opportunities, and reading instruction including a district School Improvement Grant, a Janus blended learning grant, a Morgridge Family Foundation Reading Plus grant, a Collaborative Strategic Reading grant, an ELO grant, and a grant from the Rose Foundation. The Network will continue to pursue other public and private funding sources to support the effective implementation of the innovation plan.

The Beacon Network has the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight. The Beacon Network will make decisions about the use of funding in accordance with the school's mission and goals and sound fiscal practices.

## **CONCLUSION**

Innovation Status allows the Beacon Network to: 1) implement a more rigorous college prep

curriculum; blended learning with technology-based instruction, applications, and assessments; a system for frequently analyzing student data; and research-based interventions that result in high growth and achievement, 2) increase instructional time, differentiate and personalize instruction, develop 21<sup>st</sup> century skills in all content areas, and provide professional development focused on meeting the needs of diverse learners, 3) access new resources and reallocate existing resources to implement advanced technologies, community-led enrichments, a wide variety of academic electives, and student leadership opportunities, and 4) recruit and develop teachers with the knowledge and skills to support intervention and acceleration of student achievement and provide them with incentives to take on leadership roles and work collaboratively to reach school goals. Innovative programs, committed teachers, and documented student achievement and growth will maintain the high demand of the Beacon Network Schools and create a truly diverse and high achieving learning community.

## School Information

Beacon Middle School Network:  
Grant Beacon Middle School

Alex Magaña, Executive Principal

Innovation Plan Approved: March 15, 2012  
Renewal Application Submitted: March 20, 2015

## Introduction

The Beacon Middle School Network Innovation Plan outlines the common and essential elements for the schools in the Network: Grant Beacon Middle School (GBMS) and Kepner Beacon Middle School (KBMS). The Network Innovation Plan builds upon the successful GBMS Innovation Plan, with revisions based on evaluation of plan implementation successes and challenges. The Beacon Middle School Network Innovation Plan and GBMS Innovation Plan Renewal Application have been combined and submitted concurrently.

### Innovation Plan Renewal Team

- Alex Magaña, Executive Principal, has a proven track record of increasing academic achievement in schools serving high poverty/high minority populations in Denver Public Schools. Alex led the Innovation Plan development, implementation, and renewal.
- Dan Walsh, 8<sup>th</sup> Grade Math Teacher and Math Facilitator, recognized for his exceptional math growth scores, led math team in developing curriculum and assessments aligned to CCSS and CMAS testing, and contributed to data analysis and time analysis and impact of blended learning on achievement.
- Judy Klimek, Arts Lead Teacher, has taught at all levels from K-12 and has demonstrated experience in engaging community partners in education, bringing the community into the school and the students into the community. Judy has worked at Grant Beacon middle schools for five years. On the Innovation Team, Judy helped to assemble data from parent and staff surveys, participated in site visits, and presented data from the surveys as part of the staff and community presentations.
- Valerie Svoboda, 7th grade Language Arts Teacher and Teacher Leader, has worked at Grant Beacon Middle School for nine years and helped to develop the district Essential Learning Goals for 7th grade Language Arts. She is also the Literacy Data Team and CSR lead. On the Innovation Team, Valerie led the review of the Read 180 curriculum, participated in site visits, and participated in staff and community presentations.

- Lindsay Cocos, Social Studies Teacher Leader, has taught at Grant Beacon Middle School for five years. On the Innovation Team, Lindsay participated in site visits, scheduling discussions, and staff and community presentations.
- Jennifer Kent, Literacy Facilitator, has taught and led in Denver Public Schools for sixteen years. Jennifer arrived at Grant Beacon four years ago and has worked with the Innovation Team to implement many of the innovation components, especially within the rigorous academic domain.
- Michelle Saab, Dean of Students and Extended Learning Opportunities Coordinator, has been with the Denver Public Schools for the last eight and a half years. Her career in education has been diverse from working with community partnerships, parent engagement and conflict resolution to school administration. On the Innovation Team, Michelle led the exploration of community led enrichment opportunities by outreaching to community organizations and businesses, while also participating in site visits and staff and community presentations. In addition she led the efforts in character development.
- Eliot Lewis, Parent, has one son in 8th grade at GBMS and one daughter in 4th grade at McKinley-Thatcher elementary. Eliot participated in site visits and community presentations.
- Liz Kailey, GBMS Parent, has a child at GBMS and one in a GBMS feeder elementary school. Liz is an Aviation Technical Analyst, one of the key individuals responsible for the curriculum development of the award-winning Guided Flight Discovery Pilot Training System. Liz will provide a parent and business perspective on the planning team and will facilitate a planning subcommittee of representatives from feeder elementary schools.
- Jacob benEzra, 8<sup>th</sup> Grade Language Arts Teacher and Grade Level Lead, building representative for DCTA, worked closely with the language arts team on the innovation plan renewal and with the leadership team on innovation plan waivers.
- Kevin Croghan, Blended Learning Director, former field BL manager for DPS, supported the SLT in developing BL model, analyzing the model customization for each subject area to ensure that the model is implemented effectively and with fidelity, as well as researching classroom environments and managing BL implementation.

### **Innovation Renewal Process**

The Beacon Middle School Network began the Innovation Renewal process in August 2014, completing the GBMS Innovation Plan Renewal Application and submitting the Beacon Middle School Network Innovation Plan in February 2015. The following timeline identifies key activities in the renewal process:

#### **Timeline**

August 14 <sup>th</sup>	Kick off meeting with OSRI
August 18 <sup>th</sup>	Staff Meeting to notify staff about Renewal Process
Aug-Dec	ELO Committee research on Use of Time, Enrichments, and Compensation
Aug-Dec	Site visits to DSST, Strive Prep, Bull Dog Tech, Summit, Aspire, Citizen Schools

Jan 31 <sup>st</sup>	ELO Committee Findings Presentation to Staff
Sept 8 <sup>th</sup>	Workshop
Oct 13 <sup>th</sup>	Workshop
Aug-Jan	Identify Revisions
Aug-Jan	Draft Revisions
Feb 4 <sup>th</sup>	Complete Draft of Application
Feb 6 <sup>th</sup>	Share Executive Summary of Revisions with Staff
Feb 10 <sup>th</sup>	OSRI visit to GBMS
Feb 12 <sup>th</sup>	Present Executive Summary of Revisions to SAB
Feb 13 <sup>th</sup>	Send Initial Revised Draft of Innovation Plan to OSRI
Feb 18 <sup>th</sup>	Feedback from OSRI
Mar 20 <sup>th</sup>	Plan Finalized w/ TNLi Model and Beacon Network Budget
Mar 23-Apr 3	Staff and community review period
Apr 8	Consent Completed
Apr 23	DPS Board Vote

## Innovation: Vision & Mission

### VISION

Beacon Middle School Network students will be among the highest in academic growth in the state, will be well-rounded in their interests and abilities, and will be recognized in the community for outstanding leadership.

### MISSION

*Achieve, Lead, and Grow Together*

The Beacon Middle School Network is committed to the high achievement and growth of every student, providing a college preparatory program of study that sets high expectations and requires critical thinking and problem-solving skills. Through the integration of technology and collaborative work of students, staff, families, and community partners, BMSN will bring together its neighborhoods' diverse communities and prepare students with the academic knowledge and 21<sup>st</sup> century leadership skills necessary for college and career success.

#### High Achievement for Every Student

- Challenging, standards-based, curriculum and coursework
- Advanced courses and curriculum compacting for advanced learners
- Literacy and math interventions for struggling learners
- Enrichment courses for all learners

#### College Preparatory Program of Study

- Daily Advisory for All Students
- Individual Career and Academic Plans
- AVID (Advancement Via Individual Determination Program)
- Advanced Courses – Pre-AP classes and STEM

#### Critical Thinking & Problem-Solving Skills

- Project-based Learning inquiry
- Collaborative teamwork
- Electronic Portfolios of Student Accomplishments
- Multiple measures of learning

#### Collaborative Work

- Students, staff, families and community partners together
- Effective heterogeneous teams
- Shared responsibility for reaching school goals

### Diverse Communities

- Community School with opportunities for extended resources and services
- Diverse social and cultural groups attending and working respectfully and effectively together on committees and projects

### 21st Century Leadership Skills

- Advanced Technology for Teaching & Learning
- Service Learning Experiences
- Career Exploration and Field Experiences
- Self-direction & Initiative

### **Alignment with DPS Mission**

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. The Beacon Middle School Network provides DPS students with opportunities to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world.

### **SCHOOL CULTURE**

Schools in the Beacon Middle School Network create a culture of high expectations for achievement and growth, college prep, critical thinking, collaboration, diversity, and student leadership skills through a variety of rituals and routines.

### **Universal Strategies**

Every staff member is responsible for consistently reinforcing the Universal Strategies as these are the foundation of a strong and effective school environment. It is everyone's responsibility to give each other support and hold each other accountable for consistently enforcing these strategies.

### **Character Development**

Schools in the Beacon Middle School Network foster student leadership and character development focused on the following five traits: Leadership, Perseverance, Integrity, Curiosity and Kindness. Character traits are explicitly taught during family advisory time to create common language and understanding of expectations. Quarterly student progress reports include a Character Report Card so that students, parents and teachers can engage in conversation around the characteristics students display in and out of the classroom and the impact of these character traits on academic and social outcomes.

## Beacon Middle School Network Character Traits

<p style="text-align: center;"><b>Leadership</b></p> <ul style="list-style-type: none"> <li>· Self-determined and motivated to do well in school.</li> <li>· Shows self-confidence and organization.</li> <li>· Encourages others and shows positivity.</li> <li>· Thinks in the long-term and makes positive choices.</li> </ul>	<p style="text-align: center;"><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>· Continues to try even after experiencing failure.</li> <li>· Finishes whatever they start.             <ul style="list-style-type: none"> <li>· Successfully contributes to and completes group work.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Integrity</b></p> <ul style="list-style-type: none"> <li>· Shows consideration and regard for self, others and community.</li> <li>· Continually displays honesty, fairness and timeliness.</li> <li>· Presents oneself sincerely and genuinely and takes responsibility for their actions.</li> </ul>
<p style="text-align: center;"><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>· Shows initiative to explore new things and do things differently.             <ul style="list-style-type: none"> <li>· Asks and answers questions to deepen understanding.</li> </ul> </li> <li>· Actively listens and takes interest</li> </ul>		<p style="text-align: center;"><b>Kindness</b></p> <ul style="list-style-type: none"> <li>· Recognizes and shows appreciation and gratitude for others.</li> <li>· Shows empathy and the capacity to understand and share feelings with others.</li> <li>· Considerate, polite and helpful to peers, adults and community.</li> </ul>

### School-Wide Rules

- Be Respectful
- Be Prompt
- Be Prepared
- Be Productive
- Be Positive

School rules are read each morning as part of morning announcements. They are posted, with clear explanations, in every classroom as well as in the hallways. All staff members

continually reinforce the 5 School Rules by reminding the students of each, offering clarification and definitions to what any one of these mean in a given circumstance. Teachers make sure that students are “caught” doing what is expected and are recognized. The staff supports PBIS by recognizing positive behavior and awarding a student a Random Act of Kindness ticket and the student enters a weekly drawing. Through PBIS, staff members teach students, in a positive way, the expectations of the school.

### **Positive Behavior Intervention Support (PBIS)**

1. Acknowledge and highlight extraordinary student behavior weekly during grade level “Community Meeting”. Every week each grade level gathers together and celebrates student achievement and outstanding character as a community.
2. “School Bucks”, Character Trait Pins, and “Be the Change” Slips – provide opportunities for teachers and staff members to highlight and acknowledge positive behaviors on a daily basis in and out of the classroom and for students to be rewarded for excellent character and meeting expectations.
3. Quarterly Character Trait and Achievement in Athletics Awards. Students are acknowledged at grade level celebrations for embodying School Character Traits.
4. Excellent attendance pizza, popsicle and ice cream sundae parties. Celebrating students and grade levels that are meeting or exceeding attendance expectations.

See Teacher Student Handbook for Discipline Procedures.

### **Classroom Environment**

Each day the following items will be clearly stated and posted in the classroom:

- Today’s Content Language Objective (CLO)
- Evidence of Essential Learning Goals
- Daily activities/Agenda
- Active Word Walls
- Warm-up/Fluency
- Character Traits
- School Rules Matrix
- Hierarchy

### **Beacon Contract**

Upon registration, all parents/guardians, students and a school staff member sign an understanding to support the school in implementing the key policies around attendance and tardies, academic expectations, agendas and supplies, and interventions. This document is referred to as the Beacon Contract. If a student violates the contract, it is imperative that the student’s parents come into the school to attend a meeting with their student and the principal.

### **Advisory/Family Time**

It is important that all students make a connection with an adult. Every student will be assigned to an advisory class and “family”. The advisory class will meet at the beginning of every day and for an extended time on Friday. The purpose of an Advisory/Family is to build a

small community of grade-level peers with one teacher throughout all three years. During this period, the teacher will take attendance, check homework, materials, and student agendas. The teacher is also strongly encouraged to check-in with each student on how he or she is doing, facilitate discussions among students to foster bonding and school spirit within the advisory group, and help students develop positive relationship skills. In addition, advisory teachers make positive phone calls to all students' families at least once each semester to report on positive behaviors, improvements, and/or successes. Extended Advisory/Family time will be used to facilitate lessons focused on Beacon Middle School Network Character Traits and student leadership skills.

### **Impact of Innovation Status**

Innovation Status provides Beacon Middle School Network schools with the autonomy needed to support the diverse population of students served. Through the blended learning model and extended day programming, we are able to personalize learning experiences for students with different achievement levels and learning styles, intensify academic interventions for struggling students, and provide a multitude of high quality enrichment opportunities for all of our students. In addition, Innovation Status provides Network Schools with autonomy to: select curricular materials and assessments that are aligned to the school's education plan and Common Core State Standards; hire, develop, and retain skilled teachers and staff; partner with community based organizations to deliver engaging supplemental and enrichment instruction during the school day; make budgeting decisions based on school priorities; and adopt a school calendar and schedule that increases instructional time for students and collaboration time for teachers.

Innovation Status allows the Beacon Network to: 1) implement a more rigorous college prep curriculum; blended learning with technology-based instruction, applications, and assessments; a system for frequently analyzing student data; and research-based interventions that result in high growth and achievement, 2) increase instructional time, differentiate instruction, develop 21<sup>st</sup> century skills in all content areas, and provide professional development focused on meeting the needs of diverse learners, 3) access new resources and reallocate existing resources to implement advanced technologies, community-led enrichments, a wide variety of academic electives, and student leadership opportunities, and 4) recruit and develop teachers with the knowledge and skills to support intervention and acceleration of student achievement and provide them with incentives to take on leadership roles and work collaboratively to reach school goals. Innovative programs, committed teachers, and documented student achievement and growth will maintain the high demand of our schools and create a truly diverse and high achieving learning community.

# INNOVATION: EDUCATION PROGRAM

## PROGRAM INNOVATIONS

### Technology Enhanced Teaching Methodology

- a. Blended Learning Approach: Technology-based Instruction, Applications & Assessments
- b. Student 1:1 access to technology throughout the day
- c. Promethean Whiteboard Interactive Instruction in All Core Classes

### Rigorous Academics

- d. Develop, teach, and assess common core aligned Essential Learning Goals.
- e. Highly effective Data Teams that analyze data and determine instructional strategies
- f. Fully integrated Pre-AP pathways
- g. Research-based intervention programs (Reading Plus, Read 180, Math 180, ALEKS)
- h. Additional time for math & reading extensions in extended day

### Extended Learning Opportunities

- i. Teacher-led enrichment, interventions & advanced content courses
- j. Expanded offering of community-led enrichments integrated into the day
- k. Enrichment offered in areas of: student leadership, STEM, athletics and sports, interventions and advanced content classes
- l. After school study hall and tutoring with transportation provided
- m. Extension of year through summer school and 6th grade academy
- n. Additional subject level collaborative planning time

### Character Development and Student Leadership

- o. Family time advisory focused on character development and character traits
- p. Service learning requirements and community based enrichments
- q. Student leadership opportunities through student council and youth development classes
- r. Weekly grade level community celebrations & quarterly Character and Athletic Awards

## INSTRUCTIONAL APPROACH

The Beacon Network instructional approach includes two critical components evident across all curricula: blended learning and data-driven instruction.

### **Blended Learning Approach / Technology Integration & Personalization**

Beacon Network Schools increase the use of technology in both teaching and learning, harnessing its power to provide access to engaging, high quality content and to connect

students with the larger world. By expanding digital and online offerings, Network Schools increase small group instruction and reduce inequities in student learning opportunities. Blended learning settings combine in person and online instruction and learning and allow for individualized instruction and assessment through personalized learning systems. Blended learning is relevant and engaging for today's digital-age students and provides teachers with tools for adjusting curriculum and providing targeted support based on student learning needs.

Blended Learning techniques include a combination of face to face and online learning experiences. Through Blended Learning instruction, Beacon Network students have access to: high quality content and instruction online, individualized learning and practice, and tools to demonstrate learning through projects and assessments. Implementation of Blended Learning techniques increases accessibility, affordability, customization, and student achievement. When fully implemented, each classroom is equipped with 15 computers and 8th graders will utilize assigned ipads 90% of the school day. Integrated into core instruction, students will use computers to access online instructional content, independently practice application of concepts, get immediate feedback on their learning, access information, and demonstrate mastery through real world application, presentations, and assessments.

NETC identifies the following conditions necessary for effective technology integration:

**Physical Facilities** - Computers and multimedia equipment are available when and where teaching and learning occurs. Software and materials are available in every content area to address curricular needs. In Beacon Network Schools, all core classrooms have Promethean Boards and document cameras installed for each teacher to use in instruction and the necessary computers to allow for simultaneous individualized computer-based learning and small group teacher-led instruction. Students have 1:1 access to technology for interactive learning, research, and presentations.

**Teacher Actions** - Technology is used daily in teaching, learning, and assessment giving real time feedback to students and teachers. Teachers and students are trained in the use of technologies. Teachers choose and use technologies appropriate for the learning objectives. Successful practices are shared. Beacon Network teachers will be provided with professional development, coaching, and modeling of blended learning by the technology teacher, humanities and math facilitators, and Director of Blended Learning.

**Student Activities** - Students routinely and independently choose and use technologies appropriate to activities and outcomes. Technology is used in independent and group learning. Beacon Network students will have daily access to technologies that may be used to access information and instruction or to demonstrate learning. Teachers develop lessons that require students to choose and use technologies in learning activities and assessments.

**Support** - Professional development is provided in the use of technology for teaching and learning. Technical staff is available to operate, maintain, and manage technology. Teachers with expertise in the use of technology mentor and coach others. Teachers are provided with

planning time to address technology integration. Beacon Network Schools will provide teachers with planning time and professional development to support the use of technology and online instruction and assessment. All Beacon Network teachers will be trained in Blended Learning Techniques and will be expected to supplement core instruction with online instruction, personalized learning applications and practice, and computer based assessment of student progress on Essential Learning Goals. Teachers will participate in whole group professional development on Blended Learning Techniques and differentiated professional development specific to their content areas with discipline teams. Implementation of new knowledge and skills will be supported by weekly team meetings focused on team goals, individual coaching and modeling by facilitators, the technology teacher, and the Director of Blended Learning and through supervision and peer observations. Data analysis will be used to monitor individual student progress and evaluate the effectiveness of the educational program.

The Beacon Network culture fosters collaboration and structures opportunities for students, teachers and parents to work together on diverse teams that span multiple cultures, abilities, and interests. Technology is an integral part of teaching and learning at Beacon Network Schools. Teachers use computers, promethean boards, podcasting, and online/blended instructional approaches to deliver instruction. Students use iPads, Chromebooks, laptops, computer, and video technology to access information, engage in collaborative learning networks, and demonstrate learning through presentations and assessments.

Elements of the Beacon Middle School Network Blended Learning Model include:

1. Differentiation / pathways
2. Use of technology and face to face with instruction
3. Synchronous & asynchronous learning
4. Data analysis and progress monitoring
5. Multiple supports and resources
6. Student ownership & reflection
7. Culture of sharing

In year one, Beacon Network Schools implement the blended learning model and use the learning management system (LMS), Moodle, to communicate with students and monitor student progress on Essential Learning Goals. In the second year of implementation, teachers expand their use of the Moodle to create online interim assessments and provide opportunities for student demonstration of collaborative work. Teachers also implement the use of a data management system, Engrade, to allow for real-time access to student assessment data, and begin roll-out of one-to-one technology for every student. Year three features content-unified Moodles, full 1:1 technology with Chromebooks, and full utilization of the Engrade system.

### **Data-Driven Instruction**

**Data Team Focus:** The Beacon Network Data Team plan will address student learning by improving teacher learning across schools. Teachers from all Beacon Network Schools will collaborate weekly in Professional Learning Communities to learn about and then implement

best practices using data to drive instruction. Ongoing PLCs will focus on literacy instruction, math instruction, and school culture. Data teams engage with curriculum and assessments to intentionally implement CCSS and prepare students for demonstrating learning on state assessments such as CMAS and PARCC. In PLCs, teachers collaboratively plan assessments, analyze data, and develop plans for re-teaching and re-assessing standards that are not yet mastered. In subsequent PLC sessions, teachers share what they have learned about their students and plan and implement further remediation before the next cycle assessment begins. Student work and teaching strategies align with the school's UIP goals, LEAP framework expectations, and CCSS Instructional Shifts. The differentiated, collaborative, teacher-led structure of our PLCs allows teachers in Beacon Network Schools to increase skills and knowledge to better meet the learning needs of students. Our Student Learning Objectives are tied to the common assessments and common teaching tools that will be used across the schools.

### **Data Team Objectives:**

- Participants will **create** CMAS/PARCC aligned **assessments** in literacy and math on *Engrade*.
- Participants will **assess all students** and record the data in the area appropriate to team.
  - Math: Interim Assessments
  - All other content teachers: CMAS Literacy-Aligned Interim Assessments
  - Student Services: Attendance and Behavior Data
- Participants will **collaborate to analyze the data**.
- Participants will **determine school-wide teaching strategies & interventions** during weekly data team sessions.
- Participants will **teach/use these common strategies in their classrooms & will save artifacts of implementation**.
- Participants will **re-assess** and repeat the process in **5 cycles**.

## **CURRICULUM**

Beacon Network Schools develop curriculum in each academic subject by starting with the Common Core State Standards and Colorado Academic Standards, identifying Essential Learning Goals, developing common assessments and instructional strategies, identifying aligned curricular materials - including district adopted curricular materials and synchronous and asynchronous digital resources - and developing Blended Learning unit and lesson plans.

Beacon Network Schools use a variety of resources to support curriculum design and implementation including: Moodle for content delivery, Engrade for assessment and reporting, and Google Apps for student output. Moodle is an online learning management system where teachers design their course and students access all course materials. Engrade is used as a gradebook where students and teachers can track student growth, as well as an assessment tool for quizzes and assignments. Google Apps are used by teachers to create lesson materials, and are used by students to demonstrate their learning through assignments or projects. Various other Web 2.0 tools are used on a regular basis for student projects and assignments.

## English Language Arts

The Beacon Middle School Network English Language Arts curriculum is designed to increase critical thinking, collaboration and reflection.

**CRITICAL THINKING:** Students are assessed using a standards-based rubric and leveled according to level. Each student progresses at his or her own pace using locked-down Moodle lessons. Small groups are pulled for more targeted interventions. As students progress, more difficult and extended lessons are provided.

**COLLABORATION:** Language Arts students use Collaborative Strategic Reading one day a week for deeper understanding of current skills and content.

**REFLECTION:** Reflection opportunities are built into Friday focus timed writing, individual conferencing as part of data team process, and post embedded assessment reflections.

Beacon Network Schools will continue to implement the district adopted language arts program, SpringBoard, as part of the Blended Learning curriculum. SpringBoard is a research-based program that provides students with instruction and practice in reading, writing, and critical thinking. From the College Board, the program's pedagogical foundation consists of the skills, understandings, and strategies identified by college faculty that students need for success in Advanced Placement courses and college-level work, and it is:

- Based on [College Board Standards for College Success™](#),
- Aligned to state standards, and
- Prepares students for AP courses and college.

Beacon Network Schools will continue to supplement SpringBoard curricular materials with teacher-created and digital materials and sheltered instruction strategies. All Beacon Network students will also participate in a leveled reading class.

## Reading

### Access to Academic Rigor for All Students – Close Reading and Accelerated Reader

The Close Reading Strategy is implemented in reading classes to engage students in repeated readings of short, complex passages. In addition, the process scaffolds students through high level questions and text-dependent tasks. The Accelerated Reading program is also a main component in our academically rigorous reading classrooms. This program allows students to read a book of his/her choice, at the reader's reading level, and take quizzes on each book to demonstrate comprehension.

### Inclusive Learning Environments – The Inclusion Model

Students receiving special education are fully included in reading classes to ensure engaging and high level reading instruction for all students. Data collection and analysis drives the

individualized reading instruction. General education and special education teachers pull small, targeted groups for reading instruction on an ongoing basis.

#### Individualized Learning Environments – Blended Learning

Blended learning in the reading classroom is based on a flex-model, where all students are working toward the same standards, but working at his/her own pace. Teachers focus on tiered learning with differentiated lessons to fit student learning needs. Each student is equipped with a Chromebook, which they utilize to access screencasts of lessons, interactive online lessons, or online reading programs. Teachers use the Moodle to create lessons tailored to individual students.

#### Academic Interventions and Extensions

Each quarter reading teachers provide academic intervention and extension classes. The course offerings include the Reading Plus program, System 44, Read 180, and teacher created intervention and extension classes. These programs focus on fluency, comprehension, vocabulary, and complex text analysis.

## **Mathematics**

The Beacon Network will continue to implement a teacher-created Blended Learning math curriculum that is fully aligned to Common Core State Standards and draws upon a variety of curricular materials. Every lesson includes a video tutorial that students can access from the Moodle. The grade level curricula are fully accessible through the online Moodle platform.

Struggling students are offered interventions through interactive online math programs like Math 180 and Tenmarks and more intensive small group interventions. Students most in need of support will be given 240 minutes of small group intervention every week in the Math 180 program for the entire school year. Other targeted students will receive small group interventions with core teachers for 120 minutes a week, for one or two quarters of the school year.

The Beacon Network will continue to use Essential Learning Goals aligned to the Common Core State Standards for both grade level specific mathematical content as well as standards for mathematical practice. In the beginning of the year students will take a grade level pre-test designed to determine if students have mastery of the Essential Learning Goals for their current grade level prior to completing the curriculum. At the end of the year, students will take the same test as a post-test to demonstrate their mastery of the grade level standards. During the year students will take three Performance-Based Assessments (Interim Tests) to track progress on Essential Learning Goals. In the time between Interim tests all students will take rigorous weekly PARCC-style assessments to monitor progress and adjust instruction towards mastery.

Throughout the year all students will be able to access and track their progress in math at any time through the Engrade program. Advanced students will have the opportunity to move

through the grade level curricula at an accelerated pace suited to their individual needs, provided that they can demonstrate mastery of content. Students that demonstrate mastery of all three grade level Essential Learning Goals by the second half of their 8th grade school year will have the opportunity to learn high school Algebra One concepts and then take the Algebra One PARRC Test during their 8th grade year.

## Science

Beacon Network Schools implement a Blended Learning science curriculum aligned to CCSS, that uses district adopted science materials as well as supplemental online and digital resources and project-based learning applications; and offer extended STEM activities for up to 180 minutes per week during extended day enrichments, utilizing the MESA resources available to the school.

6<sup>th</sup> Grade: Earth Science: *Investigating Earth Systems (IES)*, developed by the American Geological Institute and published by It's About Time.

### Units of Study

- [Unit 1: Rocks and Landforms](#)
- [Unit 2: Dynamic Planet](#)
- [Unit 3: Astronomy](#)
- [Unit 4: Water as a Resource](#)
- [Unit 5: Climate and Weather](#)

7<sup>th</sup> Grade Life Science: *Science and Life Issues (SALI)* was developed by the Lawrence Hall of Science and is published by Lab-Aids.

### Units of Study

- [Unit A: Studying People Scientifically](#)
- [Unit B: Body Works](#)
- [Unit C: Micro-Life](#)
- [Unit D: Our Genes, Our Selves](#)
- [Unit E: Ecology](#)
- [Unit F: Evolution](#)

8<sup>th</sup> Grade: Physical Science: *InterActions in Physical Science (IPS)* was developed by San Diego State University and is published by It's About Time.

### Units of Study

- [Building a Foundation](#)
- [Interactions and Energy](#)
- [Interactions and Conservation](#)
- [Materials and Interactions](#)
- [Physical Interactions and Phases](#)

- [Chemical Interactions](#)
- [Mechanical Interactions and Forces](#)

## **Social Studies**

The Beacon Network implements a Blended Learning social studies curriculum aligned to CCSS. Teachers design units aligned to the standards and the district scope and sequence, supplemented with teacher-created blended online and collaborative project based learning activities.

6th grade social studies content focuses on the history, geography, civics, and economics of the western hemisphere, including topics such as civilizations of Latin America, early native Americans, explorers and conquest, trade and globalization, and personal finance.

7th grade social studies focuses on the history, geography, civics and economics of the eastern hemisphere, including topics such as ancient civilizations of Sumer, ancient Egypt, Indus Valley, and China, ancient Rome and Greece, the Middle Ages, personal finance, and Renaissance and Reformation.

8th grade social studies focuses on the history, geography, civics and economics of the the United States from the Revolutionary War to Reconstruction, including topics such as leading to revolution, the Constitution, westward expansion, immigration, personal finance and the Civil War.

Social studies teachers also teach a social studies based enrichment course offering a deeper look at topics in social studies, such as History through Jewelry, History through Film, World Cultures, Social Action, Service Learning, and more.

The Beacon Network social studies team implements a flex blended learning model, in which students engage in small group learning activities, whole group experiential activities, self-paced online learning modules, and one-on-one and small group conferencing and learning with the teacher.

Pedagogically, skills and content spiral upward from 6th to 8th grade. Students in 6th grade develop basic knowledge of history, geography, civics, and economics as well as digital tools to access and demonstrate learning. They continue to develop these skills in 7th grade and also begin to have more opportunities for choice and self-directed learning. By 8th grade, students are prepared for self-directed learning, including choice in learning paths, learning products, and topics of study.

## **World Languages**

Beacon Network Schools will offer Spanish classes and Spanish for Heritage Speakers classes using the district adopted curriculum (World Languages Levels 1A/1B, Level 1 or

Advanced; Spanish for Heritage Speakers Levels 1A/1B). Studies indicate that middle school students who take foreign languages perform higher on tests of reading skills including reading comprehension, language mechanics and language expression (Carr, 1994). Development of English and Spanish language skills in all students will support reading and academic development of students in Beacon Network Schools.

## **Arts**

Beacon Network Schools will offer the full complement of arts offerings, Visual Arts, Music, Band, Theater, and Dance, through expanded electives and community-led enrichments. All students will receive quality arts instruction that supports “whole thinking and doing” with the goal of supporting career and life choice decisions. The arts classroom will have units of study that include the Colorado Academic Standards for arts, with engaging content curriculum. The CAS are embedded with 21<sup>st</sup> century skills emphasizing conceptual and skill development. The arts give students the opportunity to engage in creative thinking and problem solving techniques through creating, writing about, and critiquing art. Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential.

## **Physical Education**

Beacon Network Schools will offer Physical Education classes that align with the Colorado Academic Standards for Physical Education. The mission of the DPS physical education program is to provide successful physical experiences for all students. Through participation in the physical education curriculum, students should have the opportunity to develop knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values. They should acquire appropriate physical skills to participate in a wide range of physical activities and specialized sports skills. Social interaction occurs in physical education classes, and participation should foster personal values.

## **English Language Acquisition**

### Identification

A Home Language Questionnaire is used as part of the registration process for all students to identify those who have a Primary or Home Language Other Than English (PHLOTE). Students who indicate on the Home Language Questionnaire that they: 1) speak a language other than English; and/or 2) a language other than English is regularly used by parents or guardians may be eligible for ELA services.

Students who are new to the district will take the WIDA placement test within 10 days of starting school. The WIDA ACCESS test will be administered to ELLs in January to monitor English language proficiency.

The ISA team, including 1 administrator (or designee) and 2 ELA teachers, will oversee placement and progress of ELLs:

- Ensure correct placement of English language learners
- Classify English language learners
- Exiting English language learners
- Monitoring English language learners

When an English Language Acquisition (ELA) plan is developed for a student, services are provided and parents are notified about the placement in a Language Instruction Education Plan (LIEP) within 30 days of the start of school.

Parent and community communications will be made in English and Spanish. If a student speaks a language other than English or Spanish, the school will have communications translated into the home language so that parents are well informed about instruction and activities.

#### Teacher Qualifications

All Beacon Network teachers will be trained in sheltered language instruction techniques. Classroom teachers will be qualified and designated to teach English language learners, meeting the district's ELA-E qualifications (Units 1-4 of the ELA Teacher Qualification coursework).

#### English Language Development

ELLs who are not yet proficient in English will receive a 45 minutes daily English Language Development instruction using the research-based **Inside** curriculum, frontloaded vocabulary, and a focus on the four language domains: listening, speaking, reading, and writing. English Language Development (ELD) classes for emerging bilingual students, or English Language Learners, incorporate sheltering techniques with academic language from other content areas. Newcomers to English receive extra intensive support during Enrichment time, which includes Total Physical Response (TPR), Teaching Comprehension through Reading and Storytelling (TPRS), as well as Teaching with Comprehensible Input (TCI).

#### Progress Monitoring

The ISA team, will oversee placement and progress of ELLs using data from the following sources:

- Weekly progress monitoring on curriculum embedded assessments.
- Quarterly progress monitoring on STAR reading assessments and common formative assessments
- Annual progress will be monitored using CELA and CSAP/TCAP.

The ISA team will use the following forms from the District for ELL progress and placement:

- Early October: TTEP Forms
- Mid-November: Monitoring Forms Early
- December: Exit Forms Early
- February: Monitoring Forms
- Late April: Exit Forms

#### Exit Criteria

To exit ELA services, a student must be:

- proficient (score of 5) on the ACCESS overall score and
- proficient or above on the ACCESS Reading, Writing, Listening and Speaking scores, and
- partially proficient or above on the PARCC Reading, Writing, and Math scores.

In addition, the ISA will consider a body of evidence, including the previously mentioned formal assessments, as well as formative reading assessments and writing samples. When the body of evidence indicates that a student no longer requires ELA services, the ISA team will make a recommendation to the District to exit the student. Once the district verifies that the student has been exited from ELA services, parents will receive written notification and the student will receive mainstream instruction with differentiation and support.

In the event that parents have opted out of ELA services using a Parent Permission Form with Option 3 (PPF3), the ISA team will continue to receive the PPF3 Progress Assessment and Monitoring forms from the District and will continue to monitor student progress.

Once exited from ELL services, the ISA team will continue to formally monitor the student for two years using the District ELA Monitoring Form and supporting documentation including report cards, reading assessments, scored writing samples, and attendance histories. If at any time, the student is found to be struggling, the ISA team may request via an ELA Monitoring Form that the student return to ELA program services. Students who are exited from ELL services will continue to be supported through sheltered English and differentiated instruction.

#### Program Evaluation

Instructional observations, student achievement assessments, ELD program progress monitoring tools, ACCESS, and state assessments (PARCC) will be used to determine the effectiveness of the ELA/ELD program on increasing language proficiency and student achievement of ELLs. The evaluation of ELL program effectiveness is part of the larger Beacon Network Schools program evaluation.

## Special Education

The Beacon Network will continue to offer a full continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education. Students with Individual Education Plans (IEPs) will receive specialized instruction in accordance with their IEP. The plan will also allow additional opportunities to meet the IEP requirements with the extended school day. For example, special education teachers can meet with a small group of students during enrichment time two days per week which allows the special education teacher to be in classroom to provide additional support.

#### Identification

Students may be referred for a special education evaluation by a parent/guardian or via the MTSS process. A teacher may refer a student to the MTSS or grade-level team, and the team, after collecting necessary data and implementing multiple interventions through the problem-solving process, would determine if the student would need to be referred for a special education evaluation.

Students who are evaluated by the special education team and are determined eligible for an Individualized Education Program (IEP) will receive specially designed instruction, accommodations, and behavioral support in accordance with their IEP. Students on IEPs who exhibit behavioral concerns unrelated to their qualification will be identified through the MTSS process, where a Behavior Intervention Plan may be developed.

#### Special Education Services

Special education services provided to students with disabilities range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, specially designed instruction by a special education teacher and/or service provider, individual and group counseling, etc.).

Beacon Network schools may elect to host district Center Based Programs. Through the network, center program teachers will be able to collaborate and share instructional resources. GBMS hosts a district Multi Intensive (MI) Center Based Program and a district Affective Needs (AN) Center Based Program and will continue to do so. [tp

Students who participate in these programs are included in academic electives, enrichment, and heterogeneously grouped academic classes to the maximum extent possible in accordance with their IEPs. The inclusion of students with special needs, including students with more severe needs, is an integral component of inclusive school culture, reflected in the Beacon Network character traits. The extended day allows for additional opportunities for specialized instruction, interventions and enrichments for special education students.

#### Progress Monitoring

Student progress will be monitored weekly by special education teachers, classroom teachers and specialists providing instruction or interventions to students with disabilities. Weekly progress monitoring data will be used to adjust instruction to meet individual student learning needs.

Student progress toward IEP goals will be reported to the student and parent/guardian by the special education teacher quarterly.

A re-evaluation will be conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the MTSS process and may be reevaluated for an IEP, as necessary.

#### Teacher Qualifications

The Beacon Network special educators are licensed and endorsed to teach special education, preferably with additional expertise or licensure in literacy and/or math. Special education teachers participate in all aspects of the professional development system which includes professional development specific to special education and their individual learning needs. Teachers may attend special education training provided by the District or other providers based on their individual PD goals. Special education teachers participate in the school coaching and evaluation cycle.

#### Program Evaluation

Instructional observations, progress monitoring of IEP goal attainment, formative assessments of academic achievement, and state assessments will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger Beacon Network Schools program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

### **Gifted and Talented**

Parents and teachers are informed of the characteristics of gifted and talented students at the start of each school year and are encouraged to refer students who exhibit these characteristics to the DPS GT department for evaluation. Students participate in GT screening in accordance with district guidelines.

Students who are identified as GT or HGT will have Advanced Learning Plans (ALPs) in place. ALPs are a planning guide for making instructional decisions about materials, programming options and assessments for gifted students based upon strengths, interests, and social-emotional needs. They are critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP will include information about the student's areas of strength and what curriculum and programming options will be provided to match these strengths. The ALP will describe the differentiation methods to be used for acceleration, depth and complexity, higher order thinking skills and content extensions.

Students who are identified as GT, as well as other advanced learners, will have opportunities to participate in accelerated academic content, curriculum compacting, and challenging academic enrichment programs that support their advanced learning needs. The GT teacher will consult with all classroom teachers on strategies to support GT students and will consult with the DPS GT department on academic and enrichment opportunities (e.g. Destination Imagination, Science Olympiad, Shakespeare Festival, etc.) that are available to GT students and advanced learners. The expansion of the enrichment activities will meet the needs of the GT students by exposing them to additional activities. The Beacon Network Schools' extended day allows for GT students to engage in additional academics and enrichment.

### Progress Monitoring

Student progress toward ALP goals will be monitored quarterly by the GT teacher, in consultation with the classroom teacher, and progress will be reported to the student and parent/guardian. The ALP may be changed as necessary to ensure that gifted and advanced learners are making academic progress and are appropriately challenged.

### GT Staffing

Beacon Network Schools have a .25 gifted and talented teacher responsible for GT identification, ALP's, GT and HGT testing, and documenting services for all GT students in the school, primarily occurring during the regular school day. The GT teacher provides classroom support for teachers and pull-out opportunities for academically advanced students. As the GT numbers grow, GT staff will be added.

The teacher of gifted and talented will participate in all aspects of the professional development system which will include training specific to GT and advanced learners and will be consistent with their own professional learning goals.

### Program Evaluation

Instructional observations, progress monitoring of ALP goal attainment, formative assessments of academic achievement, and state assessments (TCAP) will be used to determine the effectiveness of the GT program. The evaluation of GT program effectiveness is also part of the larger Beacon Network Schools program evaluation which includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

## **Intervention and Acceleration**

### Multi-tiered Systems of Support (MTSS) / Response to Intervention (RTI)

The Beacon Network uses a variety of strategies, consistent with the District guidelines for MTSS and RTI, to encourage positive behavior, close achievement gaps and increase student achievement of all students. These strategies include data-driven instruction,

problem-solving through the data inquiry cycle, research-proven interventions, and frequent progress monitoring of Essential Learning Goals and Character Traits.

The Beacon Network uses student assessment data from 6 week data cycles to determine the appropriate interventions and monitor student progress in instruction and interventions. Grade-level teams, Culture Club, and the Special Education department collaborate to implement targeted and intensive behavioral interventions which are determined through the problem-solving process. Overall student positive behavior is monitored through the school-wide character trait report card.

Consistent with the DPS recommendations for differentiating instruction, the Beacon Network will supplement core curriculum with a variety of intervention programs based on student learning needs. The following table of interventions includes District approved programs already in use and adds Read 180, System 44, Math 180, and Blended Learning as detailed earlier in this plan. Note: District approved interventions are listed and described on the DPS RTI website: <http://rti.dpsk12.org/>

	<b>Universal (Tier 1)</b>	<b>Targeted (Tier 2)</b>	<b>Intensive (Tier 3)</b>
<b>Reading</b>	Accelerated Reader, Collaborative Strategic Reading	Read 180, Accelerated Reader, Collaborative Strategic Reading, Rewards /Rewards Plus	Read 180, Wilson, System 44
<b>Writing</b>	SpringBoard, Writing Prompts	Read 180, Step Up to Writing	Read 180, System 44, Step Up to Writing
<b>Math</b>	Teacher-created Common Core Math Curriculum & Blended Learning	Blended Learning through ELGs, TenMarks, Math 180	Math 180, Do the Math, FASTT Math
<b>Behavior</b>	Beacon Character Traits, Weekly community meetings, Griffin Bucks, Character trait pins, Quarterly character trait awards, attendance recognition parties	MTSS Behavior Plan/Contract, daily behavior progress cards, check in/check out, Behavior interventions through groups, Peace for Kids	Functional Behavior Assessment/Behavior Intervention Plan, Peace for Kids, small groups

## Education Program Innovations

Beacon Network Schools use innovation status to increase academic achievement and increase enrollment demand by:

- implementing blended learning techniques that supplement teacher-led instruction with online and technology-based instruction, applications, and assessments
- extending the school day in order to offer all students enrichment opportunities while ensuring that students who need intervention or advanced programming receive those as well
- implementing the research-proven intensive intervention program to ensure that every student leaves with the literacy skills needed for success in high school, college, and career
- offering a College Bound Program, including Pre-AP courses, to students who are interested in taking AP courses in high school
- expanding electives to include music and foreign language and offering a variety of community-led enrichment classes requested by parents and students (e.g. drama, band, dance, student government, science, & technology)

## INNOVATION: ASSESSMENTS

### ASSESSMENT PLAN

The Beacon Middle School Network is committed to using data to drive instruction. In addition to participating in all state assessments, Beacon Network Schools will systematically develop and implement teacher-created common interim assessments, aligned with the teacher-created curriculum ELGs and CCSS. Beacon Network teachers will also use other formative assessments, student work samples, performance assessments, portfolios, and self-assessments to validate evaluations of student achievement and progress. Beacon Network Schools will not implement the district interim assessments as these assessments do not adequately align with the Beacon Network curriculum.

GBMS Assessment Calendar 2014-15					
	Test Name	Content	Grade	Testing Window	Testing Dates
State	ACCESS	ELL	6-8th	Jan 12 - Feb	
	CMAS PARCC: PBA (Performance Based Assessment)	ELA & Math	3rd – 11th	Mar. 9-27, 2015	March 17-19th
	CMAS Science & Social Studies	Social Studies: Science:	4th, 7th 5th, 8th	Apr. 14-May 1, 2015	April 21 - 22nd
	CMAS PARCC: EOY (End of Year)	ELA & Math	3rd – 11th	Apr. 27-May 22, 2015	May 19- 21st
GBMS	Test Name	Content	Grade		Testing Dates
	Interim - Pretest #1	Literacy & Math	6-8th	✓	Sept 3-4
	Interim Cycle #2	Literacy & Math	6-8th	✓	Oct 20 -21
	Interim Cycle #3	Literacy & Math	6-8th	✓	Dec 16 -17
	Interim Cycle #4	Literacy & Math	6-8th	✓	Feb 10-11
	Interim Cycle #5	Literacy & Math	6-8th	✓	May 5-6

## Interim Assessments

Beacon Network Schools create and administer CMAS/PARCC aligned interim assessments five times a year in a data cycle. Assessments are administered in Engrade, allowing for data monitoring and reporting. Data teams collaborate to analyze data and determine teaching strategies and interventions. See below for a sample calendar.

### Sample Calendar for our CMAS/PARCC Literacy PLC, 2014-15

Participants will attend meetings with designated facilitators on selected Fridays (see below) of every month from August 29, 2014 to May 8, 2015.

#### **Round 1:**

**(Dates: 8/29 (kick-off), 10/17, 1/17, 12/12, 2/6, 5/1)**

##### **Whole Group:**

- Read and analyze test questions

##### **Department Teams:**

- Decide what skills students need in order to succeed on this assessment
- Choose a common strategy lesson/idea to teach to meet this need

#### **Interim Assessments Given:**

**(9/3&4, 10/21&22, 12/16&17, 2/10&11, 5/5&6)**

Common Core Aligned Literacy and Math Assessment are administered to all students at all grade level

#### **Round 2:**

**(Dates: 9/19, 10/24, 12/19, 2/13)**

##### **Department Teams:**

- Discuss rubric/calibrate for scoring at each grade level
- Score student work collaboratively with grade level partner

##### **Whole Group:**

- Gather with whole group to share trends and decide on a remediation strategy for all to teach

#### **Rounds 3:**

**(Dates: 9/26, 10/31, 1/9, 2/20)**

##### **Department Teams:**

- Dive deeper into data
- Plan additional scaffolds for targeted students
- Teach/learn a new teaching strategy to meet needs as indicated by interim data

#### **Round 4:**

**(Dates: 10/3, 11/7, 1/16, 2/27)**

##### **Department Teams:**

- Review student work, look for changes between Cycle Assessment and Interim Assessment
- Plan for small group, or targeted remediation
- Teachers teach/learn about a new strategy

**Round 5:****(Dates: 10/10, 11/14, 1/23, 3/6)****Whole Group:**

- Share-out: Findings, Possible next steps
- Review common language and tools
- Anticipatory planning for the next cycle
- Plan for student conferencing and targeted students

**Grade-Level & Department Teams:**

- Solidify next steps (remediation and extensions)

**Between rounds:**

- Student work **MUST** be scored, recorded, and back in student hands for first remediation and strategies
- Teachers reinforce and students use and practice recommended strategies
- All students will have seen both cycle assessments, grade-level and department teams will continue to analyze data and modify instruction as needed.
- Student conferences and goal setting
- Finalize test for next cycle

**Plan for final conferencing and remediation:****(4/17 and 4/24)****Final Review/Sharing Our Learning****(5/8)**

## INNOVATION: GRADUATION AND PROMOTION

### PROMOTION, RETENTION, & ACCELERATION

The Beacon Contract requires that all students maintain a 95% attendance rate, complete assignments or participate in required homework recovery classes or Saturday School, and reach achievement targets or participate in a mandatory Summer Academy and intervention classes.

Any student who does not fulfill the requirements of the Beacon Contract will be retained and/or be required to attend the Summer Academy and intervention classes.

Students who are retained will participate in intervention and remediation in order to ensure that they develop missing skills and accelerate academic achievement necessary for success in high school, college and career.

#### 8<sup>th</sup> grade continuation Requirements:

- Meet Achievement Targets or Participate in Summer Academy
- 93% Attendance Rate
- Maintain an Electronic Portfolio of work
- Participate in a Service Learning Experience
- Maintain GPA 2.6 or higher
- Maintain CTA 2.6 or higher

Beacon Middle School Network students advance through the curriculum in a personalized environment that allows for acceleration. Students who master the 8<sup>th</sup> grade ELGs and Standards will have the opportunity to complete online or blended high school courses. Students who complete high school courses and demonstrate mastery on end of course assessments will earn high school credit.

GBMS will partner with DSISD to offer a personalized continuum of learning for students from middle school into high school curriculum. DSISD is a new high school offering blended learning instruction and mastery based acceleration, aligned to the GBMS education program. As education policy continues to move towards a competency-based model, this DSISD and GBMS partnership will strive to be a proof point for ensuring a successful transition from middle to high school and allowing students to progress upon mastery.

Retention, promotion, and acceleration decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student's progress. Based on the student's progress, grade retention or promotion may be recommended to school leadership by any member of the school community.

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

All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. Promotion, retention, and acceleration policies are included in the parent and student handbook distributed at the time of enrollment and in the Beacon Contract which is signed by student, guardian, and principal.

## ACADEMIC ACHIEVEMENT GOALS AND GAINS

### Achievement Gains

Grant Beacon Middle School (GBMS), the first school in the Beacon Middle School Network, has made significant progress toward achieving the Network vision and mission in the first two and a half years of Innovation Status.

**Achievement Gains:** In 2014, GBMS was one of the highest in academic growth of DPS middle schools with an MGP of 71 in Math and an MGP of 60 in Reading. In addition, GBMS was one of only 19 schools across the state, 16 of which were from DPS, which received a Colorado Centers of Excellence Award for demonstrating high levels of academic growth with an at-risk student population of more than 75%.

**Student Engagement:** GBMS went from 10% of students attending after-school programs to 100% participating in enrichment classes with over 60 options to choose from each quarter. Student attendance has increased from 89% in 2012 to 92% in 2014 and enrollment increased 32% to 471 students in 2014 with a waiting list for choice enrollment. In addition, the inclusion of enrichments has allowed GBMS teachers to provide increased academic intervention and acceleration opportunities to students throughout the school day.

### Achievement Goals

Grant Beacon Middle School Three Year Goals

<b>Category (i.e. TCAP Reading)</b>	<b>Metrics (i.e., % proficient)</b>	<b>Current 2013-14 Performance</b>	<b>2014-15 Goal</b>	<b>2015-16 Goal</b>	<b>2016-17 Goal</b>
Reading	MGP	60	65	65	65
Writing	MGP	57	70	70	70
Math	MGP	71	75	75	75
Attendance	% Attendance	92%	93%	94%	95%
SPF	% Overall	64.3%	68%	70%	75%

### Program Evaluation and Corrective Actions

The Beacon Middle School Network Program Evaluation system will include evaluating the following indicators:

1. Performance Goals

2. Organizational Goals
3. Leader Effectiveness
4. Teacher Effectiveness

Performance and Organizational Goals will be monitored quarterly by the Network Leadership Team and will be presented to and discussed by each School Advisory Board.

Performance goals include indicators of student achievement and growth and language proficiency. Progress toward performance goals will be used to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis.

Organizational goals include indicators of: curriculum, assessment, instruction, school culture, student, family and community support, professional development, leadership, organizational structure and resources, planning, and advisory board effectiveness.

Teacher and Leader Effectiveness will be based on the Beacon Network evaluation system based on the LEAP evaluation framework.

The Network Leadership Team will conduct an annual program review. When goals are not met, corrective actions are recommended by the School Advisory Boards to be implemented in the following school year. Corrective actions include, as appropriate, changes in curriculum, scheduling, personnel, and resource allocation. The executive principal, school principal, and school leadership team will be responsible for implementing corrective actions, as appropriate.

Continued failure to meet performance goals may result in loss of funding, change of leadership, or loss of autonomy/Innovation Status.

See Unified Improvement Plan for more information about school goals and gains.

## INNOVATION: TIME

### Time Innovations

Schools in the Beacon Middle School Network will implement the following time innovations:

- Extended day schedule
- Extended year calendar – Summer Academy
- Additional teacher professional development and planning time
- Changes to DPS student and teacher calendars
- Community-led enrichments

## Schedules

Student schedule: 7:30am-4:00pm Monday-Thursday; 10:00am-4:00pm Friday

Teacher schedule: 7:15am-4:15pm Monday-Thursday; 7:15am-4:15pm Friday

The extended day schedule provides students in Beacon Network Schools with 5 hours more per week than traditional school schedules. The increase in instructional time in reading, writing, and mathematics equates to 350 hours more per year (43% more time).

All 6<sup>th</sup> graders and 7<sup>th</sup> & 8<sup>th</sup> graders that have not met individual achievement targets will also participate in a 1 week Summer Academy (8:00am - 2:00pm) for an additional 1,800 minutes (30 hours) of instructional time per year.

See attached sample 2014-2015 Student and Teacher Schedules

## Calendar

Beacon Middle School Network teachers begin earlier than district teachers at the start of the school year and participate in additional professional development and planning days.

Beacon Network teachers receive a stipend to compensate them for additional days and extended time schedule.

Each year, no less than 60 calendar days before the end of the school year, the school calendar will be set by the Network Leadership Team in collaboration with the School Advisory Boards for the following school year. A copy of the upcoming school-year calendar and school day schedule will 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 will be provided to the school's Instructional Superintendent.

See attached sample 2014-2015 School Calendar

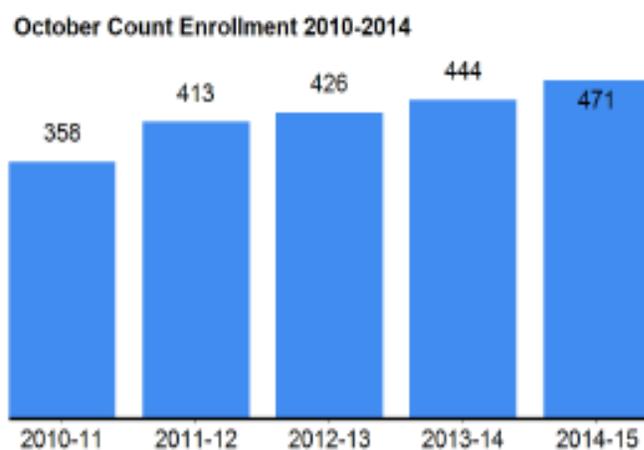
## INNOVATION: STUDENT ENROLLMENT

### Enrollment

The Beacon Middle School Network will focus on increasing student achievement and enrollment in Beacon Network schools. Family and community surveys will be used to ensure that schools are providing the educational programming and services that the

school community wants and needs. Beacon Network Schools will participate in the DPS SchoolChoice enrollment system.

From 2005 to 2011, prior to receiving Innovation Status, Grant Beacon Middle School enrollment declined by 15% overall and 32% in 6<sup>th</sup> grade. From 2011 to 2014, GBMS enrollment increased by 32% overall, reaching full enrollment capacity with a waiting list for choice enrollment.



## Marketing

The Beacon Network uses the following strategies to market schools to students and families:

1. Focus on event-based marketing, word-of-mouth marketing, and social media tactics. Marketing efforts need to be regular and consistent to both families at feeder schools as well as to the community-at-large. The people in the Platt Park neighborhood need to know that Grant Beacon Middle School is a strong school and a community center.
2. Facebook, Twitter and other Social Media to share positive news, curriculum updates, events, pictures etc. Continue to enrich relationships with community groups, feeder schools and current families.
3. Revise key marketing materials and website to ensure the school is presented professionally to all key audiences, and incorporate innovation messaging where appropriate.
4. Work with a professional branding company to determine if a re-brand is necessary, and if so what steps need to be taken (ie new logo, messaging, name, etc).

### Feeder School Families and 5th Graders

- January Pancake Breakfast
- Congratulations card to every kid who we know is coming to the school
- Host events for incoming parents with current parents
- Host Shadow and Parent visits to the school
- Host 4th and 5th Graders through their class at school

Audience - SW and SE Community

- Keeping in touch with area Realtors and neighborhood associations
- Invite Neighborhood groups and merchants associations to a meet and greet and tour
- Visits to PTSA's at feeder schools
- Host an Event- "How To Fill Out SchoolChoice Forms"

Audience - Feeder School Staff

- Feeder School 5th Grade Teachers to school for lunch with our teachers
- Other touches to feeder school staff, ie. May Day Flowers, offering school space for concerts and other events.

Audience - All Segments

- Website Updates
- Innovation Community Meeting and Dinner
- Flier to ECE parents letting them know about school programs
- Update School Brochures
- Local and regional press

Audience - SE Community

- Visit Neighborhood groups and associations with Innovation message.
- Valentines from Grant kids to the merchants on Pearl Street
- Continue with school representation at Pearl St. Farmers Market and other events

Audience - SW Families

- Community and Family Liaison to the SW to host New Parent Events at Goldrick, Schmitt, and Godsman

See attached Sample 2014-2015 Marketing Calendar

## INNOVATION: HUMAN RESOURCE MANAGEMENT

### Staffing Innovations

- School Determined Staff Schedules and Calendar
- SLT and SAB involvement in future Principal Selection
- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for New Staff (Grandfather Existing Employment Terms for Existing Staff)
- Community-led Enrichments
- Smaller Class Sizes in Reading & Math Interventions
- Modified implementation of LEAP evaluation process
- School determined professional development

To meet the needs of all students and to achieve the school's performance goals, Beacon Middle School Network requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the schools.

## **Employment Status**

Teachers employed at GBMS prior to initial innovation status continued with prior DPS employment terms, including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan. See attached list of waivers.

Beacon Middle School Network teachers hired after March 2011, the adoption of the initial innovation plan, are subject to agreeing to adhere to all provisions outlined in the innovation plan and are offered annual contracts. The contract will outline general terms of employment to include the process for how a teacher can end his/her work relationship with the Beacon Network and Denver Public Schools. If the school wishes to terminate a teacher contract early, the teacher will have a right to procedural due process consistent with Board of Education policy GDQD, GDQD-R. The Beacon Network will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The Principal will make renewal and dismissal decisions in consultation with the Executive Principal. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*

Teachers hired after the adoption of the Innovation Plan who were employed by DPS and obtained non-probationary status prior to their employment at GBMS will work under the terms reflected in the annual contract. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at GBMS if they do not secure a position through mutual consent.

Secretaries, paraprofessionals, and facilities managers will be employed at Beacon Network Schools in accordance with the Memorandum of Understanding between the District and Denver Association of Office Professionals (DAEOP), Denver Federation of Paraprofessionals (DFP), Facilities Managers Association (FMA), and Communication Workers of America (CWA). The Beacon Network will schedule staff based on the needs of students and the mission and vision of the school. The Beacon Network will maintain minimum pay thresholds consistent with the MOU agreement.

As Described in this document, the Beacon Middle School Network is requesting flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not be subject to direct or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. Beacon Network Schools will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of students, staff, and programs.
- Create a process to evaluate and improve teacher performance.
- Create a process to address under-performing employees
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

Such flexibility will be limited only by federal law, and Colorado statutes, DPS/DCTA Collective Bargaining Agreement provisions and District Board policies not waived in this application.

## **Selection and Hiring**

New teacher vacancies will be posted when they become available. Beacon Network teachers will be involved in each stage of the process: development of job descriptions that outline specific position qualifications; screening applications; interviewing; observation of candidates; reference checking; and selection.

Beacon Network Schools will participate in the District hiring fair but will not participate in the District priority hiring pool.

Selection of Beacon Network teachers will be based on qualifications and fit with the mission, vision, and culture of the school. All Beacon Network teachers will sign an Innovation Plan and agree to participate fully in its implementation. Other priority qualifications for Beacon Network teachers include: advanced technology skills and/or blended learning experience, and demonstrated success in data-driven instruction.

The employment rights of secretaries, paraprofessionals, custodians, facilities managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. Beacon Network Schools will collaborate with the district regarding the selection and placement of all personnel including

secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit, the Beacon Network will work with the district to remove the staff member and find a more suitable placement. The school principal will be the ultimate decision-maker regarding the selection and hiring of classified personnel.

## **Compensation**

Beacon Network teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system. The Beacon Network will create its own SLO process that exceeds district requirements.

In addition, Beacon Network teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will be provided to teachers working extended day and/or year schedules. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.

Performance incentives may also be provided when funding is available. Performance incentives will be tied to achieving school performance targets.

## **Professional Development and Growth Plan**

Beacon Network teachers will be both participants and providers of professional development. Working in collaborative learning teams, teachers will design and lead professional development in their areas of expertise and demonstrated strengths. All teachers will model instruction for others and will participate in the development, implementation, and revision of curriculum and assessments. The professional development will be facilitated by the blended learning director of the school.

The Beacon Network embedded professional development plan develops the internal leadership capacity of all school staff and will lead to increased teacher effectiveness and sustainable student achievement gains.

The Beacon Network will hire and develop teachers who are committed to the Network's vision and mission and who have the knowledge, skills, disposition, and drive to contribute to the learning community. All teachers and leaders will model high expectations and have an unyielding belief in the capacity of students and adults for learning and achievement.

The Beacon Network will empower all employees to take on leadership responsibilities within the schools and across the district. All staff will be participants and leaders in the Beacon Network professional learning community. In addition, teacher leaders will have opportunities to: facilitate data teams focused on language arts, math, writing across content areas, or

character education; participate on the School Leadership Team; and attend the District Teacher Leadership Academy.

The Beacon Network principals - school leaders will continue to be involved in principal leadership within the District. Beacon Network leaders will invite other district leaders to visit the schools and will share learning and results district-wide.

#### Embedded Professional Development

- Weekly Team Meetings: Focused on Team Goals
- Individual Coaching & Modeling from Math and Humanities Facilitators
- Administrator and Teacher Leader Observations through Evaluation and Growth System
- Individual Professional Growth and Development Goals
- Data Team Meetings Data Analysis Student Grouping Interventions Progress Monitoring

All professional development at Beacon Network schools will focus on meeting the needs of diverse student populations including students with disabilities and English language learners. Specifically, PD on school culture & climate and PBIS will address the social/emotional, cultural, and behavioral needs of diverse student groups. PD on reading, writing, and ELL strategies will focus on differentiating instruction.

Differentiated PD will provide special education teachers and English language acquisition teachers will training specific to their roles. Embedded PD will address the needs of students based on school goals and student achievement and growth.

Professional Development will be evaluated quarterly by the Beacon Network leadership team as part of the larger program evaluation and monitoring process. Changes will be made to PD content and delivery formats based on evaluation data. The following indicators will be used to monitor PD effectiveness:

- Participation (attendance data)
- Satisfaction (evaluation survey)
- Knowledge and Skills (knowledge and performance assessments)
- Teaching Practices (observation data)
- Student Achievement (progress monitoring data)

### **Teacher Performance Management**

Beacon Network Schools will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor.

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback.

All teachers will be evaluated 4 times per year using the DPS effective teaching framework and student progress monitoring. Each month we will celebrate teacher success with public recognition.

Beacon Network Schools reserve the right to modify any LEAP processes and procedures that infringe upon the implementation of the Innovation Plan. The Beacon Network evaluation system will meet or exceed state and district requirements.

Teachers will be provided with differentiated professional development and support as determined by their supervisor.

Teacher dismissal procedures will be consistent with employment terms. Teachers hired before the date of the adoption of the Innovation Plan will be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. Teachers hired after the date of the adoption of the Innovation Plan will be on annual contracts. Teachers on annual contracts may be terminated in accordance with state and federal law as well as school policies and procedures. Beacon Network mid-year dismissal policies and procedures for teachers on annual contracts will be consistent with DPS Board of Education policy GDQD, GDQD-R.

Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

## **School Leadership**

The Beacon Middle School Network Executive Principal and each building Principal will be accountable for school results and ensuring fidelity of implementation of the Innovation Plan. Principals will receive guidance and support from the Executive Principal and respective School Advisory Boards. By providing Principals with school level autonomy, accountability, and support, innovation status has resulted in increased student achievement and enrollment.

## **Leadership Capacity**

The Beacon Middle School Network Executive Principal, Alex Magaña, led the development and implementation of the GBMS Innovation Plan, resulting in high levels of student achievement growth, increased student attendance and enrollment, and increase school performance. Alex graduated from Florida State University with a Bachelor's Degree in accounting and finance. After rapidly advancing in his corporate business career, he realized something was missing. He needed to give back to education what education had given him: success. He decided to take his talents and become a math teacher in Immokalee, Florida. After teaching in Florida he then moved to Denver, Colorado, and continued teaching math. Shortly after, he obtained his Master's Degree from the University of Denver and advanced professionally becoming the math coach leading school wide implementation of data-driven

instruction that was recognized by the state for the resulting achievement gains and then the school's assistant principal. Having demonstrated his school leadership skills, Alex was recruited to become the assistant principal of Grant Beacon Middle School, and within two years, was selected as the principal. With his background in business and finance and his successful track record as an innovation school leader, Alex is well positioned to lead the Beacon Middle School Network.

### **Beacon Middle School Network Leadership Team**

The Beacon Network Leadership Team (NLT) will consist of the Executive Principal, School Principals, and Beacon Network Directors (e.g. Operations, Blended Learning, Student Culture, and ELO). The NLT will meet regularly. Their responsibilities will include:

- a. Review Network Schools' data and collaborate in the development of the School Improvement Plans and Beacon Innovation Plans;
- b. Oversee the design of, schedule for, and implementation of professional development plans consistent with the Innovation Plan;
- c. Oversee the implementation of the Beacon Network Innovation instructional program at Beacon Network schools;
- d. Collaborate with SLTs to identify strategies for increasing enrollment at each school;
- e. Collaborate to develop communication strategies for regularly reporting student progress to parents;
- f. Collaborate with SLTs on school operations and systems including staff, parent, and student handbooks;
- g. Oversee Network and School budgets, multi-year financial models, and fundraising;
- h. Oversee implementation of Beacon Network Innovation policies and practices;
- i. Perform additional duties as assigned.

### **School Leadership Team**

Each Beacon Middle School Network school will have a School Leadership Team (SLT) consisting of the principal, the association representative, and a minimum of 4 teacher representatives, appointed by the principal, who represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. In addition, the principal may appoint other representatives to the SLT as needed.

The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Network Executive Principal who shall consult with OSRI prior to making a decision. The SLT will meet regularly. Their responsibilities will include:

- a. Review data and collaborate in the development of the School Improvement Plans and Beacon Innovation Plans;
- b. Review and collaborate on the design of and schedule for the professional development plan consistent with the Innovation Plan. The SLT will take into consideration other professional development and teacher obligations in scheduling this time;

- c. Review and collaborate on the implementation of the Beacon Network Innovation instructional program as it specifically applies to classrooms and grades at the school;
- d. Collaborate to identify strategies for increasing enrollment at the school;
- e. Collaborate to develop communication strategies for regularly reporting student progress to parents;
- f. Collaborate to implement best instructional practices;
- g. Perform additional duties as assigned.

### **Leadership Succession**

The Beacon Network's leadership succession plan assures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that network and/or school leadership changes. The leadership succession plan will begin by thoroughly orienting all staff and families to the mission, vision, values, and school culture systems within the Beacon Network. This orientation will, in part, be intended to obtain formal and direct commitment from the community to support the school's plan for student success. As a result, all subsequent hiring and staff assigned to Beacon Network Schools will be responsible for upholding the strategic goals developed to support the mission, vision, values, and instructional and intentional school culture systems.

The Beacon Network's leadership succession plan will include a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside the Networks' communities. A Beacon Network Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support The Network's mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Executive Principal, School Principals, and the Network Leadership Team.

### **School-based Leadership**

In the event that a school-level leadership position is vacated, including the school's principal, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and determine if any changes are necessary. The School Leadership Selection Committee will include representatives of the School Leadership Team, the School Advisory Board, and others that are determined to have specific expertise that may be identified as part of the Leadership Profile. Using the profile as a guide, a position description will be drafted and shared with the Executive Principal, existing school staff, and the immediate supervisor of the position. Recruitment using both DPS and external media will commence. Feedback from interviews at both the school and network levels will be used by the Selection Committee to identify the best candidates, and the Executive Principal will recommend at least two qualified candidates to the Superintendent. The Superintendent will make the final decision on principal selection.

### **Network Leadership**

In the event that the Executive Principal position is vacated, both School Advisory Boards will send representative members to convene a Network Leadership Selection Committee to review the Network Leadership Profile and determine if any changes are necessary. The Network Leadership Selection Committee will include representatives from the Network Leadership Team, both School Leadership Teams, both School Advisory Boards, and others that are determined to have specific expertise that may be identified as part of the Leadership Profile. Using the profile as a guide, a position description will be drafted and shared with the Beacon Network Leadership Team, the staff at both schools, the District OSRI team, the immediate supervisor of the position, and the District Superintendent. Recruitment using both DPS and external media will commence. Feedback from interviews at both the school and network levels will be used by the Selection Committee to recommend at least two qualified candidates to the Superintendent for approval. The Superintendent will make the final decision on selection of the Executive Principal.

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

By empowering both School Advisory Boards, including the Schools' Leadership Teams, with the authority to recommend future school leader candidates to the superintendent, as opposed to having the district select and assign a school leader, the innovation plan ensures that the vision, mission, and goals of the Beacon Middle School Network will continue while still holding the schools accountable to student achievement outcomes.

## **INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT**

### **School Governance & Leadership**

Beacon Network Innovation Schools will be governed by the DPS Board of Education in accordance with the Innovation Plan. The principals will have the authority set forth in the Innovation Plan to manage all aspects of the schools. The executive principal and school principals will be held accountable to the Innovation Plan and will be supported by the School Advisory Board and the Office of School Reform and Innovation.

School Advisory Boards will include: the school principal, 1 representative from the school leadership team, the director of operations, 2 teachers, 3 elected parents and family representatives from the diverse communities within the school's boundaries, and 2 community business associations and/or strategic non-profit partners. The

school advisory board will provide input on the school's improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.

Beacon Network School Advisory Boards replace Collaborative School Committees and Professional Standards Committees.

## **Parent and Community Engagement**

Beacon Network Schools engage parents and families in a variety of traditional as well as creative ways. Some strategies include:

- Elementary feeder school outreach to potential students and families
- Spaghetti dinner/talent show
- Parent engagement nights
- Lunchbunch with the principal
- Open house for the entire community that provides food, fun activities for all ages as well as relationship building with staff
- Web site with parent group page announcing all parent group activities and meetings
- AmeriCorps members specifically outreaching to parents as well as entire community through phone calls and door knocks
- Professional communication brochures
- Back to School parent night (with child care as well as Spanish interpretation)
- Personal phone calls inviting parents to attend conferences
- Family/student curriculum nights with dinner to allow for better understanding of curriculum and community building
- Specific outreach to Spanish speaking parents and inclusion in Parent Group meetings
- Participation on School Advisory Board as well as Innovation Team from Platt Park Education committee

The Beacon Network also engages parents to support the school's vision and work with the school's leadership to reach our goals by agreeing to and signing a student/teacher/parent compact.

Parents and community have been involved in the innovation planning process since its inception. Parents and community members participated on the Innovation Planning and Renewal Teams. Surveys have been conducted of existing parents and parents from feeder elementary schools, regular updates have been sent home in weekly communications, neighborhood parents were engaged through community meetings at the school.

Parents and community members will continue to be involved in promoting student learning and positive behavior through involvement in curriculum nights, school events, and engagement in projects and assignments.

Innovation status allows school leadership the flexibility to enhance activities aimed at increasing parental involvement and support. Examples of promoting parent involvement include, but are not limited to, inviting parents to participate in school activities such as project-based learning presentations, class activities, community-led enrichments; parental involvement in the design and implementation of projects; and engaging parents in facilitation of extra-curricular activities. Parents are also key partners in school fundraising efforts.

## Community Partners

The following community partners are integrated into our school community through community led enrichments during our extended day programming:

- Mindspark: Providing Enrichment programming in the area of STEAM through a program called Tinkering with Tools.
- Creative Strategies for Change: Providing enrichments that integrate Restorative Justice Approaches with the arts. Programming includes: West African Drumming, Applied Theater, Hip-Hop and Spoken Word
- Girl Scouts of Colorado: Enrichment programming in relationship building, leadership and self-esteem for girls.
- COLOR: Providing enrichment programming in Healthy Relationships for Girls.
- CM Dance: Neighborhood dance studio that provides enrichment programming in swing and jazz dance.
- Arabasque Yoga- Enrichment program in yoga, rest and relaxation for kids.
- Daniel Chavez Murals: DCM provides enrichment programming in Mural art as well as a variety of Martial Arts.
- Denver Parks and Recreation: Partnership for a variety of enrichment programming in athletics, dance, poetry, etc...
- University of Denver, School of Education: Enrichment programming in literature in partnership with professors and DU students.
- Open World Learning: Providing extended day enrichment programming AND elective programming during the school day in Robotics, Graphic Design and Animation.
- Goodwill Industries: Partnership for a FTE that focuses on elective AND extended day enrichment programming in the area of student leadership.

Additional Community Partners outside of academic programming in enrichments and electives include:

- Hands up for the Children- Pantry and Backpack Program
- The Ritz Carlton- School Hospitality Program
- The Tavern Hospitality
- GRASP
- Urban Advantage- STEM Field Trip Program
- Rose Community Foundation
- Janus Funds

- National Center for Time and Learning

## INNOVATION: BUDGET

### Financial Innovations

- Additional Compensation: Stipends for Extended Time
- Difference Between Average v. Actual Salaries Restored to School Budget
- Innovation Related Grants
- Select District Services from a Menu
- School-based Accounting & Purchasing
- Fundraising
- Parents and Community Partners

### Budget Narrative

Beacon Network School budgets includes additional costs associated with carrying out the innovative vision, mission and education plan. The budget allocates resources to ensure that: 1) reading classes remain small by adding electives and enrichments; 2) rigorous academic curriculum and instruction are provided through research-proven methods and programs; 3) multiple electives and enrichment classes are offered; 4) intensive reading interventions are provided to students who are struggling; and 5) cutting edge technology is used in teaching and learning.

### Revenue

#### Actual v. Average Salaries

Beacon Network Schools will budget using actual salaries and will regain the approximately difference between actual and average salaries in school based budgets. Beacon Network leadership recognize that if there is no turnover in staff, this margin would be reduced each year and budgets reflect conservative estimates.

#### School Improvement Grants

Beacon Network Schools will apply for School Improvement Grant from the district and state, when eligible.

#### DPS Extended Day Grant

Beacon Network Schools will pursue Extended Day Grants from the district and private funders to support extended learning time.

### **Grant Writing and Fundraising**

Beacon Network Schools will actively engage in fundraising and grant writing. Beacon Network leadership has a proven record of successfully securing district, state/federal, and private grants and donations to support the implementation of the Innovation Plan.

## **Operating Expenses**

### **Professional Development**

Additional costs are associated with professional development and support for implementing the Innovation Plan educational program.

### **Extended Time Stipends**

Stipends are provided to teachers and staff members who work on extended day and year schedules.

### **Community-Led Enrichments**

Additional costs are associated with contracting with community based organizations to provide community-led enrichments during the extended school day.

### **Technology-Integration / Blended Learning**

Additional costs are associated with purchasing and maintaining technology for implemented the blended learning program.

## **Financial Innovations**

Beacon Network Schools will budget using actual salaries and will regain the difference between actual and averages in school based budgets.

The Beacon Network will seek waivers from the district to enable the school to opt out of district services such as professional development, purchasing of curriculum and assessment materials and services, hiring and supervision of itinerant staff, and other services that the school advisory board determines should be outsourced to ensure the most efficient and effective management of the school. When the school opts out of district services, the corresponding budget amount will be provided to the school in order to purchase services directly.

Beacon Network Schools have the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight through routine reporting to the

Office of Budget. Direct management of accounting will create more efficient and responsive receipt and payment of funds.

Beacon Network and School leaders will make decisions about the use of funding in accordance with each school's mission and goals and sound fiscal practices.

## **Budget Management**

With increased budgeting flexibility comes increased responsibility. Ultimately, the Beacon Network Executive Principal is responsible for overseeing school finances. The Beacon Network Executive Principal has a degree in accounting and finance and experience in managing school finances.

The Beacon Network will also have a network director of operations with the necessary training to implement sound financial management practices. The network director of operations will report directly to the Executive Principal, meet regularly with School Principals, and participate in School Advisory Board meetings. Beacon Network leadership will work closely with the District's Budget Office to carefully manage the school's finances.

