



# INNOVATION SCHOOL APPLICATION

January 10, 2017



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The Innovation Schools Act was passed in 2008 by the Colorado State legislature. The Innovation Schools Act creates a process for schools to apply for waivers from select State laws, District policies and collective bargaining agreements. Innovation Schools cannot waive Federal law or other Federal directives like the Consent Decree.

DPS was the first district to implement this Act, approving three Innovation Schools in 2009 (Cole, Manual, and Montclair). Currently, DPS leads the state in growth of Innovation Schools with 40 Innovation Schools.

The State statute identifies several intended purposes for the Innovation Schools Act including:

- To encourage intentionally diverse approaches to education;
- To improve educational performance through greater school autonomy and managerial flexibility;
- To encourage innovation in education by providing local school communities and principals with greater control over levels of staffing, personnel selection and evaluation, scheduling and educational programming with the goal of achieving improved student achievement; To encourage school districts and public schools to find new ways to allocate resources, including through implementation of specialized school budgets, for the benefit of the students they serve; and
- To hold schools that receive greater autonomy accountable for student academic achievement.

The Innovation Schools Act states that school district boards of education are, “strongly encouraged to delegate to each public school a high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most effective use of resources ...to meet the needs of the population of students it serves.”

## Summary Overview:

Since opening in July 2011 with 98 9<sup>th</sup> graders, HTEC Early College is completing the first semester of our seventh year, with grade level funding numbers at 165 9<sup>th</sup> graders, 136 10<sup>th</sup> graders and 94 11<sup>th</sup> graders, and 113 12<sup>th</sup> graders. Grade level funding numbers are established at Fall Adjustment. Final enrollment projection for HTEC over the next three years will stabilize at 145 to 165 students per grade level for a total 9-12 enrollment of 580 to 660 students. Our significant accomplishments to over the last three years are:

- The Blueprint Math Fellows program, one-to-six tutoring program contributed to our 9<sup>th</sup> grade High Growth Status in Math, CMAS growth of ELL's, CMAS growth of FRL, Students of Color, and Catch Up Growth.
- After three years of steadily declining growth, HTEC increased its performance to 46.33% SPF percentage points, Accredited on Watch.
- Our CareerConnect programming now serves 77% of our student body at HTEC in Computer Science, Business, Audio Engineering, and Graphic Design.
- HTEC increased its Concurrent Enrollment access from 44 students at its peak enrollment to now over 160 students.
- HTEC created a Plan of Study in 16/17 to now include pathways into Honors and Advanced Placement classes in alignment to a child's 2 or 4 year college trajectory.
- Students in CareerConnect participated in their first ever paid internship programs in the summer of 2016, partnering with business such as the Colorado Department of Education, Denver Public Schools, and Excel Energy to name a few.
- During the 16/17 school year, HTEC became the state champions in the High School Gaming League.

HTEC has embraced opportunities provided by the district to implement high impact strategies such as:

- Teacher Leadership Collaborative: This support allows for teachers to teach part time and support their peers part time in coaching and evaluation efforts in the subjects of Special Education and ELD, English, and Science. HTEC also has a New Teacher Ambassador, and a Math Team Specialist.
- Parent Teacher Home Visit Program: A DPS initiative that trains staff on research-based methods to conduct home visits, which show a direct correlation between a scholar's attendance, behavior, and student achievement.
- Jobs for the Future grant and instructional coaching: The support provided by participation in this initiative directly impacts the HTEC effort to increase rigor and prepare more students for college level course work. The instructional coaching process is working effectively. The JFF instructional coach coordinates with HTEC leadership to conduct regular and frequent observations with timely and effective feedback. Other supports provided by the grant include credentialing and licensing

- to meet concurrent enrollment requirements, partnership building with the community college system, and financial support for tuition, books and materials.
- HTEC joined the Literacy Design Collaborative in SY12-13 in Science and Social Studies. HTEC teachers over the last two years are recognized as leaders in the district's effort to roll out this initiative, HTEC teachers have embraced this strategy because they have seen student performance improve.
  - ELD Co-Teaching Pilot: To fulfill the requirements of the consent decree and as a best practice, students in ACCESS levels 3-5 at the 9<sup>th</sup> grade level are instructed in their grade level English class with the strategic use of a co-teaching ELD highly qualified teacher.
  - Schoology Pilot Site: Teachers at HTEC utilize this platform for blended learning in their classes. A hub for interactive discussion, real-time access to teacher's lesson plans, and a one-stop shop for competency based learning resources, Schoology addresses the limitations of DPS web applications to better meet the needs of the 21<sup>st</sup> Century Learner.

**Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.**

**School Name:** High Tech Early College  
**Date Application Submitted:** 01/10/2017  
**Renewal Submittal:** 3/21/2011

**HTEC Design Team:**

Stacy D. Parrish, Building Principal  
Nicholas Arvidson, CAREERCONNECT Coordinator and Assistant Principal  
Craig Trujillo, Assistant Principal  
Elizabeth Kenny, Assistant Principal  
Carol Tisdale, Dean of Student Culture  
Matthew Lapaire, HS Mathematics and Engineering Field Consultant  
McClellan Walcott, Denver Math Fellows Supervisor  
Kimberly Gouveia, HS Mathematics, Team Specialist—Math  
Steve Wiant, Graphic Design and CareerConnect Teacher  
Suzanne Pait, Special Education and ELD Senior Team Lead, Regional Coordinator Special Education  
Della Thompson, HTEC Parent/Guardian

**The following innovations will be described in this narrative:**

The school is proposing a number of innovations in the area of human resource management, including:

- Offering at-will employment for all employees, adhering to Basic Fairness as performance concerns arise.
- Adopting hiring practices to meet the needs of the school, particularly in hiring industry professionals aligned to existing and proposed CareerConnect Pathways, job descriptions, and recruitment efforts.
- Supplementing District-provided professional development
- Crafting job descriptions that differ from those provided in the DPS/DCTA Collective Bargaining Agreement.
- Increasing the teacher contract by five days

The school is proposing a number of innovations in the area of Educational Programming, including:

- The school is proposing implementing a high-dosage tutoring program in the area of Mathematics and literacy instruction in Social Studies and Science.

- Making Project Based Learning curriculum and authentic assessment the core of what we do at HTEC.
- Waivers from standardized, DPS secondary curricula and assessment to offer more authentic learning opportunities aligned to our CareerConnect pathways. The school is proposing an alternative curriculum for English Language Development, Literacy Intervention, and other District CORE subjects.
- Eliminating D's for credit except in the area of developmental education and concurrent enrollment classes.
- The school is proposing exceeding District standards for student promotion and graduation. Specifically, by increasing the graduation requirement for classes up to 2020 to require an additional social studies or science credit as aligned to their ICAP (post-secondary goals).
- Authority to require two years of a World Language for classes beginning with 2021 with an emphasis on proficiency in own's native language.

The school is proposing a governance and leadership model that includes an alternative to the Collaborative School Committee.

The school is proposing innovations in the area of Scheduling, including:

- HTEC seeks the ability to create structured time to provide: (1) Targeted Interventions throughout the school day, such as Community, Math Fellows, and Grade Level Teaming, (2) Rich and authentic learning experiences for our campus at the individual student, classroom, and pathway level via Project Based Learning activities, Job Shadow opportunities, Learning Excursions, and Internship/Externship assignments.

The school is proposing an innovation in the area of budget to grant us the authority to collect revenue directly from sponsorships subject to district oversight.

## VISION & MISSION

### HTEC Vision

HTEC will prepare all students to be collaborative and competitive in a four year college and in a 21st Century global economy. The HTEC Vision captures the essential ingredient to being a successful school: That standing together is more powerful than standing alone – that collaboration among students, staff and community will create the best college preparatory and workplace readiness experience possible.

### HTEC Mission

HTEC will create opportunities for students to attend a school with a focus on CareerConnect Pathways at the foundation of everything that we do. We require all students to earn dual high school and college credit leading to a High School Diploma, and workforce certification.

### Intended Target Student Population and Community Served

HTEC's target population includes students and families in the Far Northeast (FNE) region and across the Denver metro area that desire a highly structured learning environment that emphasizes rigorous academics, technology, workforce readiness, and project based learning activities. We welcome all students to our unique, integrated CareerConnect pathways. Our goal is to prepare all HTEC students with the academic knowledge and workforce readiness skills to compete in and contribute to the 21<sup>st</sup> Century global economy.

### HTEC Guiding Principles

The HTEC guiding principles and priorities are based on the research that was conducted by **Jobs for the Future<sup>i</sup>** in partnership with the Bill and Melinda Gates Foundation, on successful Early College Instructional Strategies and College and Career Readiness Keys for Success:

1. **Ownership of Learning:** Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers.
2. **Think Critically:** Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct assignments. They can design their own solutions to complex problems.
3. **Collaboration and Communication:** Collaborative Students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal. Students communicate effectively in writing

and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences.

4. **Academic Mindset:** Students with an “academic mindset” have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success.

## **Alignment to Vision of a DPS Graduate**

The Denver Public Schools mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. The vision is that DPS will lead the nation's cities in student achievement, high school graduation, college preparation, and college matriculation.

The HTEC vision and mission directly addresses the DPS vision and mission by explicitly providing an educational program emphasizing rigorous academic concepts and career and technical skills. Upon completion of four years of high school, HTEC students will be college ready. Our students will be well-prepared for success in life, work, civic responsibility, and higher education, in alignment to the following vision of a DPS Graduate:

*I think critically. • I creatively solve challenging problems. • I am passionate about new ideas. • I use my native language and culture as an asset. • I value and embrace cultural and linguistic diversity. • I am open minded. • I strive to understand the perspective of others. • I am self-driven and persevere. • I am self-aware and dependable. • I serve as a role model in my school and community. • I value and nurture my physical health.*

## **Importance of Innovation to HTEC Overcoming Barriers and Attaining Our Mission**

As an innovation school, we strongly believe that our FNE students and community deserve a premier high school educational opportunity and we want to make High Tech Early College the "CEC of the FNE" with our CareerConnect programming and Project Based Learning as the foundation of all of that we do at HTEC. In this day and age, relevancy and the era of technology drive the generational profile of our students. The days of standardized direct instruction, content learning out of context and relevancy of real life learning far too often drive students out of traditional schools, especially as they transition to the secondary level. To prepare students in the FNE for success in college and the workplace – including students who have encountered significant barriers to success in the past – HTEC will create a culture of high expectations, systematic structures of support, and real world project based applications for all students. Students will be provided with intensive interventions early to remove academic deficits and will be engaged in higher order problem-solving in authentic learning environments. HTEC students will be supported by trauma-informed, culturally responsive faculty as well as the broader HTEC community.

Innovation status will help our mission to overcome these barriers to learning in the following ways:

- HTEC seeks waivers from standardized, DPS secondary curricula to offer more authentic learning opportunities aligned to our CareerConnect pathways and our Project Based Learning platform.

- HTEC seeks the ability to create structured time to provide: (1) Targeted Interventions throughout the school day, such as Community, Math Fellows, and Grade Level Teaming, (2) Rich and authentic learning experiences for our campus at the individual student, classroom, and pathway level via Project Based Learning activities, Job Shadow opportunities, Learning Excursions, and Internship/Externship assignments.
- HTEC seeks flexibility with staffing. We aim to hire staff who (1) Have expertise in a specific areas related to our CareerConnect pathways, (2) Are committed to investing the effort needed to develop the support systems to ensure student success, (3) Possess the skills needed to engage in collaborative work with colleagues to develop a highly effective project-based learning environment. HTEC seeks to adjust staff schedules and course assignments to quickly respond to student needs.

### **Leveraging Innovation to Improve Culture to Accomplish the Mission and Vision**

HTEC will leverage people, programs, time, and resources to create a college and career focused school culture that ensures that every student is a collaborative and competitive contributor in the global economy. Innovation status will be used to:

1. Create a team environment where students and staff are, “Love. Challenge. Own. Equip(ped)”; students and families are met on their current proficiency levels and have a clear understanding of the strategies being used to raise achievement. At HTEC, enrichment is valued over remediation. All too often, students of color and students from marginalized communities have experienced remediation their entire lives—not experiencing many courses outside of an emphasis on core subjects. HTEC believes that students will more authentically engage in school when we expose them to authentic learning in work and industry skills.
2. Hire staff with diverse backgrounds and skills that fully embrace that education is the catalyst for social mobility and civic change in our society.
3. Assign staff activities that focus on building relationships with students and families such as Community, during and after school clubs, job shadows, and Internship/Externship opportunities.
4. Provide five additional school days per year for staff development.
5. Be committed to providing equitable and inclusive environments where we ensure students are Healthy, Supported, Engaged, Challenged, Safe, and Socially and Emotionally Intelligent with a focus on the importance of attaining a Seal of Bi-Literacy.
6. Require teachers to adhere to and maintain a consistent and deliberate cross-curriculum development, instruction delivery, and assessment analysis process facilitated by structured shared planning time.
7. Require teachers to recognize and embrace the integration of Common Core State Standards with CareerConnect skills; to collaborate in the development of Project Based Learning (PBL) that represent the synthesis of learning and the application of critical thinking, knowledge, and skills in the investigation, preparation and presentation of Project Based Learning Activities using a Standards-Based Grading System.

## **HTEC Commitments**

HTEC emphasizes social and emotional skills development, uncompromising expectations for success, and creating 21st Century Pathways. We will achieve this by making the following commitments to our community. HTEC will:

- Invite parents, community members and stakeholders to participate in the evolution of the HTEC vision and mission.
- Provide a safe and caring learning environment; staff will collaborate as a team to ensure that all students develop positive pro-social skills that are essential for the 21<sup>st</sup> Century.
- Ensure that students design and build their educational and career pathways to meet both their academic and career interests; that students are able to clearly and confidently articulate their academic learning progression, post-secondary plans, and the steps necessary to accomplish their objectives.
- Develop and evolve Project Based Learning as a reflection of student learning evidenced by the rigorous academics, integration of Career and Technical skills and the presentation of Project Based Learning Activities that represent the process of addressing real world problems.
- Collaborate with business and industry to establish a HTEC Work Based Learning Program where students can apply for paid employment.
- Partner with the Community College of Aurora and other college and university partners in the Denver Metro and state of Colorado to provide concurrent enrollment in core academic courses and CareerConnect Pathways.
- Hire teachers that fully embrace the HTEC core values and are committed to the success of every student; are willing to hold themselves and each other to the same high standards they expect from their students.
- Report to the school and community a School Improvement dashboard that reflects monthly progress toward implementing the HTEC school vision.
- Emphasize student leadership and opportunities for students to apply leadership skills through the Student Leadership Committee, Project Based Learning presentations, peer tutoring, Student Ambassadors, Student Board of Education, CareerX opportunities, and other curricular and extracurricular activities.
- Promote a culture that mirrors what is expected in a business and industry working and learning environment.

## **Academic Programs to Produce Academic Gains**

The HTEC educational program will utilize the current DPS core curricula in English Language Arts, Mathematics, Social Studies, and Science and the subsequent revisions that will be made by the District as an anchor document to ensure alignment with the new Common Core State Standards and other newly adopted standards moving forward. As a feature of Innovation, HTEC would like to reserve the right to waive curricula and assessment requirements based on

evidence of effectiveness, best practice, and the collaborative criteria that would drive a waiver request and flexibility criteria.

HTEC will supplement the DPS curricula with: ( 1) Project-based learning; (2) CareerConnect pathway industry and workforce criteria; (3) Structured supports in literacy and mathematics for students who are not yet at proficient; and (4) Multi-Genre, Current Events focused English language development curriculum.

We requested a waiver for EDGE, the DPS adopted ELA curriculum.

### **Overview of HTEC's Research-Based Education Program**

The HTEC education program embodies the following elements of effective schools research and draws upon Early College research as well that highlights essential elements of successful high schools.

- Project Based Learning is the best practice in implementing authentic learning experiences for students, especially students of color from marginalized communities.
- Multi-Tiered Systems of Support (MTSS) and progress monitoring of student learning objectives, differentiated instruction and emphasis on aggressive monitoring with frequent feedback points to measure learning and model essential skills.
- Innovative teaching staff with diverse skills and experience in their content areas; master degrees in math, English, business and literacy and staff that are licensed in Career and Technical Education.
- CareerConnect Pathways will provide quality language development opportunities and reinforcement through intensive real-world vocabulary connections, written expression emphasizing mechanics and structure, oral presentation stressing academic language, and professional situations.
- Systematic and consistent delivery of academic programming to establish and maintain effective school culture; students, staff, community and stakeholders all support the school vision and mission.
- Clear articulation of learning objectives and levels of mastery needed to reach achievement goals as well as to pursue career interests and post-secondary goals via a Body of Evidence collection presented in a Student Led Conferences format.

HTEC is applying for innovation status to secure and leverage autonomies that are similar to those that exist in many of the nation's top performing schools. The autonomies will be used to drive significant gains in student achievement to close the achievement gap and to address the new graduation requirements for the Class of 2021 as adopted by the Board of Education, which will create a list of options that our scholars must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. Graduation Guidelines begin with the implementation of: Individual Career and Academic Plans (ICAP), Colorado Academic Standards and 21st century skills. Students must demonstrate college or career readiness in English and math based on at least one measure. Our foundation of Project

Based Learning will profoundly impact student achievement by making learning applicable to real-life and aligned to a student’s post-secondary goals. At HTEC, we believe that the standardization of curricula contributes to dis-engagement from school, especially those campuses serving our most marginalized populations. This is why we pride ourselves in PBL and our CareerConnect Pathways as a means for students to attain college and career ready status on or before graduation from high school.

## **Overview**

HTEC will combine a rigorous college preparatory academic environment with relevant career and technical skills to meet the needs of the diverse learner. The DPS curriculum will provide the foundation to build from, while we also incorporate CareerConnect coursework into all disciplines. HTEC will deliver much of the content using Project Based Learning (PBL) activities in which students will combine their academics with their CareerConnect knowledge to project manage real world scenarios, just as communities and Fortune 500 businesses do on an ongoing basis. Using this combination of content and instructional practice, HTEC will prepare students to become systems-based problem-solvers, effective communicators, and future leaders through an individualized learning pathway that provides an opportunity to earn dual high school and college credit and CareerConnect certifications when applicable.

## **Course Sequences and Career Pathways**

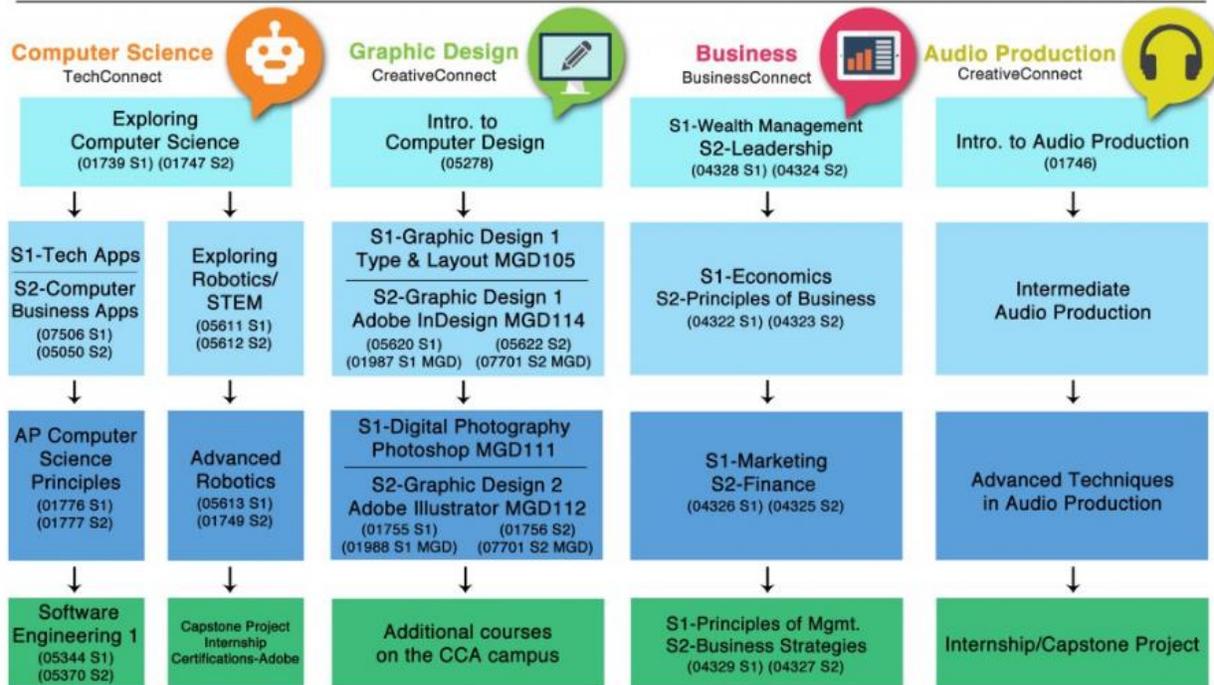
Starting in the summer before a scholar begins 9<sup>th</sup> grade, HTEC will focus on exploration activities that will allow students to select a CareerConnect Pathway of their choice and in a rigorous induction process that will allow students to self-select into Honors and Advanced Placement courses in alignment to their post-secondary choices of attending either a 2-year or 4 year college or university highly selective or traditional experience. The second and third year at HTEC are focused on the application of content knowledge through professional work experience and internships, college credit opportunities, and project-based learning in and out of school. Through the Community process, using their ICAP’s and frequent performance reflections, students will be aware of the required performance milestones that must be hit at each semester and at the end of each school year, to ensure that each scholar graduates remediation free as outlined by DPS graduation requirements The following chart outlines the courses students can currently enroll in at HTEC in alignment to their CareerConnect Pathway and post-secondary aspirations: **See attachment “HTEC Current and Future Plans of Study”.**

## **HTEC Career Pathways**

HTEC career pathways begin in 9<sup>th</sup> and extend to advanced studies at the community college level and/or four year college level. HTEC Pathways currently include Computer Science (with Robotics emphasis), Business, Graphic Design, and Audio Engineering, with a Civil and Green Energy Engineering Pathway slated for 17/18 and an Aerospace Pathway slated for 18/19.

The table below provides the current HTEC pathways and the grade level breakdown of courses:

## HIGH TECH EARLY COLLEGE PATHWAYS



**High School and College Course Credits:** HTEC courses count as credit toward a high school diploma. Whenever possible, students will earn both high school and college credit from the same courses through a system of dual credit or concurrent enrollment. Dual credit is typically awarded to students who complete higher-level high school courses that also meet the course curriculum requirements of the community college, while concurrent enrollment allows our students to gain credit for courses taken at the community college. Instructors of general education dual credit courses must meet the licensure requirements of the school district and the credentialing requirements of the community college.

**DPS and the Community College of Aurora:** A partnership already exists with several dual credit agreements in place for career and technical education, core, and elective courses in alignment to a scholar's ICAP. These dual credit courses will be included in the establishment of Pathways leading from high school to CareerConnect endeavors at the community college level. Concurrent enrollment offers students additional opportunities to earn both high school and community college credit in the same courses. HTEC will employ different course titles and will require waivers to offer credit for students enrolled concurrently in community college core content area courses. Some courses in a student's pathway can be taken for community college credit only or in concurrent enrollment as a high school elective credit. Students must demonstrate readiness for college-level work on Advanced Placement scores, ACT or SAT scores, and/or the Accuplacer placement exam to be enrolled in any course for which Community College of Aurora offers credit as a concurrent course. Students must earn a grade of "C" or above at HTEC to earn dual credit.

## Project Based Learning (PBL)

Despite previous documentation of the success of Project Based Learning, HTEC has never successfully implemented PBL on campus, largely attributed to the deterioration of foundational systems and structures that must be in place for a school to thrive.

Thus, moving into the 17/18 school year, HTEC will launch an innovative Master Schedule that prioritizes a co-hort model, department and grade level teaming structures, and flexibility within the school day to demonstrate that time is truly the variable and learning is the constant. Department and Grade Level teaming periods will be arranged for teachers to engage in interdisciplinary learning of how PBL will be sustainably implemented, where teachers can be engaged in project idea development and launch, to prepare all scholars on quarterly exhibitions of their learning via showcases throughout the school year. HTEC students and staff will continue to develop and improve PBL activities that represent how students use academic concepts learned in class and apply academic skills in addressing real world issues that build relevance to 21<sup>st</sup> Century skills.

Project Based Learning is an approach to apply academic concepts and increase understanding. Our deliberate choice to use PBL is based upon our extensive research and knowledge of best practices with similar models and student populations. HTEC will develop PBL using research based methods beginning with using the model of the Six A's of Designing PBL (Steinberg, 2011 et al):

1. **Academic Rigor:** Projects address key learning standards related to college readiness and state standards to help students develop habits of mind and work associated with academic and professional disciplines.
2. **Authenticity:** Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
3. **Applied Learning:** Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.)
4. **Active Exploration:** Projects extend beyond the classroom and connect to work internships, field- based investigations, and community explorations.
5. **Adult Connections:** Projects connect students with adult mentors and coaches from the wider community.
6. **Assessment Practices:** Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance.

HTEC staff will become experts in PBL; staff will receive professional development and get the support necessary to ensure that Project Based Learning is a HTEC cornerstone.

**Daily Lesson Plans:** The academic schedule at HTEC is built around providing teachers structured shared planning time to collaborate on a daily basis. Through the School Leadership Team, teachers will commit to adhering to structured and intentional planning that allows for

collaboration, feedback, and focuses in using data and student work samples. Examples of effective planning are: consistent use of the HTEC Instructional Leadership Team guidance on developing common department lesson plan templates that links instructional objectives to performance standards, the use and enrichment of content specific vocabulary, the ability for teachers to talk about student performance in a manner that target intervention strategies and/or enrichment activities. Following the best practices at high-performing public college preparatory high schools with similar populations, HTEC will subscribe to Understanding by Design to map and plan its curriculum.

**HTEC Grading Policy: Through a DPS initiative opportunity that aligns with HTEC’s vision and mission to better prepare students for college and career readiness, HTEC transitioned to a Standards-Based Grading system that supports the data driven instruction process and our desire to become a competency based system.**

HTEC will modify the District’s grading policy to establish a “Standards Based Grading Protocol” The HTEC grading policy will be A-F; however D’s will not be awarded. All students are expected to embrace an honest performance of their studies. Student grades will be based on two categories—Product and Process and will include a variety of assessment forms such as tests, quizzes, essays, projects, reports, discussions, labs, case studies, performances, and exhibitions. Grades are based on the students’ standards mastery and represent the district’s instructional program by providing the following:

- ✓ Information to parents about the achievement of their children
- ✓ Feedback for student self-evaluation
- ✓ Documentation of students’ performance to evaluate the effectiveness of instructional programs
- ✓ An incentive for students to learn and maximize academic achievement
- ✓ Guidance to teachers for instructional planning, re-teaching, and interventions
- ✓ Data to plan for student matriculation, retention, and future course work.

Grades will reflect individual student performance and progress toward meeting content standards and be based on work products collected during the grading period. Grades will not be based on a comparison of one student’s performance with the performance of other students or behavioral considerations. Students will receive an academic education grade (letter grade) which will reflect their mastery of grade and content level standards. Assessment data accumulated throughout the course will be used to calculate Grade Point Average. All classroom assessments, assignments, (including homework), and activities will be directly linked to the Common Core State Standards and Industry standards.

The Principal and faculty will use Infinite Campus and its procedures to record grades, report progress to parents, and determine the relationship of grades to extra-curricular activities. Grading procedures will take into consideration individual education plans and 504 plans for students with disabilities. All students with disabilities should receive grades that reflect the level of work they complete consistent with curriculum modifications and accommodations identified in the Individualized Education Program (IEP). This is true

regardless of whether a child is receiving services in a general education or a separate class.

If receiving their education in the state of Colorado prior to high school, all students will continue their **HTEC Individual College Academic Plan (ICAP)** during Freshman Academy during the summer before a child's first year in high school. If new to Colorado, a child will begin their ICAP and their tenure at HTEC in becoming College and Career Ready (remediation-free). A HTEC, ICAP will assist in documenting student engagement as part of the post-secondary preparation process. All students will meet regularly with their Community mentor during Community to monitor the ICAP and play a significant role in their lives as exemplary role models for behavior, professionalism, and scholarship.

**On Track Graduation Monitoring:** Students not progressing toward mastery of grade or content level standards will continue receiving targeted intervention to ensure steady growth toward proficiency; these students will also show growth in the foundation knowledge and skills and other skills relevant to workforce readiness and college and career readiness. Students will benefit from a modified block schedule that will provide for the selection of up to seven courses per semester (no less than 5 classes) as well as a selection of in and afterschool activities, some of which will be credit bearing offering concurrent enrollment with the community college. With this flexibility, students will have opportunities to complete core content coursework and CareerConnect coursework. These opportunities figure prominently within the upper grades including a possible fifth year and link academic skills with the 21<sup>st</sup> Century Skills. Students also meet weekly with their education Community mentors who monitor their ICAP and professionally mentor them through graduation. The urgency and support of our advisors keeps all students accountable to the requirements of their program, and they ensure that all students receive the necessary support to graduate on time, remediation free, with as much college credit as possible, including, but not limited to, the attainment of an associates degree.

**Grade Level Completion Competencies:** The objective of grade level completion competencies is to connect HTEC Early College learning to celebration benchmarks representing progress toward completing their high school experience. Grade level competencies serve to motivate students to excel because they relate to celebrating the progress toward achieving their academic and CareerConnect goals. HTEC students will have the expectation to "exceed grade level" completion standards by going "above and beyond" by completing various activities, internship and externship programs, job shadowing, and work-based learning experiences.

**Academic Student Support:** HTEC will do whatever it takes to ensure that all students plan accordingly for their selected HTEC Pathway.

- ✓ Students will monitor their HTEC ICAP that outlines milestones for staying on their HTEC Pathway leading to a demonstration of College and Career Readiness.

- ✓ Students will have access to teachers through weekly office hours and Community tutoring groups
- ✓ Small group tutoring supports that target learning deficits in math (\*awaiting final decision in late November); Saturday tutoring sessions will be scheduled to provide additional time to meet with students as well as summer sessions aimed at ensuring that students are prepared for the upcoming school year.
- ✓ HTEC will implement AVID (Advancement Via Individual Determination) to first-generation students who opt into a grade level co-hort at the start of the year. All students (regardless of their formal enrollment in AVID) will be required to adhere to AVID learning and study skill strategies through Community. The AVID elective classes will go more in depth with AVID strategies and focus on student performance and preparedness. AVID is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

**Student Behavior and Discipline:** In 2016/2017, HTEC fully implemented Restorative Approach campus-wide and all staff have been trained on restorative methods and Community circles. HTEC students are expected to participate in creating and sustaining a positive learning environment both on and off campus (when out on CareerConnect excursions). Students entering HTEC in 2017 will fully understand and sign the HTEC Family Agreement and Student Code of Conduct. It is essential that our students feel a sense of ownership in the school, and they consistently demonstrate daily and long-term professional conduct. Those interrupting the learning of other students will be referred to the Dean, Restorative Justice Coordinator, or counselor. The Dean or counselor will work with students to identify the cause, solutions, and consequences for said interruption. During the students' individual advising time, they will have time for self-reflection, and they will take responsibility for their own behavior and learning. Teachers and students work together to make needed adaptations and document the adaptations in the Equity Tracker. Students will be referred to the Equity Team to redirect behavior in a restorative manner.

All teachers will be trained in Culturally Responsive and Trauma-Informed and the teaching and the Student Leadership Committee will be well versed on Restorative Practices. Clear and consistent student conduct issues will be communicated and enforced.

### **School Culture and Learning Environment**

As stated in the mission and vision section, the HTEC culture is one of collaborative commitment to preparing student for success in college and career. Students will engage in shared learning experiences and will support each other in reaching

personalized learning goals. Teachers, parents, peers, colleges, and business partners will work together to ensure that students master rigorous academic concepts and technical skills.

The HTEC culture will be fostered by the daily schedule that emphasizes engagement through relationship building, collaboration and teamwork, and encouragement to succeed and achieve. Students will engage in extended academic blocks conducive to PBL and collaboration and will receive daily academic labs focused on individualized intervention, enrichment, and advising needs.

Learning strategies and routines will be consistent from class to class; classroom protocols and progressive discipline grounded in Restorative Practice will establish a routine of success. This structured classroom environment will enable teachers to engage in innovative instructional strategies that use technology and Project Based Learning. Instructional technology supports such as Chromebooks, Promethean Smart Boards, and student networking tools will emphasize student interaction, project management, performance, and presentation.

In addition to engaging in team projects, students will attend classes at local colleges and participate in field based learning opportunities at local businesses. College faculty and business and community leaders will also provide instruction to students on the HTEC campus.

At the beginning of every school year, HTEC will conduct a “HTEC Ninth Grade Academy.” This near-weeklong session will introduce new incoming 9th graders to HTEC learning and culture. Baseline skills assessments (such as learning profiles, behavioral profiles, SRI, MAPs, etc) will be administered as well as a variety of team building and leadership activities. This first week will set the tone for the entire year. To implement this HTEC Ninth Grade Academy and to increase the amount of instructional time, we will extend the academic year for ninth graders by an additional 3.5 days in August.

### **Class Structure**

Class sizes in CareerConnect will average 20-25 in order to allow for small group instruction and personalized learning to take place. Classrooms will be highly structured, organized, and flexible and be responsive to the learning activity and environment. Innovations include scheduling for extended core instruction and project based learning as well as the use of technology to enhance learning and develop college and workforce readiness skills.

### **HTEC English Language Acquisition Program (ELAP)**

HTEC is moving to the ELD co-teaching model in grades 9-11 to replace the need for DPS English Language Development stand-alone classes in 2017-2018 for our students in ACCESS levels 3-5. In the 16/17 school year, HTEC prioritized offering more strategic support to our ELA students and hired an additional 1.0 ELD teacher, due to HTEC’s ELA population being over 50% of the school’s student population.

## **English Language Development Classes**

For ACCESS Levels 1-2 , HTEC is requesting a waiver from the district Edge curriculum. While standards-based in accordance to WIDA levels, the Edge curriculum contributes to low-levels of engagement for secondary students. While Edge will be used as an anchor text, HTEC requests the creation of a multi-genre current events curriculum to be in alignment to our scholars' development levels, personal interests, and CareerPathways.

## **Special Education Plan**

Students with IEPs will be provided the same opportunities as all other students through classroom based differentiation, accommodations, modifications, interventions, and ICAPs. In the 16/17 school year, HTEC implemented a 100% co-teaching model in English and Math classes, designating a course section as a “co-taught” section and equipping the students in it with two highly qualified teachers to drive instruction. Previously, “push in” had been a means to meet the needs of a child’s IEP, as well as a Work Study Program to meet the needs of students in our Multi-Intensive Center Based program in alignment with their CareerConnect pathway. In the 17/18 school year, HTEC will add modified CORE courses to our Master Schedule, as well as the development of our ACE Connect Pathway, a unique pathway geared to students who is on a Work-Study diploma as a means of attaining his/her graduation requirements. HTEC wishes to add an Affective Needs program in 17/18 and will be requesting that through the appropriate processes this school year.

## **High-Dosage Tutoring and Identification of Students for High-Dosage Tutoring**

At HTEC, we believe that the ninth grade year is critical to the success of our scholars and now that this is the year that students will either chose to engage or drop out of school. A successful ninth grade year means a successful high school career. Thus, HTEC hopes to use the Math Fellows program for all Algebra 9<sup>th</sup> grade students, reducing the staff to teacher ratio from 1:35 to 1:4 (this is contingent on program approval at the end of November 2016). Likewise, HTEC wishes to allocate money from the general fund to pay for City Year corps members to assist students in literacy instruction in Science and Social Studies classrooms (this is contingent on program approval at the end of March 2017).

## **Supplemental programs and curriculum**

HTEC will supplement the DPS core curricula with: ( 1) project-based learning; (2) CareerConnect pathways and aligned enrichment activities and learning excursions; and (3) Structured tutoring and interventions in literacy and mathematics for students who are not yet at grade level proficiency.

## **HTEC Assessment Plan**

In response to better preparing our students for college and career readiness with 21<sup>st</sup> Century skills in alignment to our Project Based Learning initiative, HTEC requests a waiver from District

assessments and will use teacher-created common assessments (both authentic and standardized) to assess student mastery of grade level standards, with our student’s SAT scores being the assessment that truly quantifies their learning while at HTEC. The Instructional Leadership Team will evaluate the effectiveness of a teacher’s impact on student achievement by auditing Assessment Analysis tools, Student Perception Survey results in relation to current pass and failure rates.

The overall HTEC student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a digital portfolio system (leading to a Senior Capstone project if necessary to demonstrate remediation-free status in alignment to new graduation requirements), and classroom assessments. The plan includes internal, external, diagnostic, formative, and summative assessments. Diagnostic assessment will help the teacher and student determine what the student knows and is able to do and will be used in goal setting. Formative assessment will provide information throughout the teaching and learning process and will guide instructional decisions, time allocation, and selection of learning tools and resources. Summative assessment will provide a measure of progress at a point in time, providing information on accountability for students, teachers, and the school.

The following table shows the annual assessment calendar.

Table 4: HTEC Assessment Schedule											
Ass	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
SRI (Grades 9-11 Only)	X		X (Reading Intervention Only)		X		X (Reading Intervention Only)			X	
ACCUPLACER	X			X					X	X	
MAP (9 <sup>th</sup> Grade Math Only)	X				X					X	
Digital Body of Evidence Days	X		X		X		X		X		X
CMAS/PARCC								X			
PSAT and PSAT NMSQT/SAT			X			X			X		
Exhibitions of Student Learning			X		X			X			X
District Capstone					X					X	

## Enrollment

HTEC participates in the Far Northeast enrollment zone. It is HTEC's desire to be fully built out with approximately 145 to 165 students per grade level for a total 9-12 enrollment of 580 to 660 students.

HTEC will accept students until they have met their optimal class size enrollment targets established annually by the FNE Office of School Choice and Enrollment Services. Once the school has reached their established optimal class size enrollment targets the District will initiate the overflow process. As a participant in the regional overflow support plan at the middle and high school level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. At the middle and high school grades, new students enrolling mid-year are given the option of all available seats within the Enrollment Zone. An available seat is determined by the difference between the school's current enrollment and the school's funding number. HTEC will continue to work with the FNE Choice Enrollment Office on student enrollment and enrollment process. If more than 160 students wish to attend, HTEC will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round (January). The designed selection process may provide priority to the following family groups:

- 1) Far NE Residents who have a sibling currently attending and projected to return to HTEC.
- 2) Far NE Residents
- 3) Non-Far NE Residents who have a sibling currently attending and are projected to return to HTEC.
- 4) Non-Far NE Residents

After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity

Provided there is space, HTEC will accept students mid-year and students who wish to enter in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades.

## Graduation and Promotion Policies

HTEC graduation requirements will adhere to the DPS graduation requirements and

additionally, will be required to take two years of a World Language and either four years of Social Studies or Science, instead of the usual three required credits for each. HTEC will not award credit for a D (60-69.4%), except for college courses which specifically call out and outline that a D is acceptable.

### **HTEC Math Fellow Tutors (High Dosage Tutoring)**

In addition to the other programs described in the innovation application, HTEC will be submitting an application to continue the 10-month residential tutor fellowship program that provides full-time, 4-1 tutoring to ALL Algebra students in Grade 9. The program includes:

- The implementation of a comprehensive in-school tutoring program, including defined processes and protocols around recruiting, selection, on-boarding, and evaluation of tutors.
- A tutoring curriculum and instructional guide in the area of mathematics for all students in Algebra, aligned to the Common Core State Standards and the Standards of Mathematical Practice.
- The selection and training of the program team and academic tutors.
- Procedural guidelines and “rulebook” for tutors.
- Data collection and analysis of the impact on student learning.

### **HTEC High Dosage Literacy Tutoring**

In addition to the other programs described in the innovation application, HTEC will be submitting an application to request four City Year corps members to support Social Studies and Science classes at the 9<sup>th</sup> and 10<sup>th</sup> grade level.

### **Curriculum and Assessment**

HTEC will implement Project Based Learning school-wide and will use this as a means of authentic assessment in lieu of district curriculum and assessments.

## **INNOVATION: T I M E ( CALENDAR and SCHEDULE)**

### **HTEC Use of Time to Increase Achievement**

HTEC will provide extended school year for teachers, adding five additional days in August before the start of the typical employee calendar year, as well as an Early Release day to provide targeted Professional Development weekly to all HTEC staff.

## **INNOVATION: GOVERNANCE AND SCHOOL LEADERSHIP**

### **School Governance**

HTEC leadership believes that it is the combined responsibility of teachers, parents, students, community members, and business to create a safe and successful school environment. Supporting this mission requires a focused, participatory, and streamlined governance structure. HTEC will be governed by the DPS Board of Education in accordance with the school's Innovation Plan. The HTEC principal will have the authority set forth in the Innovation Plan to manage all aspects of the school. The principal will be held accountable to the Innovation Plan and will be supported by the School Leadership Committee and the Executive Director of the Far Northeast innovation schools.

### **School Leadership Committee**

The School Leadership Committee (SLC) will be the single school advisory committee; HTEC will not have a Collaborative School Committee as outlined in DPS policy BDFH. The SLC will be responsible for engaging key stakeholders, collecting and sharing student achievement data, advising on school programs and operations, and advocating and fundraising for the school. The SLC will coordinate the work of subcommittees as needed to ensure coherence and consistency with the school mission and vision. Members of the SLC will include the principal, assistant principal, instructional team leaders, counselor, CareerConnect teacher, and representatives from student leadership, and community and business relations subcommittees.

Community and Business Relations Subcommittee: The objective is to establish partnerships with families, business, and community organizations that will produce a successful early college experience. Members of the subcommittee will include parents, community members, business professionals, and college faculty. The subcommittee will provide input and advice to the SLC on strategic goals, programming, and leveraging partnerships. The Committee will represent business and community interests in school development, and advocate for the school in the larger community.

Student Leadership Subcommittee: The Student Leadership Committee will reinforce the school's vision and mission and embody the learning potential of HTEC. Students will promote the relevance of business at the school and use of technology to communicate and report information.

To meet the needs of all students and to achieve the academic performance goals outlined in this Innovation Plan, HTEC requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

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

### **Employment Status**

Teacher's employment with HTEC and the Denver Public Schools will be "at-will" and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* The teacher will have a right to end his/her work relationship with HTEC and the Denver Public Schools for any reason at any time. HTEC and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with DPS Policy GDQD and GDQD-R.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at HTEC will be at-will. 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 HTEC if they do not secure a position through mutual consent. If the teacher accepts a mutual consent position at a non-innovation DPS school, the teacher's probationary or non-probationary status will be governed by the District's guidelines at that time. The District's guidelines are described in an FAQ on Probationary and Non-Probationary Status on the DPS Employee Associations website (under DCTA).

The employment of secretaries and paraprofessionals with HTEC and the Denver Public Schools will be "at-will." Secretaries and paraprofessionals will have a right to end his/her work relationship with HTEC and the Denver Public Schools for any reason at any time. HTEC and Denver Public Schools will have the right to end the work relationship with secretaries and paraprofessionals for any reason at any time in accordance with basic personnel policies in the Employee Handbook.

The employment of custodians and facilities managers with HTEC will be "at-will." HTEC can release custodians and facilities managers from the school for any reason at any time, provided school leadership proposes, and the District approves, an alternative custodial and facilities management solution. The employment rights of custodians and facilities managers with the District that have been released from HTEC will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding.

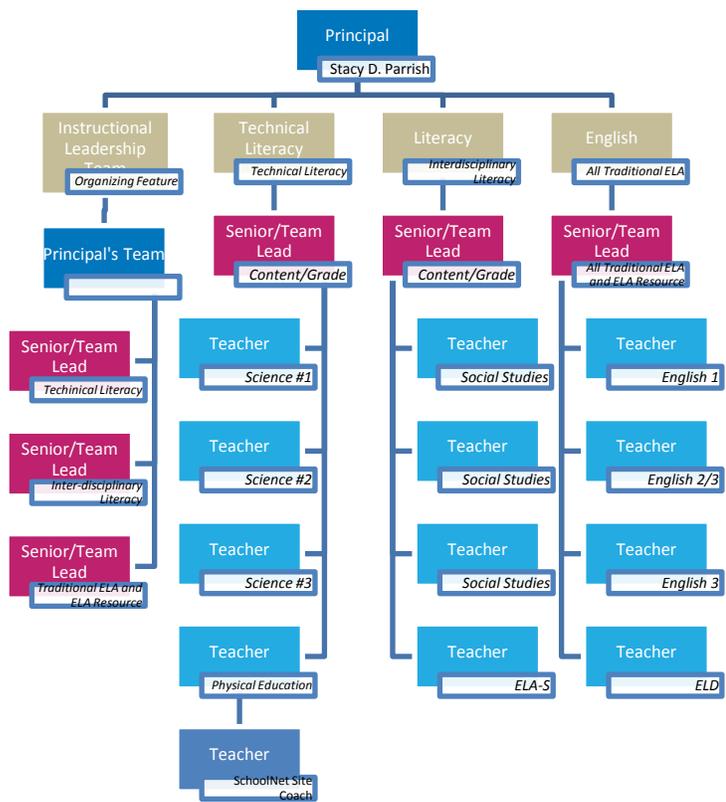
As described in this document, HTEC is requesting maximum flexibility to:

- 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 placement of teachers by the District.
- 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. HTEC 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 HTEC students, staff, and programs.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school's culture as described in the Innovation Plan.

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

### **Staffing Plan**

HTEC will implement a distributive leadership structure that requires faculty members to take on leadership responsibilities. In addition to having deep knowledge of their subject area, teachers will be cross-trained in order to ensure that all teachers have the necessary skills to support the diverse learning needs of HTEC students. All teachers will be responsible for providing instruction in reading, writing, and math strategies and academic advising as well as for providing differentiated instruction for English language learners and students with disabilities. Here is the proposed Organizational Chart for our Teacher Lead Collaborative structure:



Non-teaching positions that support the effective implementation of organizational systems include the principal, a secretary, and an office manager. The office manager will support the principal with accounting, bookkeeping, contracting, event planning, and financial management. Additional support for academic, emotional, and physical well-being and development of HTEC students will be provided by a counselor, psychologist, social worker, nurse, School Technology Resource, and Restorative Justice Coordinator and Deans of Student Culture.

### **Recruiting and Selecting Staff**

HTEC will recruit and select staff members that have deep knowledge of academic concepts and a commitment to do whatever it takes to reach the rigorous goals outlined in this plan and to reinforce the school's vision and mission.

HTEC will provide full disclosure about the expectations, the challenges, and the opportunities for employees and the students that they serve. Recruiting will be done through DPS hiring fairs and job postings, word of mouth across professional networks, and by working with community partners to identify diverse staff members that represent the community.

### **Teacher Compensation System**

HTEC teacher salaries will meet or exceed the DPS salary schedule. Teachers will be eligible for ProComp incentives for achievement of performance goals. Stipends will be aligned with the school's mission and achievement goals and are contingent upon available funding.

### **Professional Development Plan**

HTEC faculty will participate in extensive ongoing professional development to increase their knowledge and skills and ensure that all teachers are capable of supporting cross-disciplinary development of critical academic concepts and CareerConnect skills.

All faculty members will participate in two weeks of professional development prior to the start of the 2017-2018 school year. The first week will include training on Project Based Learning initiatives and planning. The second week will consist of school-wide initiatives planning.

Each week of the school year, HTEC faculty members will participate in two hours of professional development differentiated based on staff knowledge and skills. Faculty members will develop areas of expertise and will be responsible for training their colleagues in these areas. Initial professional development priorities will include data analysis, progress monitoring, grade reporting, MTSS/interventions, common instructional strategies, PBL, data collection and reporting, and project planning.

HTEC staff will have opportunities to expand their expertise by participating in national training programs in areas that they will be responsible for providing professional development at HTEC.

In addition, HTEC staff will be supported by collaborative instructional teams, five senior team leaders with expertise in literacy, special education and English language acquisition, and a Project Based Learning coach. The opportunity to be part of a collaborative team of professionals that are committed to doing whatever it takes to prepare students for postsecondary success will attract and retain highly effective faculty members.

In addition to the leadership opportunities and expectations for all HTEC staff members, members of the School Leadership Committee will receive additional mentoring and support from the principal in order to cultivate future school leadership capacity from within the staff.

HTEC will provide leadership within the FNE and across the District by sharing innovative practices and results on key performance indicators with other school leaders and publicly via the website, social networking, and community events.

### **Performance Management System**

HTEC will have the flexibility to administer a teacher evaluation system that is in alignment with its mission, vision, values and educational program. HTEC intends to use LEAP, the district's teacher evaluation process, as a foundation and may adapt LEAP or adopt an alternative evaluation system in the future. If HTEC wishes to modify LEAP or adopt an alternative evaluation system, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District.

Consistent with the DPS LEAP evaluation system, the principal, the assistant principals, and Senior Team Leads will be involved in the evaluation process. Teachers will be evaluated 4 times per year (for FULL LEAP observations) and will receive feedback on progress toward individual growth goals and student achievement gains. Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

### **Teacher Leadership**

HTEC is committed to creating innovative strategies that develop the highest quality teaching and learning environment possible. HTEC supports initiatives that support developing teacher leadership that concentrates on teacher development, accountability, and recognition. HTEC is working to support DPS initiatives that establish Teacher Leader job descriptions, salary schedules, and other innovative responsibilities that result in responsive high quality teacher coaching and effectiveness. Teacher Leaders are responsible for School Leadership Committee participation.

See Attachment “HTEC 17\_18 Team Level Details Final” for detailed descriptions of roles of all Teacher Senior and Team Leads.

## **Parent and Community Engagement Plan**

### **Family-School Partnerships**

Family-school partnerships will focus on supporting student learning, communicating between parent and school, and encouraging involvement in school activities. Family involvement begins with the student’s School of Choice Application. During meetings with the students in the middle and high schools in the FNE community, our representatives shared information about the HTEC mission and vision and Pathways to 21<sup>st</sup> Century Success.

Parents are encouraged to monitor their student’s progress and affairs through Infinite Campus Parent Portal and by reviewing other printed material provided by the school. While on the Infinite Campus Parent Portal, parents can also send a message to the Principal or any HTEC faculty member.

Parents are expected to attend student-led conferences, major portfolio presentations and engage in other aspects of their student’s learning experience, including academic course counseling and career exploration. They may serve as learning resources in the school—as classroom speakers, volunteers, mentors, and organizers of off-campus visits, job shadowing, and internships for students. Parents are essential towards creating positive school spirit and culture—decorating the school, painting posters for school events, or accompanying school teams to competitions or presentations. Interested parent representatives are included on the Community and Business Committee, and when appropriate, they are invited to join the community and business committee and get involved in other ways at the school. Parents also provide leadership for school fundraising activities, ranging from direct sales to proposal writing.

### **Parental Involvement**

Innovation status will allow school leadership the flexibility to assign staff to various types of activities aimed at increasing parental involvement and support. Examples of promoting parent involvement include, but are not limited to, engaging parents in the development of ICAPs and tracking student progress toward college and career readiness; inviting parents to participate in school activities such as project-based learning presentations, class activities, extracurricular functions; and parental involvement in the design and implementation of project-based learning and CareerConnect events.

### **Community Partnerships**

HTEC will rely upon the involvement of the whole community to support student learning directly and to serve as advocates for the school:

Direct Instructional Support: Business and Community Relations Committee professionals are invaluable participants in the project-based learning focus at HTEC. They will propose projects

to the students and faculty; help with project design; teach through in-class lectures and demonstrations, conduct tours and field trips, and provide distance learning. They will provide coaching and support in person, over the phone, and via e-mail. They will participate in authentic assessment of final products. They will provide job shadowing, mentoring, and internship opportunities.

Work-Based Learning: HTEC students will learn citizenship and community involvement through opportunities to participate in service learning. Students will explore career and interest areas through first-hand work in non-profit organizations. The CTE Coordinator and Work-Based Learning Supervisor will coordinate these opportunities once students are fully prepared.

Advocacy: In the advocacy role, community partners will participate on the Community and Business Committee and on other advisory committees where needed. Community partners own a leading role in fundraising for the school to help the school with capital needs including technology and furnishings, with scholarships to underwrite college textbooks and extra tuition expenses, and with general support for the school's needs. Partners may include the Denver Museum of Nature and Science, the Colorado Department of Education, the Colorado Commission for Higher Education as well as the local higher education institutions – University of Colorado at Denver and Boulder, University of Denver, Metropolitan State College of Denver. HTEC will make an ongoing effort to attract and engage student teachers and practicum students.

Internships and Externships: HTEC will work with the Community and Business Relations committee to establish a robust work-based learning program that provides job shadow opportunities, career exposure, and employment to eligible students throughout the school year.

## INNOVATION: BUDGET NARRATIVE

### **Budget Narrative**

HTEC has worked very closely with the District's Budget Office and FNE Leadership to develop a prudent and sustainable fiscal year 2016 budget and a five-year forecast that supports the School's vision and mission.

Like "traditional" district schools, HTEC is allocated a per pupil funding base (SBB) and mill levy dollars. Additionally, the school may qualify for federal Title I dollars, which would be used to supplement core academic program.

HTEC is focused on hiring the most qualified, diverse staff to serve the needs of its students. The actual expense of such staff will be used to create the school's budget (rather than district average salaries). To the extent actual salaries are less than district averages, the difference

("savings") will be allocated to fund various innovations in this plan. Possible savings have not been included in the attached budget.

The School is prepared utilize 2.0 FTE from salary reimbursement through Career Connect to pay the anticipated 54,000 in extra duty stipends for the teacher extended school day and to hire four City Year Corps members to support Literacy instruction in Social Studies and Science. The Math Fellows program currently is a district expense and has no impact on the school budget.

With increased budgeting flexibility comes increased responsibility. The School's budget includes an Office Manager who receives the necessary training to implement sound financial management practices and will work closely with the District's Budget Office to carefully manage the school's finances.

APPENDIX A

Insert Staff Handbook

Insert Student Handbook

Insert TLC Alignment

