

Innovation School Renewal Application

# Martin Luther King, Jr. Early College



Based on Innovation School Planning Guide 2015  
For existing district-run schools seeking Innovation Status

**Presented to:**

Office of School Reform and Innovation (OSRI)



Discover a World of Opportunity™

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# Cover Page – for Colorado Department of Education

Direct innovation plan questions to Kelly Rosensweet ([Rosensweet\\_k@cde.state.co.us](mailto:Rosensweet_k@cde.state.co.us))

**Innovation School Name:** Martin Luther King, Jr. Early College

**Location (address):** 19535 E. 46<sup>th</sup> Avenue  
Denver, Colorado 80249

**Plan Contact (name and position):**  
Kimberly Grayson, Principal

**Email:** kimberly\_grayson@dpsk12.org

**Phone:** 720-424-0420

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

Is this plan for a new school or an existing school (*circle one*)? ~~New~~ / **Existing**

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

Replacing legacy schools on turnaround status; or

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

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? **NO**

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

Has the school been granted status as an Alternate Education Campus (AEC)? **NO**

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

Is the school in Priority Improvement or Turnaround? **NO**

Is the school a recipient of the federal School Improvement Grant (10039g)? **NO**

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

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



**Martin Luther King, Jr. Early College**

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Denver, CO 80249

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<http://mlk.dpsk12.org>

Dear Commissioner and State Board,

We are excited to present to you the Martin Luther King, Jr. Early College Innovation Plan! A core group of seventeen teachers and administrators have been working on the attached plan and we believe that the impact it will have on our students, community and faculty will be transformational. We have already begun a significant amount of work on changing the culture of our school and have made significant progress. We invite each of you to visit with us to see what the MLK Way is all about!

In reading and reviewing the plan, you will notice how passionate we are about our students, family and community. This is driving all of our work to ensure that Martin Luther King, Jr. Early College prepares students for college beginning in 6<sup>th</sup> grade. We recognize that our school is considered a "Hard to Serve" school and we work with the most at-risk student population within Denver Public School. This unique challenge calls for an innovative approach in order for us to continue to build equity and equalize the playing field for all of our students.

Thank you in advance for assisting us in providing the needs for all of our students.

*Kimberly Grayson*

Kimberly Grayson

Principal

# EXECUTIVE SUMMARY

Name of School	<b><i>Martin Luther King, Jr. Early College</i></b>
School Type	<b><i>Innovation School</i></b>
Grade Configuration	<b><i>6th - 12th grades</i></b>
Model or Focus (e.g., Arts, College Prep, etc.)	<b><i>Early College Model with a focus on Pathways</i></b>
Region and/or Neighborhood	<b><i>Far Northeast Denver</i></b>
Primary Contact Person (name, email)	<b><i>Kimberly Grayson kimberly_grayson@dpsk12.org</i></b>

**Enrollment Projections:** Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).

GRADE	2016-17	2017-18	2018-19	2019-20	2012-21
6	145	143	140	136	133
7	145	143	140	136	133
8	150	144	140	138	134
9	165	166	167	167	167
10	165	166	167	167	167
11	165	166	167	167	167
12	165	167	169	169	169
<b>Total # students</b>	<b>1100</b>	<b>1095</b>	<b>1090</b>	<b>1080</b>	<b>1070</b>

**Student Demographics:** What is the current breakout of students that you serve, or are projecting to serve? Note if you expect any variations to this upon becoming an innovation school.

	FRL %	SPED %	ELL %	Hispanic/Latino %	African American %	White %	Other applicant * %
<b>Student Demographics</b>	89%	21%	33%	66.1%	22.2%	4.6%	7.1%

Other students include American Indian, Asian American, Hawaiian/Pacific Islander, and Biracial students.

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

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

#### **a. CULTURE:**

**Mission statement:** In the spirit and wisdom of Dr. Martin Luther King, Jr., our mission is to graduate students as great leaders, great thinkers, and great communicators. The Early College Model is a partnership of students, staff, parents, and community and its pre-collegiate mission includes:

1. Providing a rigorous, pre-collegiate, technology-based curriculum;
2. Focusing on student empowerment; and
3. Respecting cultural diversity in a safe, productive environment.

**Vision Statement:** Aligning to the goal of Denver Public Schools, our vision is to graduate 100% of students who are college and career ready, without the need for remediation, as productive global citizens.

Our School Governing Board (SGB) is the main stakeholder in the Innovation Plan Renewal Application. The SGB is made up of 17 members: 1 from each core content area, 1 from each Middle School and High School grade level, 2 elective teachers, 1 paraprofessional, 1 community member, 1 student representative, 1 financial officer, 1 support services, 1 Special Education representative, 2 parent, 1 administrator and 1 principal designee.

The entire teaching staff was solicited for input in small discussion groups at a staff meeting, and their input was added to the renewal application. The total number of teachers present for this meeting was 80. The meeting was face-to-face where suggestions, comments, and questions were written on flipchart paper and typed into Word form for later reference. The SGB will vote, and the entire staff will vote on the final approval of this application. SGB also has the task of evaluating and analyzing the previous Innovation Application and rewriting the new application that the staff will approve. Our Community & Family Liaison was also a strong contributor to this application.

#### **b. LEADERSHIP:**

The essential responsibilities of the school leader are outlined in Denver Public Schools' job description for building principal. The primary role of the school leadership is to maintain the safety of our staff and students. The secondary role of the school leader is to bring to life the mission of Martin Luther King, Jr. Early College to graduate students who are great leaders, great thinkers and great communicators. Our mission is in line with DPS goal of graduating 100% of our students who are college and career ready without the need for remediation.

The ideal school leader at Martin Luther King, Jr. Early College is someone who embraces the early college model and leads for equity for all of our students. The ideal leader at Martin Luther King, Jr. Early College will have experience working at a secondary level and a proven track record that shows he or she is able to close the achievement and opportunity gap. All leadership positions are currently filled. Potential principal candidates are chosen from the DPS principal pool and are screened by the instructional superintendent over the phone. The top five candidates identified by the instructional superintendent will be interviewed by the leadership team, members of the community, and a student panel. The school based group recommends their top two candidates to the instructional superintendent. The top two candidates engage in a school-based session which consists of the presentation of their leadership story, classroom walkthroughs and written response to a leadership scenario prompt.

The top two candidates are invited back to a community forum. The instructional superintendent poses questions during the community forum. The community makes a recommendation to the instructional superintendent, who takes their information and the community recommendation to the superintendent. The superintendent interviews the final two candidates and makes the final decision.

The SGB will revisit the bylaws and innovation plan during our yearly retreat to determine if any revisions need to be approved. The SGB is comprised of teachers, leaders, community members and students. The SGB communicates with stakeholders about the implementation of the innovation plan as well as soliciting teacher input.

**c. EDUCATION PLAN:**

To continue with becoming an Early College in name and practice, Martin Luther King, Jr. Early College will be increasing the number of Concurrent Enrollment Classes to allow students the ability to earn even more college credits prior to graduating.

**d. TEACHING:**

The Early College currently follows District policy with regard to teacher qualifications and hiring. The administration value highly qualified teachers in all subject areas. All open positions are posted, and each department is notified of the opening. Once a resignation letter is submitted, administrators reach out to the personnel committee to begin choosing and interviewing appropriate candidates. All potential hires follow District vetting through Human Resources. The Early College does, however, use additional recruitment practices which include early recommendations and/ or early interviewing. Often, the school uses external job sites and leverages partnerships with colleges and teacher preparatory programs in addition to the district website to hire.

When hiring, the SGB designs a personnel committee that works closely with the administration as well as the department in which the position is open. The committee evaluates applicants' credentials, views resumes, and interviews potential hires. The committee generates a list of guiding questions that align with the school's vision, mission, and purpose and uses these ideals when choosing the best candidate. Previously, many of the questions also aligned with college readiness and classroom management goals.

**e. GOVERNANCE:**

MLK merged the Collaborative School Committee (CSC) and the School Leadership Team (SLT) to create the School Governing Board (SGB) as part of the original innovation plan. The SGB is a decision making body that meets bi-weekly. It provides opportunities for teachers, staff, parents or community members, administration, and a student representative to have input on important governing decisions. SGB representatives along with administration and teachers reach out to community members, parents, and guardians at the beginning and end of the school year to participate in governance of the school. This provides parents, guardians, and community members the opportunity to have input and a voice in the direction of the school.

f. **BUDGET:** Describe any cost savings or revenue generation associated with the innovation plan.

*Summary Budget:*

School Name: Martin Luther King, Jr. Early College	2016-17	2017-18	2018-19	2019-20	2012-21
<b>Number of Students</b>					
Per Pupil Revenue	5,033,399	4,960,075	4,937,892	4,893,525	4,898,268
State & Federal Grant Funds & ML Funds	884,761	880,739	876,718	868,674	860,631
Private Grants / Foundation Revenue / Gifts & Contributions	0	0	0	0	0
Other Sources (i.e. savings from actuals v. averages)	0	0	0	0	0
<b>Total Revenue</b>	<b>5,918,160</b>	<b>5,840,814</b>	<b>5,814,610</b>	<b>5,762,199</b>	<b>5,758,899</b>
Instructional Salaries & Benefits	4,288,829	4,288,829	4,288,829	4,251,013	4,288,829
Instructional Services / Supplies	625,533	591,323	602,569	586,894	558,000
Other Instructional Expenses	0	0	0	0	0
<b>Total Instructional Expenditures</b>	<b>4,914,362</b>	<b>4,880,152</b>	<b>4,891,398</b>	<b>4,837,907</b>	<b>4,846,829</b>
Supporting Services Salaries & Benefits	847,413	812,831	772,568	772,568	772,568
Other Supporting Services Expenses	156,384	147,831	150,643	146,724	139,501
<i>Total Supporting Services Expenditures</i>	<i>1,003,797</i>	<i>960,662</i>	<i>923,211</i>	<i>919,292</i>	<i>912,069</i>
<b>Total Expenses</b>	<b>5,918,160</b>	<b>5,840,814</b>	<b>5,814,609</b>	<b>5,757,199</b>	<b>5,758,898</b>
<b>NET INCOME</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding.					

II. **Expected Outcomes:** Explain how this innovation plan is designed to improve student academic performance. What specific flexibilities are you leveraging to improve student performance?

(1) Leadership & Governance.

Through Innovation status, the Early College has the flexibility to govern ourselves in a way that keeps us focused like a laser on our mission. Our SGB is responsible and nimble in ensuring that programs we adopt, personnel we hire, schedules we set, and policies we implement are vetted and scrutinized to ensure they are beneficial to our students. We are intervening to demonstrate proficiency, accelerating when possible, teaching in a culturally responsive manner, and providing equity to a community that is economically and educationally disadvantaged.

Further, Innovation status has enabled us to customize our Leadership team. We have unique positions (which could change, if the need arises) such as our Dean of Instruction, Dean of Data, Financial Officer, Restorative Justice Coordinator, and ILTs who can quickly, efficiently, forcefully, innovatively and professionally steer our faculty and staff toward best practices for our students.

(2) Hiring

Through Innovation status, the Early College has the flexibility to hire in a non-traditional manner to fill positions that our mission requires. We are able to hire faculty and staff for our Pathways programs, tutors for AVID, paraprofessionals for our ELLs, and other professionals who can propel our students into academic proficiency and toward college and career readiness. The “actuals” budgeting gives us significant flexibility to spend money on the right programs for the right reasons.

(3) Scheduling

Through Innovation status, the Early College has the flexibility to manipulate the calendar and manipulate our daily schedule to provide culturally relevant, best practices professional development to our teachers as well as necessary interventions (or accelerated classes and concurrent enrollment) that our students need to be successful.

Middle School

School Performance Targets (Innovation Years 1-4) <sub>1</sub>						
	Expected PARCC (MGP) (Grades 4-9)	Expected PARCC % Meets or exceeds English Language Arts(Grades 3-9)	Expected PARCC % Meets or exceeds Math (Grades 3-9)	Expected CMAS Strong/Distinguished Command - Science (Grades 3-12)	Expected CMAS Strong/Distinguished Command – Social Studies (Grades 4, 7)	Expected MGP WIDA-Access
<b>Year 1</b>		28.	18.5	6 %	3%	
<b>Year 2</b>		32	22.5	10 %	7 %	
<b>Year 3</b>		36	26.5	14%	11%	
<b>Year 4</b>		40	30.5	18%	15%	

High School

School Performance Targets (Innovation Years 1-4) <sub>1</sub>						
	Expected PARCC (MGP) (Grades 4-9)	Expected PARCC % Meets or exceeds English Language Arts(Grades 3-9)	Expected PARCC % Meets or exceeds Math (Grades 3-9)	Expected CMAS Strong/Distinguished Command - Science (Grades 3-12)	Expected CMAS Strong/Distinguished Command – Social Studies (Grades 4, 7)	Expected MGP WIDA-Access
<b>Year 1</b>		29	16.1	NA	NA	
<b>Year 2</b>		33	20.1			
<b>Year 3</b>		37	24.1			
<b>Year 4</b>		41	28.1			

# Section I. CULTURE

## A. Vision and Mission Statements

**Mission statement:** In the spirit and wisdom of Dr. Martin Luther King, Jr., our mission is to graduate students as great leaders, great thinkers, and great communicators. The Early College Model is a partnership of students, staff, parents, and community and its pre-collegiate mission includes;

1. Providing a rigorous, pre-collegiate, technology-based curriculum;
2. Focusing on student empowerment; and
3. Respecting cultural diversity in a safe, productive environment.

**Vision Statement:** Aligning to the goal of Denver Public Schools, our vision is to graduate 100% of our students college and career ready, without the need for remediation, as productive global citizens.

## B. Targeted Student Population

We do not expect our student demographics to change by renewing innovation status.

The following table demonstrates our MIDDLE SCHOOL student population:

Demographic Trends

School Year	Enrollment	Free and Reduced Lunch		Race and Ethnicity							English Language Learner		Special Education	
		Students Receiving FRL	% FRL	Hispanic	White	African American	Asian / Pacific Islander	American Indian	Multiple Races	% Minority	ELA Students	% ELA	SPED Students	% SPED
2010-11	805	713	88.6%	490	15	230	28	5	37	98.1%	397	49.3%	102	12.7%
2011-12	742	672	90.6%	455	19	221	25	1	21	97.4%	378	50.9%	109	14.7%
2012-13	670	623	93.0%	424	24	189	21	2	10	96.4%	353	52.7%	113	16.9%
2013-14	530	476	89.8%	306	26	171	15	1	11	95.1%	267	50.4%	120	22.6%
2014-15	430	385	89.5%	235	25	138	18	0	14	94.2%	200	46.5%	86	20.0%

Multiple: Students claiming 2 or more races (unless one ethnicity is Hispanic) FRL: Free and Reduced Lunch, one measure of socioeconomic status  
 ELLs: Students eligible for ELA services, including ELLs with a PPF 3 (parent opt out of ELA services). These ELLs are not necessarily receiving ELA services.

The following table demonstrates our HIGH SCHOOL student population:

Demographic Trends

School Year	Enrollment	Free and Reduced Lunch		Race and Ethnicity							English Language Learner		Special Education	
		Students Receiving FRL	% FRL	Hispanic	White	African American	Asian / Pacific Islander	American Indian	Multiple Races	% Minority	ELA Students	% ELA	SPED Students	% SPED
2010-11	437	334	76.4%	294	24	70	33	1	15	94.5%	248	56.8%	21	4.8%
2011-12	475	391	82.3%	338	20	69	31	1	16	95.8%	289	60.8%	32	6.7%
2012-13	577	483	83.7%	397	24	105	28	1	22	95.8%	344	59.6%	47	8.1%
2013-14	624	546	87.5%	457	17	109	24	1	16	97.3%	403	64.6%	47	7.5%
2014-15	657	549	83.6%	470	23	125	24	1	14	96.5%	425	64.7%	65	9.9%

Multiple: Students claiming 2 or more races (unless one ethnicity is Hispanic) FRL: Free and Reduced Lunch, one measure of socioeconomic status  
 ELLs: Students eligible for ELA services, including ELLs with a PPF 3 (parent opt out of ELA services). These ELLs are not necessarily receiving ELA services.

To be a highly innovative and successful school, the principal, faculty and staff at Martin Luther King, Jr. Early College believe that a quality education depends primarily on the day-to-day efforts and expertise of the people who work in the school – from the support staff, who make sure the school is an inviting and secure place to learn, to the teachers and staff, who work directly to ensure that students learn, to the principal and assistant principals, who provide the leadership, resources and support needed for all staff to do their jobs well. The key to the success is the collective efforts of the faculty, staff and administrative team, who have sufficient freedom and opportunity to make decisions that best meet the needs of our school community.

### **C. Stakeholder Participation in the Planning Process**

Our School Governing Board (SGB) was the main stakeholder in the Innovation Plan Renewal Application. SGB is made up of 17 members: each core content area, 1 MS and 1 HS grade level, 2 elective teachers, 1 paraprofessional, 1 community member, 1 financial officer, 1 support services, 1 SPED representative, 1 parent, 1 student representative, 1 administrator and 1 principal designee. The entire teaching staff was solicited for input in small discussion groups at a staff meeting and their input was added to the application. The total number of teachers present for this meeting was 80. This was face to face where suggestions, comments, and questions were written on flipchart paper and typed into Word form for later reference. SGB will vote, and the entire staff will vote on the final approval of this application. SGB also has the task of evaluating and analyzing the previous Innovation Application and rewriting the new application that the staff will approve. Our Community and Family Liaison was also a strong contributor to this application.

MLK strives to provide family and community resources at many of our school-wide events. The local businesses and organizations that have participated in providing information and resources have included:

- Bello Valley Young Life
- ELK Environmental Leadership for Kids
- Girls Inc.
- Goodwill Industries
- Green Valley Ranch Public Library
- Green Valley Ranch Youth League
- Healthy Communities
- Lady Giants Cheerleading
- Lil' Teeth Dentistry
- Marriott Parent Employment Opportunities
- Mental Health Center of Denver
- Metro State University College Readiness Tutoring
- New York Life Insurance
- Regional Transportation District
- Sam's Club
- The Center for African American Health
- Westerra Credit Union

Aside from events where local businesses offer information, the following are community organizations that are more closely tied to the school and provide resources for students on a more frequent basis:

- Denver Urban Debate League (DUDL) is a competitive debate program in which our high school students compete in six DUDL tournaments per year; Martin Luther King, Jr. Early College hosts one of these tournaments.
- Professional Counseling Services is a drug and substance abuse counseling program.
- Watch D.O.G.S. is a program comprised of dads of great students who come in and volunteer for one or more days. The purpose is mentoring and shadowing of students, greeting students before school, supporting teachers, and supervision of lunch and playground activities.
- Denver Public Library, specifically the Green Valley Ranch and Montbello branches, provide instructional support from the Central Library for high school debate team.
- ELA Pac is a committee of parents, administrators, and the community liaison. The purpose of this committee is to lobby for better ELA resources with other DPS schools, other districts and other parents and various schools and events around the Denver area.
- Sources of Strength is a suicide prevention program that provides mentoring for teens.

The following is a list of educational institutions that Martin Luther King, Jr. Early College partners with to provide information and resources to students as well as to promote a college readiness attitude:

- Community College of Aurora provides concurrent enrollment classes.
- The University of Colorado at Denver through CU Succeed program provides concurrent enrollment classes.
- Western State University provides concurrent enrollment classes.
- University of Denver supports the Denver Urban Debate League.
- Metro State University provides an after school tutoring program.
- The University of Colorado provides a pre-Collegiate program for 7th through 12th grade students.

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

## **D. School Culture & Student Engagement**

Martin Luther King, Jr. Early College fosters a positive school culture for all students, teachers, administrators, and parents. The following is a list of programs that seek to build this positive culture.

1. Home visits - A schoolwide training is held once per year where all teachers become proficient in conducting home visits. Throughout the year, teachers conduct home visits at will.
2. Open House - annually
3. Fall Festival - annually
4. Winter Festival - annually
5. Student of the Month - monthly
6. Musical and Dr. Martin Luther King, Jr. Commemoration Assembly - one per semester
7. Music Concerts - once per quarter
8. Art Shows - held throughout the year inside and outside of the school
9. Grade level assemblies - as needed
10. Family Nights - various programs are highlighted at each family night: ELA, STEAM, SPED, etc.
11. College Fairs and College Visits - various times each year
12. Career Fair - annually
13. Denver Scholarship Foundation - daily
14. FACE (Family and Community Engagement)
15. ELA-PAC (Parent Advisory Committee)

Martin Luther King, Jr. Early College also seeks to foster a positive culture through student clubs. New clubs seek approval from the admin team including the need for funding.

<b>Club Name</b>	<b>Meeting Times</b>	<b>Purpose</b>
Debate Team (Denver Urban Debate League)	Periods 4, 5, at lunch, after school, and Saturdays	Our mission aligns because we work to graduate students who are college ready. (Additionally, we provide an educational niche for gifted & talented students even though all students are welcome to join the team.) Competitive debate provides an intensive way for students to gain critical thinking, public speaking, and technology skills that are important for career readiness.
Art Expression	Monday and Thursday after school and Tuesday at lunch	Our mission is to create a connection between culture, self-expression, and academic achievement by taking a look at social issues through the lens of our youth. Students will be able to express themselves through various forms of art once our series of study is complete.
TSA (Technology Student Association)	Thursday at lunch	The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs.
STUCO (Student Council)	Monday at lunch and Wednesday after school as needed	Increase student leadership with connections to school wide activities (i.e., dances, food drive, etc.) and community service.
SOS (Sources of Strength)	Tuesdays after school Thursdays after school As needed	Suicide prevention with mediation and mentoring.
GSA (Gay Straight Alliance)	3rd Wednesday of every month and as needed	The GSA (Gay/Straight Alliance) is here to create and ensure that the Early College is a safe place for all students, families, and staff regardless of their real or perceived orientation or gender identity. We will collectively plan campus events to promote student safety and awareness.
Banter with Bakke	Lunch and after school once a week	The mission of "Banter with Bakke" will be to expose students to philosophical discussion/analysis and philosophical questions. Topics and discussions will include ethics/morality, political philosophy, game theory, epistemology, and other philosophical quandaries that arise in our daily lives. The focus of the club will also introduce students to the logical structure

		that philosophy uses in answering these questions.
Chess Club	After school once a week	The Chess Club's mission aligns with the Early College's in that the students will teach themselves how to be great thinkers within this game, which will translate to thinking in different ways outside of chess.
Latina Leaders	Every day during period #3 and as needed	The purpose of Latina Leaders is to build leadership, define self and culture and give back to our communities.
Step Team	Mondays and Wednesday from 2:45-3:30 pm	Cultivate a group of individuals through step routines and dance, in order to build a sense of community and leadership amongst members.
Athletics	Every day as needed	Various sports activities (i.e., cheerleading, dance, and off-season sports)

In addition, the Early College has an equity team who conducts school wide Professional Development in which all teachers are expected to participate. By doing this type of work, the Early College hopes to retain teachers of color and support all teachers who are working with students of color. The Equity team's purpose is to provide resources and deep discourse with regards to closing the opportunity gap (pedagogy, discipline, disproportionalities). Some of these cultural competencies include raising consciousness, acknowledging bias, and discussing privilege and disproportionalities with regards to student achievement. Previous sessions also focused on restorative justice and best practices for discipline.

### **E. Student Discipline Policy**

Martin Luther King, Jr. Early College's discipline focus has not been on punishing students for their behavior. Instead, our philosophy is to utilize discipline interventions to modify unwanted behavior and replace not only the student's behavior with more positive actions, but to modify their thought process and goals to bring about a more positive and productive environment. This goal has been reached has been reached by providing swift, well throughout interventions that are tailored to the offense instead of punishments handed out without being intentional about its outcome.

The Early College prides itself on positive behavioral reinforcement. Incentives such as CIA ("caught in the act"), Panther Dinners, Attendance rewards, PBIS's, Student of the Month, and dress down incentives have proven to reinforce and develop an interest / desire to display positive actions while in the school and community.

Through constant training and education teachers are presented with an understanding of the needs of each culture represented at the Early College. Professional Developments (PDs) in the area of cultural competency and equity are regularly conducted through faculty meeting and additional/optional PD meetings. The Early College has monitored student disciplinary data/records and address any real or perceived disproportionality of consequences among students of color and students with disabilities through district data and Infinite Campus.

### **F. Student Recruitment & Enrollment**

During the past few years, we have improved the quality of our marketing to attract and retain students. The Early College's social media sites attract more than 1,400 followers. The goal of our social media is to communicate with our families and students and inform them of upcoming events. Additionally, many teachers and staff have created classroom social networking sites to stay in touch with students and to keep them updated on assignments. We hold Open Houses for the community, travel to feeder schools to recruit future students, participate in regional and district-wide expos and host Panther breakfasts and grade-level assemblies. We continuously celebrate student successes with showcasing artwork, Student of the Month, college acceptances on school's TV monitors and our senior wall. To increase parent and community participation, we host multiple Parent Nights, distribute parent surveys and encourage participation in the Watch D.O.G.S. program. We identified additional outreach programs through Family and Community Engagement and Americorps.

We host annual meetings with the Office of School Choice and Enrollment between January and March of the recruitment season. During these meetings, the Office of School and Enrollment identifies the enrollment targets. Over the last three years, our high school enrollment has increased while our middle school enrollment has slightly decreased. As we grow our pathway programs, it has allowed many secondary students to enroll in our pathway selections. To support students in the quest for college and career readiness, we chose to implement interventions in math and literacy programs within the middle school. This intervention targets students who are struggling and provide them with the foundational skills to increase their overall proficiency.

The Early College registers high school students via formal Choice procedures offered through the District. The Early College prioritizes enrollment as follows:

- (a) current MLK students;
- (b) students residing in the MLK middle school attendance area;
- (c) other district students;
- and (d) non-residents.

In accordance with Choice terms, transportation will not be provided for high school students except on a space available basis (currently we accommodate all of our high school students).

The transformation from traditional District school to Innovation Status has enabled Martin Luther King, Jr. Early College to develop a seven-year academic program that meets students' needs at the middle school level and then prepares them for a rigorous entry into a high school focused on college and career readiness.

## G. Student Attendance & Satisfaction

Our Year End Goals mirror the goal of Denver Public Schools and represents best practices that will engage our students to meet expectations for mandated seat time. We will ensure implementation of systems and procedures that have been deemed as best practice. These systems and procedures have been proven to engage students in their academic achievement and self-awareness. We know the first level of student engagement is initiated in the classroom from teacher-to-student interactions and relationships. The next two tiers of interventions are in place to get the student invested in their education through self-awareness of actions as they see the negative repercussions of truancy. The remaining interventions are in place as a system of checks for potential legal action for any students as they move towards truancy court.

The Principal, the Assistant Principal in charge of attendance, and the Attendance Team are responsible for the success of our student attendance numbers. The Principal is responsible for the overall attendance numbers. The Assistant Principal is responsible data collection and management of the Attendance Team. If the target numbers for our school are not met, the administrative team will analyze the data, determine root causes of the low numbers, and determine the plan of action to address the root causes, and then act on our agreed upon course of action.

### High School Attendance

YEG	93%
MTD	88.5%
YTD	90.3%
PYD	90.6%
Prior Year	89.0%

### Middle School Attendance

YEG	95%
MTD	90.9%
YTD	92.4%
PYD	95.1%
Prior Year	94.9%

Similar school data shows that the Early College is within +/-2 percentage points in each category. Knowing that the Early College and all similar schools have had leadership changes and challenges during the above reporting period, and that the change in percentages is only +/-2, speaks to our high student satisfaction. All areas within the survey will increase at a constant rate until they are >80% for at least two years, 2015-2016 and 2016-2017. The actions needed to make this happen will be to increase and stakeholder communication and involvement in future school decisions, and provide opportunities for parents to voice concerns and be a part of the problem solving process, develop student focus/leadership groups that will enable them to voice concerns and positive frame future action steps to increase student engagement.

### High school - School Satisfaction Rates

	<b>2013</b>	<b>2014</b>	<b>2015</b>
General	84%	84%	83%
Academics	87%	86%	85%
Discipline	78%	80%	77%

Culture Gen	81%	79%	80%
Culture CR	86%	87%	87%
Family	82%	80%	80%
Safety	82%	83%	86%
Future	91%	91%	89%

#### Middle school - School Satisfaction Rates

	<b>2013</b>	<b>2014</b>	<b>2015</b>
General	83%	83%	79%
Academics	86%	87%	86%
Discipline	80%	82%	78%
Culture Gen	78%	78%	78%
Culture CR	85%	88%	85%
Family	83%	83%	80%
Safety	77%	78%	77%
Future	91%	90%	88%

The Early College has adopted the following strategies to invest students in the school and their own academics.

1. College and Career focus - master schedule reflects college and career focus through Advanced Placement classes, Concurrent Enrollment courses, AVID, and numerous partnerships with Western State College, Community College of Denver, and Community College of Aurora.
2. Identify extracurricular activities that are an extension of the courses that are offered throughout the school day
3. Clubs and organizations - over 300 students participate in academic and social and emotional organizations ranging from our ranked Debate team to our Gay Straight Alliance Club.
4. Leadership opportunities for staff and students - RELAY Graduate School of Education, numerous opportunities for students as interns at our business support partners.

## H. Ongoing Parent/Guardian Involvement & Satisfaction

On December 14 a group of parents, community members, and staff will present to the SGB the tentative family engagement plan that was developed during a two-day workshop known as EmPOWERment Academy on November 10<sup>th</sup> and 12<sup>th</sup>. This academy was offered specifically to FACE Leadership Schools, which have been selected by the DPS Office of Family and Community Engagement.

### Facets of the plan include:

- Using Title I funds to provide the Parenting Partners curriculum to parents during S2 as well as using Title I funds to offer English and Spanish classes to parents and staff.
- The Watch DOGS (Dads of Great Students) program was established this year to promote volunteerism among dads and other father figures.
- Martin Luther King, Jr. Early College participates in the Parent Teacher Home Visit Program.
- Denver Public Library (Green Valley Ranch Branch) has provided a parent computer training curriculum for our use. They have also committed staff or volunteer support with parent computer

classes at the Early College when available. The purpose of these classes is to provide parents with tools such as Parent Portal and email so they can better advocate for their children.

At Martin Luther King, Jr. Early College, we have a School Governing Board. The SGB is dedicated to student achievement and will support the mission of Martin Luther King, Jr. Early College. The SGB is intended to serve as a unitary school governance team, which is an innovation proposed in the school's Innovation Plan. Regardless of the passage of the school's Innovation Plan, the SGB will be established as set forth in their by-laws.

The SGB is comprised of teachers, staff, parents, and administration and a student representative. Each member will be selected through an election process except for the Principal and the parent SGB member. The parent SGB member will automatically be the PAWS President or his/her designee. (PAWS stands for "Parents Actively Working for Success"). SGB members are encouraged to attend relevant conferences and workshops throughout the year.

SGB meetings will take place on the 2<sup>nd</sup> and 4<sup>th</sup> Monday, and/or as needed—beginning in August and ending in June during the school year. Future meeting times will be determined by the SGB at the first meeting in order to accommodate all member schedules to the best of the board's ability. Meetings will be held in the school. Meetings will be open to the school community and noted as such on the monthly calendar. In the event a meeting cannot be held, members may be contacted by phone or e-mail to reach a decision. Meetings with personnel sub committees will be closed.

School committees will be expected to communicate at an SGB meeting once a month as needed. The SGB will create subcommittees to determine specific goals and areas of concerns. Chairmanships of subcommittees will be held by SGB members. The chairs shall facilitate meetings; Members of the subcommittees will be selected at regular meetings and can include anyone from the school community, not just members of the SGB. Members will be selected by a process as determined by the SGB that will vary depending on the sub-committee's content. Any school community member may bring suggestions in writing for consideration. Committees will reflect the needs of the school. Notification of the formation of committees will be made known to the entire school community. The five (5) standing committees must report: Personnel, Scheduling, Family Engagement, PAWS, and Social.

PAWS President will update the parent body about pertinent SGB items at PTA meetings, and a teacher/staff member of the SGB will also report to his/her peers during team department and grade-level meetings.

Martin Luther King, Jr. Early College overall parent satisfaction has been steadily improving over the last several years. In 2015 71% of respondents would recommend Martin Luther King, Jr. Early College to others, a positive change of 4% over the year before. The Early College also has a higher percentage of general satisfaction on the question "Overall, how satisfied are you with your child's school?" with 59% compared to 48% from Noel Community Arts School, a similar 6-12 grade school in Far Northeast Denver.

One area in which Martin Luther King, Jr. Early College has regressed is on the question, "How well does your child's school ask for your input about important school decisions?" From 2014 to 2015 our positive responses declined by 10% to 42%. The Noel Community Arts School responses also declined in this category, but only by 5% to a total of 40%. In response to this decline, Martin Luther King, Jr. Early College encourages parents to attend open School Governance Board meetings. On December 14, 2015 the SGB will discuss the family engagement plan with parents, community members, and staff who

participated in the DPS Office of Family and Community Engagement Empowerment Academy (a two-day training about increasing parent involvement).

Another category where Martin Luther King, Jr. Early College strives to improve is in offering parent volunteer opportunities. This year there was a 51% positive response rate to the question, "How well does your child's school offer a variety of opportunities for parents to volunteer at the school." This year Martin Luther King, Jr. Early College began the Watch D.O.G.S. program to promote volunteerism among fathers and male role models.

Martin Luther King, Jr. Early College is committed to increasing family engagement opportunities by continuing to partner with the Office of Family and Community Engagement as a designated FACE Leadership School and other community resources in Denver.

# Section II. LEADERSHIP

## **A. Leadership Team Personnel**

The essential responsibilities of the school leader are outlined in Denver Public School's job description for building principal. The primary role of the school leadership is to maintain the safety of our staff and students. The secondary role of the school leader is to bring to life the mission of Martin Luther King, Jr. Early College to graduate students who are great leaders, great thinkers and great communicators. Our mission is in line with DPS goal of graduating 100% of our students who are college and career ready without the need for remediation.

The ideal school leader at Martin Luther King, Jr. Early College is someone who embraces the early college model and leads for equity for all of our students. The ideal leader at Martin Luther King, Jr. Early College will have experience working at a secondary level and a proven track record that shows he or she is able to close the achievement and opportunity gap. All leadership positions have been filled.

## **B. Leadership Succession Plan**

Potential principal candidates are chosen from the DPS principal pool and are screened by the instructional superintendent over the phone. The top five candidates identified by the instructional superintendent will be interviewed by the leadership team, members of the community and a student panel. The school based group recommends their top two candidates to the instructional superintendent. The top two candidates engage in a school based session which consists of the presentation of their leadership story, classroom walkthroughs and written response to a leadership scenario prompt. The top two candidates are invited back to a community forum. The IS poses questions during the community forum. The community makes a recommendation to the instructional superintendent and the IS takes their information and the community recommendation to the superintendent. The superintendent interviews the final two candidates and makes the final decision.

The SGB will revisit the bylaws and innovation plan during their yearly retreat to determine if any edits need to be approved. The SGB is comprised of teachers, leaders, community members and students. The SGB communicates with stakeholders the implementation of the innovation plan as well as soliciting teacher input.

## **C. Leadership Team Coaching & Evaluation**

The school leaders will attend District-provided leadership Professional Development and continue to be evaluated on the LEAD framework by the Instructional Superintendent.

## **D. School Personnel Structure**

Martin Luther King, Jr. Early College continues to utilize unique positions within the Innovation plan, such as—but not limited to—a Restorative Justice Coordinator, Dean of Instruction, Dean of Data, and Attendance Paraprofessional. We will not add, eliminate, or revise any new positions in regards to our Innovation status. No core operations will be outsourced to third parties or consultants.

See Appendix A for School Organizational Chart, Staff Roster, and Employee Manual attachments.

## **E. Employment Policies**

With regard to employment policies, Martin Luther King, Jr. Early College follows all DPS salary schedules for teachers, leaders, and support staff. We participate in DPS's ProComp program and follow all DPS employment practices.

## **F. Operations - Transportation**

Martin Luther King, Jr. Early College will continue to utilize DPS transportation as a service to students; however, we utilize other transportation services to serve our students needs. Martin Luther King, Jr. Early College utilizes charter busses and our own activity bus as a means of additional transportation for our students.

We have been able to modify our bell schedules to work within the already available DPS transportation services. The School Governing Board decides the bell schedules for the school and works with DPS transportation to decide when services are available. We adjust bell times if needed to work with the District's availability so we can continue to use DPS transportation in addition to other transportation services, such as charter busses and our activity bus.

Martin Luther King, Jr. Early College follows the DPS calendar for days off. When DPS transportation is closed, the school will also be closed and students will not require transportation to school. The innovation plan has allowed MLK to add additional non-contact days and off days in the school year, but these days are selected on days the district is open and transportation is available.

# Section III: EDUCATION PROGRAM

## A. Curriculum

### 1. Focus/Model

Language Arts: All curriculum used in Language Arts and English classes, 6-12, are chosen to ensure high-rigor lessons that are aligned to Common Core State Standards. At the middle school level, EngageNY is an open-source literacy curriculum created by Expeditionary Learning to exemplify Common Core instructional shifts and prepare all students for college and career. DPS purchased this curriculum. Each grade level consists of four “modules” of instruction, each approximately eight weeks long. Each module includes three “units,” or sections that build up to a rich performance task. In the course of a module, students read both whole-class and independent books. The extended texts include, but are not limited to, the following:

- For sixth grade: “The Lightning Thief,” “Bud, Not Buddy,” “Dragonwings,” “Frightful’s Mountain”
- For seventh grade: “A Long Walk to Water,” “Lyddie,” “Narrative of the Life of Frederick Douglass,” “The Big Thirst”
- For eighth grade: “Inside Out and Back Again,” “A Midsummer Night’s Dream.”

Teachers attend a required trainings for this curriculum (6th Grade: October 12, January 12, and February 25; 7th Grade: October 13, January 13, and March 2; 8th Grade: October 14, January 14, and March 3).

High school English courses will be aligned to the Common Core standards and, when appropriate, to the District specified scope and sequence. The exceptions will be in cases where students are enrolled in Concurrent Enrollment courses. In these instances, curriculum will mimic the curriculum and methods used on the campus of the partner institution offering the Concurrent Enrollment course. Teachers model the form and rigor of questions students will see on the test. Seniors at Martin Luther King, Jr. Early College also have the option of taking Concurrent Enrollment courses through Community College of Aurora and Western State University. The curricula for such courses are dictated by the post-secondary campus.

Science: The science department uses both the CAS and the Next Generation Science Standards to guide their curriculum and planning. The curriculum provided by DPS is a starting point; however, it is primarily aligned to the old Colorado Science Standard from before 2009. Teachers supplement the curriculum to provide a hands-on learning experience through inquiry when they see fit. In addition, the DPS curriculum is lacking in reading material to prepare our students for the common core literacy in science standards, and material is supplemented as the teacher deems necessary. All supplemental materials align to either the CAS or the Next Generation Science Standards. Each teacher turns in a year-long plan that outlines each unit and standards to be taught when it deviates from the DPS scope and sequence.

Social Studies: The social studies department is aligned to Denver Public Schools scope and sequence utilizing the various resources provided from the district that work in tandem with CCSS and CAS. Social Studies at Martin Luther King, Jr. Early College centers on using themes of social and cultural historical events as a lever to extend their thinking as each student becomes a critical thinker. Students typically follow this trajectory: World Geography (6); World History (7); US History (8); Geography and Economics (9); US History (10); Concurrent Enrollment, Government or Ethnic Studies I (11); Concurrent Enrollment or Ethnic Studies II (12).

Because of our flexibility due to our current Innovation status, the social studies department can best choose which resources we will use to meet our students at their level. This means we search for those

tools that focus on increasing our students' literacy skills that will allow them to access content at a deep level. Each staff member is encouraged to attend District training on aligning course work within the provided and recommended scope and sequence. Allowing the social studies department the continued use of finding and using those materials and tools that best support our students which will translate to increased reading/writing ability and a greater access to knowledge.

Math: The math program at Martin Luther King, Jr. Early College focuses on preparing students for college without the need for remediation. All courses will be aligned to the CCSS, with the specific goal of exposing students to the rigorous critical thinking tasks required with common core assessment. Teachers will build their own curriculum, utilizing resources the school has acquired (Pearson Realize (6-12), Connected Mathematics (6-8), Engage NY (6-8)). To ensure norming across the school, all grade level teachers will give common assessments to their students. Additionally, teachers will utilize the Math 360 program in their classrooms to promote collaboration and feedback among peers.

## **2. Instructional Materials**

Language Arts: Middle School teachers follow the Engage NY curriculum including the novels and extended texts listed above. Considering that the writing process is of high importance, all teachers participate in Step Up to Writing training and utilize these structures to meet student needs. For High School teachers, novels and extended texts are selected by the team of teachers and are aligned to scope and sequence. Additional texts selected previously for ninth and tenth grade students include "Perks of Being A Wallflower," "Chronicle of a Death Foretold," and "Bless Me, Ultima." Additional texts selected previously for eleventh and twelfth grade include excerpts from "They Say, I Say," "Everything Is An Argument" and "The Language of Composition: Reading, Writing and Rhetoric." Concurrent Enrollment resources can be assigned by the post-secondary school or teacher choice. Step Up to Writing assists with writing instruction as well.

All middle and high school instructional materials are chosen with Common Core State Standards in mind, keeping rigor high. Skill development is focused on reading, writing, speaking and listening.

Science: The science department uses the DPS science kits and textbooks as a starting point for resources within the classroom. In addition, teachers supplement science materials with our science budget to allow students to participate in inquiry-based labs outside of the DPS curriculum. Previously, the Early College participated in Urban Advantage that provides our 7th grade science teachers and students additional resources to fund independent inquiry-based science projects. The Early College offers additional courses outside of the DPS course catalog through partnerships with community colleges and text books and supplies are bought separately for these courses.

Social Studies: All materials used in social studies are determined by a collaborative team of teachers. A majority of the material is intertwined to current events and the material used is relevant media, primary/secondary sources, guest speakers, visual sources, and various historical documents. Support materials include, but are not limited to AVID, Step Up To Writing, and Advance Placement tools. The mission of the usage of materials is to best prepare our students for postsecondary options through the rigors of their first to second years of college and immediate career readiness.

Math: All teachers are responsible for collaboratively designing lessons that appropriately support and challenge students. Teachers are encouraged to utilize resources including CMP3 (grades 6-8), and Pearson Realize (grades 6-12), which the school has purchased.

### **3. Cultural Relevancy.**

All teachers are responsible for ensuring that their lessons are engaging and culturally responsive. This includes providing appropriate supports and extensions to ensure that all students are required to think critically and develop college and career readiness skills.

DPS's chosen Middle School curriculum, Engage NY, incorporates novels that are not only high in rigor, but also involve lessons that touch on culturally rich content. High School novels and corresponding lessons are high in rigor and carefully chosen as to touch on culturally relevant themes. The themes discussed in class fulfill the objective that students will learn about the world and its people through reading.

The science curriculum provided through DPS has not changed since before 2007 and has some weaknesses in providing culturally relevant and rigorous materials. Teachers can identify areas in the curriculum that need supplementing based on the students in each of their classes and make adjustments accordingly. In addition, teachers provide lesson plans to their administrator that outline how they will build background knowledge and support the specific students in their classes in reaching the CAS, CCSS and Next Generation Grade Level Standards.

The social studies curriculum is constantly evolving to incorporate the use of relevant current events. Most relevant current events are analyzed by our students through multiple ethnic lenses and interpretations as they question each other seeking a deeper understanding of cause and effect to personal impact. The district curriculum allows for leeway to teachers to imbed the current events as needed, although time allowed is not typically adequate for deep questioning and understanding. All social studies teachers intentionally and critically place emphasis on students asking clarifying questions and initiating conversations that will push other students to extend their thinking.

### **4. Evidence-Basis.**

In general Martin Luther King, Jr. Early College uses the DPS scope and sequence for each of its courses. However, teachers maintain the flexibility to supplement materials as they see fit as long as the materials are standards aligned and research based. The instructional leadership team has an integral role in approving supplemental materials to ensure they are grade-level appropriate.

### **B. Use of Non-Adopted Curriculum or Teacher-Developed Curriculum**

See Curriculum Waivers, Appendix D.

### **C. Class Size.**

All efforts will be made to keep class sizes in the middle school below 30 students, high school class sizes below 33, and concurrent enrollment classes under 25. Our Special Education (SPED) teacher-to-student ratio follows the district requirements.

#### **D. School Schedule & Calendar**

Martin Luther King, Jr. Early College will include innovations to the District calendar. This will include flexibility with the date teachers report to school in August, parent-teacher conferences, and placement of non-student contact days. Teachers report to school early in August for additional, targeted professional development and teachers receive compensation days to account for their additional time.

All changes to the district calendar are approved by voting through the SGB. Bell schedules and school calendars meet required seat time outline by CDE.

#### **E. Progress Monitoring and Assessment**

The Early College will administer each of the state mandated assessments including PARCC, WIDA-ACCESS, CoACT etc. In addition the Early College gives DPS-provided interim assessments for middle school (Achievement Network). High School courses that align to DPS scope and sequence give DPS course finals.

Schoolwide data is analyzed regularly and has been presented to the staff during staff meetings. Schoolwide trends are identified and as a staff solutions are generated. In addition, the instructional leadership team uses data to inform areas of professional development focus. For example, schoolwide writing scores were not meeting expectations. and the Early College implemented a schoolwide writing prompt and Professional Development. The Early College regularly responds to trends across classrooms and students and adjusts the Professional Development calendar accordingly.

Teachers will give standards aligned short cycle assessments to gauge student progress and monitor progress regularly. Teachers will meet in teams with their administrator to determine re-teach strategies and next steps to meet students' needs.

Martin Luther King, Jr. Early College's graduation requirements will shift from requiring the named courses of Introduction to Literature and American Literature in English/Language Arts, to a more comprehensive four (4) years of English/Language Arts classes. This change will allow the Early College to accelerate students into concurrent enrollment English classes when they are ready instead of mandating that students take a concurrent enrollment course only after they have completed the District named course. Introduction to Literature and American Literature will continue to be offered, and may be taken by students; however, they will no longer be a required course for graduation. Students will still be expected to complete four (4) years of English/Language Arts classes; the Early College is simply allowing more of those years to be Concurrent Enrollment courses in an effort to better uphold our mission.

It is important to note that these options meet or exceed the current DPS graduation requirements. For students entering the Early College after the start of their freshman year, a transcript evaluation will be completed by the Counseling department to determine the feasibility of meeting the additional graduation requirements. The administration will retain the flexibility to waive any of the graduation requirements that exceed the DPS graduation requirements.

Martin Luther King, Jr. Early College graduation requirements are in alignment with the District, and we have implemented no changes to District policy regarding promotion, or retention. For example, students must accrue 30 credits per semester and pass required courses, to be considered on-track to graduate. Our graduation requirements prepare students to become college and career ready by ensuring that students have received appropriate advising by the counseling team, received standard course content, participated in career pathways courses, engaged in college and career exploration opportunities, and enrolled in college-level coursework.

Martin Luther King, Jr. Early College students have exit standards that further prepare them for college and career. All 12th grade students compile a portfolio that includes a checklist of required activities they must complete during, or by, their 12th grade year; includes the requirement to choose and explore in depth a future pathway; and includes a portfolio of evidence that supports their 12th grade requirements as well as will support them in their next steps past the Early College. This evidence includes academic records, essays, applications, precollegiate programs, scholarships, etc., and documents that are relevant and necessary for their choice of pathways.

## **F. English Language Learner Students**

Our school secretary and administrator over ELA will review students as they enroll and work with the Northeast Enrollment center to ensure proper identification. The DPS Home Language Questionnaire is given to parents either by the Northeast Enrollment Center or our school secretary. We will use the Home Language Questionnaire to identify students who speak a language other than English at home. If the parent selects that another language is spoken at home, students are given the W-APT test to determine their English language proficiency. We will then consult their Parent Permission Form in order to correctly place them in classes. The ISA team will meet on a regular basis to analyze data and writing samples of our ELLs and make recommendations regarding the services that students will receive. After each ISA team meeting, we will make phone calls to the parents of ELLs that we discuss at the meeting and inform them of any next steps moving forward. We also hold ELA PAC meetings throughout the year where parents can receive information about the placement of their student and their progress through the program.

When students enter our school and are identified as an English Language Learner, we will administer the W-APT test to determine English language proficiency. The administrator over ELA will work with the SAL to make sure the testing happens within 10 days of the student enrolling in our school. Each year we will administer the ACCESS test to all ELLs. This will be a primary piece of evidence to determine their language proficiency. We will ensure that their placement and program matches with their language proficiency level and parent preference by reading the parent permission form that they completed at the time of enrollment and using their W-APT scores to determine the level of support need. We will assess English language proficiency once a year with the ACCESS administration and informally throughout the year in the English Language Development classes. The ISA team will also monitor progress reports and report cards of ELLs on an ongoing basis. The ISA team will reach out to parents after we meet to discuss changing their student's placement and services. The ELA PAC will also serve as an avenue to inform parents about our program and services on a quarterly basis. We will use the district assessments in Spanish when necessary based on the language proficiency and parent permission form of the student.

As of 2015-16, the Early College serves around 200 ELLs in our high school and 150 ELLs in our middle school. This is roughly one third of our school's population, and we expect our ELL population to stay at this level in the near future. We will follow the Secondary TNLI program model. All core content teachers will be ELA-E designated and will receive training from the district on sheltered instruction strategies. Teachers will use strategies such as building background, explicit vocabulary instruction, intentional grouping and clear delivery of each lesson. Our middle school and high school English Language Development teachers will plan from Inside and Edge for their classes especially focusing on this curriculum for the ELD seminar classes for level 3 and 4 ELLs. We will use the WIDA standards for performance objectives for our ELL students. We will measure the progress of ELL students using their classroom grades and writing samples scored on the WIDA rubric. As a TNLI program school, we will

monitor Spanish language proficiency through classroom grades and assessments from ELA-S classrooms.

Teachers will use explicit vocabulary instruction to develop and understand the academic vocabulary. Some example strategies are completing the Frayer model for new vocabulary words, using a word wall in class and providing scaffolds such as a word bank when needed for ELLs. We will offer native language supports such as Spanish instruction, vocabulary words in Spanish and building on cognates when possible. The administrator over ELA will work with the business manager and district ELA network partner to ensure that ELLs receive necessary curricular materials. We will hire paraprofessionals to provide native language support to students whose schedules do not allow them to be in an ELA-S classroom or have an ELA-S resource teacher.

Our Culture and Equity team provides training to teachers to make sure all students are in a supportive school culture that starts in their classrooms. We also display schoolwide expectations and mission statement in the classrooms in both English and Spanish. We have a world map displayed in our school to show where all students are from, entitled *United as Panthers*.

Our TNLI program goal is early exit model. We provide native language instruction to students based on their language proficiency level and parent permission form through ELA-S classroom teachers and ELA-S resource teachers.

DPS Language Development Goals for TNLI Programs	
EXPECTED RESULTS/GOALS	TNLI PROGRAM TYPE
<ul style="list-style-type: none"> <li>High levels of academic achievement in all curricular areas</li> <li>Sufficient academic foundation in Spanish literacy and content areas until instruction in English is appropriate (for Spanish-speaking English learners)</li> </ul>	Early-exit
<ul style="list-style-type: none"> <li>High levels of academic achievement in all curricular areas</li> <li>Full academic proficiency in English and Spanish for native Spanish speakers</li> </ul>	Late-exit
<ul style="list-style-type: none"> <li>High levels of academic achievement in all curricular areas</li> <li>Full academic proficiency in English and Spanish for native Spanish speakers <i>and</i> native English speakers</li> </ul>	Dual language

The administrator over ELA will be responsible for managing the ELA program, which includes teacher certifications and using the language allocation guidelines to ensure ELA-S classrooms are meeting the

needs of the students. All administrators will participate in the district ELA Professional Development in order to become ELA-E certified. All administrators will be responsible for ensuring that sheltered instruction strategies are used on a consistent basis through observation and feedback cycles. The administrator over ELA will have the professional development opportunity to complete graduate courses with the BUENO center through a district initiative. The administrator will also receive ELL specific AVID professional development and other district ELA school leader professional developments. Our parent and community liaison will work with the district through our FACE partnership to meet the non-academic needs of ELLs and their families.

The ISA team will meet during each redesignation window to review ACCESS scores, progress reports, writing samples and classroom teacher recommendations to determine what the best next step is for our ELL students. An overall ACCESS level of 5 will trigger a redesignation, and the ISA team will make sure that their grades show that they are on grade level before making a decision. We will also look at the four scores for each language domain from the ACCESS assessment to make sure they are showing proficiency in each area. We will use the same process to monitor students for two years following their redesignation. Students must show grade-level proficiency in all subject areas through report card grades or major assessment grades. We will also analyze a writing sample using the WIDA writing rubric to determine if their writing is on grade level and similar to a native English speaking peer. If students do not show grade level proficiency using these measures, then the ISA team will recommend that they continue to receive services in the ELA program. All decisions will be communicated with the parents and teachers of the students to ensure that all stakeholders stay informed with what is needed for each student.

## **G. Special Education Students**

Martin Luther King, Jr. Early College utilizes a Multi-Tiered System of Support process that includes Problem Solving Teams at both the Middle School and High School levels and educators across content areas and grade levels, implementation of Tier I and Tier II interventions, progress monitoring and data collection and then moves to the Student Intervention Team if adequate progress was not made for more intensive intervention (Tier III). The Student Intervention Team determines which students should be referred for special education assessment based on student need after a minimum of 18 weeks of intervention (Tier I, Tier II and Tier III). When a student is referred for special education testing the IEP team assesses the student using norm referenced assessments, curriculum based measures, work samples, interviews and observations in the areas of academics, general intelligence, speech, motor skills, health, vision, hearing and social emotional to determine if the student qualifies as a student with a disability, the services that will be provided by the IEP team to meet student needs, and the student's baseline data point. The staff responsible for evaluation include special education teachers, school social worker, school psychologist, occupational therapist, speech language pathologist, hearing specialist, vision specialist, physical therapist, and school nurse. The IEP team (including all evaluators, parents, general educators, and any agencies affiliated with the family) conducts a meeting to present the evaluation and assessment results and then completes a determination of eligibility checklist based on federal and state law as set forth by the Colorado Department of Education for the specific disabilities being considered by the IP team.

Early College students are regularly assessed in special education based on their specific IEP goals on a weekly/monthly basis using curriculum based measurements for the student's identified disability. For academics (reading, writing and math) progress monitoring tools utilized include but are not limited to Easy CBMs, Moby Max, AimsWeb Reading Fluency probes and AimsWeb Writing probes.

The Early College designates an Assistant Principal to oversee the entire special education program and staff. The special education department meets weekly to discuss students and to monitor IEP compliance.

The Early College also has a Child Study Team that meets weekly and includes administrators, school psychologist, school nurse, school social worker, speech language pathologist, occupational therapist and deans of students. The Child Study Team reviews the students who are in the MTSS process, students who are in the initial evaluation and re-evaluation for special education services process, the students who are currently on behavior intervention plans, the students who are on 504 Plans and the completed special education evaluations.

The Early College also offers center programs for students with multiple disabilities, autism and intellectual disabilities that provide multi-intensive services including academics, independent living skills and vocational skills. Martin Luther King, Jr. Early College has a Multi-Intensive Autism program for Middle School that is taught by one special educator and support from three paraprofessionals, a Multi-Intensive Autism program for High School that is taught by one special educator and support from two paraprofessionals, a Multi-Intensive program for Middle School that is taught by one special educator and support from two paraprofessionals and a Multi-Intensive Severe program for Middle School that is taught by one special educator and support from four paraprofessionals. The Early College intends to expand its Multi-Intensive Severe program for the upcoming school year to include students in High School.

The Early College provides qualified staffing for students with Mild/Moderate needs by following the Denver Public Schools' hiring protocol in which all applicants are reviewed first by Denver Public Schools Human Resources Department. Applicants viewed as qualified then become active for the school to view. Martin Luther King, Jr. Early College administration reviews all applicants within a job posting. Then all applicants are reviewed by the school's personnel committee. The personnel committee consists of administration and teachers within the respective department.

Based on projected enrollment of students with disabilities, the Early College's staffing structure to serve students with disabilities is based on Denver Public School's pupil teacher ratio of 21:1 for middle school and 23:1 for high school.

The Early College requires teachers to attend a two week training/introduction session prior to the first day of school. This two week training includes culture, classroom management, planning and pacing guidelines as well as an introduction to understanding IEP snapshots, 504 documents and differentiating instruction to best meet student's needs per teacher roster.

Mild/Moderate disabilities consist of special learning disabilities (reading, writing and math), serious emotional disability, other health impairment, hearing impairment, and autism. The Early College provides direct support classes taught by a special educator outside of the general education classroom for academics (reading, writing and math) and direct support by a special educator within the general education classroom for literacy and math. Special educators and special service providers also provide consultation services to general educators. At this time, Martin Luther King, Jr. Early College is looking to implement a co-teaching model for the direct special education services within the general education class to supplement our current push in model for student support.

The Early College places students on an IEP in courses with their typical peers, and class sizes are adjusted to implement best practices for differentiation, accommodation, and scaffolding. Additional courses will be identified in the areas of electives to provide alternatives to core subjects.

The Early College's recruitment speaks for itself because our special education caseload is high. The community is aware that we provide a myriad of services.

## **H. Academic Intervention & Acceleration**

The Early College utilizes a Multi-Tiered System of Supports. This process begins with a general education teacher referral to the Problem Solving Team. The Early College utilizes a Problem Solving Team for Middle School and for High School. Each team includes a Language Arts general educator, Math general educator, and then a general educator from each grade level. The Problem Solving Team implements a minimum 12-week period of time in which the student is provided interventions, progress is monitored, and data is collected. If the student is not making adequate progress, the Problem Solving Team refers the student to the Student Intervention Team, which includes parent(s), special educators, special service providers, general educators and special educators and then more intensive interventions are implemented for an additional 6-week period and monitored for progress. If adequate progress is not made, the Student Intervention Team refers the student for special education assessment by the IEP team.

The Early College's assessment system identifies areas in which there is an achievement gap and provides students with appropriate interventions. If adequate progress is not made, a referral to assess the students for disabilities is implemented, and the IEP process is initiated. The IEP team and school administrators are involved in this process.

The Early College provides support for ELL, SPED, Intervention and Gifted and talented students throughout the academic day. The Early College also provides after school tutoring.

The Early College implements APEX credit recovery and support from the student counselors and the school social worker for students that are at risk of dropping out. Students that have low attendance are put on Panther Watch and monitored for an increase in attendance and academic performance. The Early College also implements the district Work Education Study program that allows students on an IEP to earn high school credits toward graduation for working.

## **I. Gifted and Talented Students**

The District provides a list to campuses via principal portal that recommends students that have been tested for the Gifted and Talented program. Currently, students are being supported in the middle school by a coordinator. In the high school, students are recommended for advanced placement and concurrent enrollment courses. Students are also recruited onto the competitive debate team. District and national assessments are used to place students in advanced courses.

The Early College's schedule has not been changed to solely support gifted and talented students. However, the high school is designed to accommodate and encourage students who are ready to accelerate into concurrent enrollment courses.

## **J. Supplemental Programming**

For the past two years there have been several volunteer opportunities for Early College students:

- 1) Annual Turkey and Canned Food Drive- We have provided in excess of 275 needy families a turkey and canned food items as identified by our staff and local churches and nonprofits. Each year approximately 30 students have volunteered to assist in this effort. This year we will deliver 150 turkeys.
- 2) Annual L'il Teeth Kid's Health Fair. For the past two years we have partnered with Dr. Andre Gillespie to provide over 70 student volunteers for this special community event that benefits youth in our community by providing family entertainment, access to community organizations and businesses, free food and beverage, and free dental and health screenings. (see: <http://www.lilteeth.com/meet-us/lil-teeth-kids-health-fair-2015/>)
- 3) This year we are collaborating with Environmental Learning for Kids (ELK- [www.elkkids.org](http://www.elkkids.org)) to work with 15 students who are participating in the ELK Leadership Corps that meets monthly offsite and at our school to provide leadership skill workshops, work on college readiness goals, and develop and implement a student-led Martin Luther King, Jr. Early College community service project.

Martin Luther King, Jr. Early College offers various types of summer school opportunities. For the middle school, we focus on STEAM, which is a week program for 6th-8th grade students. The other option for Middle School is math and or literacy intervention. It is a month long course. For our high school students, we offer APEX, a credit recovery program designed to help students who have failed a required course make up the credits. It is also used for acceleration. The students are selected by the counselors.

# Section IV: TEACHING

## **A. Teacher Recruitment, Hiring, & Retention**

Martin Luther King, Jr. Early College follows District policy with regard to teacher qualifications and hiring. The administration values highly qualified teachers in all subject areas. All open positions are posted, and each department is notified of the opening. Once a resignation letter is submitted, administrators reach out to the personnel committee and begin choosing and interviewing appropriate candidates. All potential hires follow district vetting through Human Resources. The Early College does, however, use additional recruitment practices at times that include early recommendations and/ or early interviewing. Often, the school uses external job sites and leverages partnerships with colleges and teacher preparatory programs in addition to the district website to hire.

When hiring, the SGB designs a personnel committee that works closely with the administration as well as the department in which the position is open. The committee evaluates applicants' credentials, views resumes, and interviews potential hires. The committee generates a list of guiding questions that align with the school's vision, mission, and purpose and uses these ideals when choosing the best candidate. Previously, many of the questions also aligned with college readiness and classroom management goals.

When hiring, the Early College looks for a well-rounded teacher in both instruction and classroom management. Additionally, the personnel committee also looks for teachers who are willing to grow and adapt to the vision and purpose of Martin Luther King, Jr. Early College, the early college model and the school's belief in equity and serving all of our students well. With a predominantly Latino and African-American student population, the committee realizes the importance of hiring teachers of color. Also, the committee knows that experienced teachers and those with the best credentials are crucial factors that lead to teacher and student success.

In addition, the Early College has an equity team who conducts school wide Professional Development in which all teachers are expected to participate. By doing this type of work, the Early College hopes to retain teachers of color and support all teachers who are working with students of color. The Equity team's purpose is to provide resources and deep discourse with regards to closing the opportunity gap (pedagogy, discipline, disproportionalities). Some of these cultural competencies include raising consciousness, acknowledging bias, and discussing privilege and disproportionalities with regards to student achievement. Previous sessions also focused on restorative justice and best practices for discipline.

## **B. Teacher Coaching**

In the initial Differentiated Roles application, Martin Luther King, Jr. Early College hired five total senior team leads to serve as coaches and evaluators. Currently there are four core content senior team leads; one each in math, English, social studies, and science. An additional senior team lead serves all contents in classroom management. The application for Differentiated Roles is renewed year-to-year with built-in flexibility for Role changes.

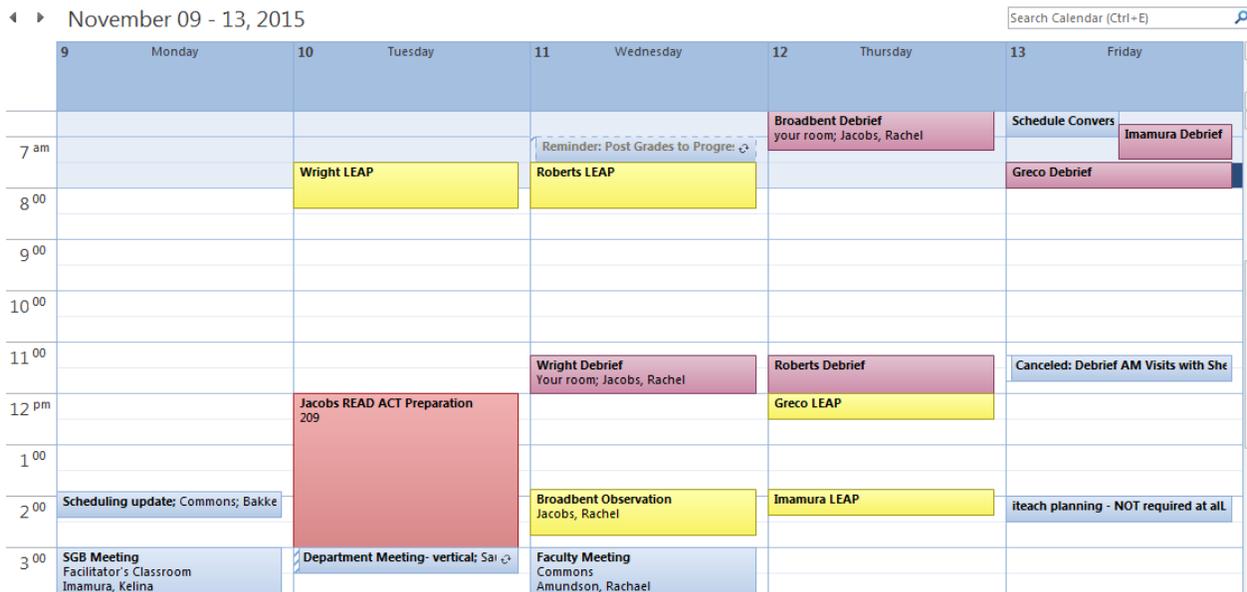
Caseloads for each department are divided up with the administrative team. Coaches are led by an Assistant Principal whose duty is to supervise, plan, coordinate, and provide Professional Development for the team. The senior team leads coach and provide feedback halftime and teach classes half time.

Currently, each Early College teacher is observed once a week and provided a scheduled six-step weekly feedback session. The current system uses the Observation and Feedback protocol is through the Relay School of Education. In each coaching conversation, teachers are provided with praise, follow-up from previous goals, guiding questions to reflect on lesson, videotaped section of lesson for analysis, and a high leverage action step to take immediately in next lesson and planning. Teachers take notes from the conversation in their paper spreadsheet for praise, reflection, and specific next steps. Feedback is leveraged and aligned to LEAP indicators. In LEAP feedback and observations, teachers receive LEAP scores, Bite-sized feedback, and follow-up feedback.

### Teacher A Sample Schedule

1st Period	Personal Planning (Flexible with O & F)
2nd Period	Teach Intro to Lit
3rd Period	Teach Intro to Lit
4th Period	Teach Intro to Lit
5th Period	Observation/Feedback/ MS Lunch
6th Period	HS Lunch/Observation/Feedback
7th Period	Team Collaboration
8th Period	Observation/Feedback

### Sample Weekly LEAP Observation and Feedback Cycle



The Excel tracker (below) is completed weekly by each coach and administrator indicating the current key lever, evidence of change from last observation, and summary of observation. The tracker is housed in one place for all Early College staff data.

				CURRENT PD/INSTRUCTIONAL GOALS:	PREVIOUSLY MET GOALS:	
			Individual LEAP Focus	I. 2 Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure student success LE. 2 Fosters a motivational and respectful classroom environment		
			SLO	All students will be able to ...explain orally and in writing how complex interrelationships exist between Earth's structure and natural processes that over time are both constructive and destructive.		
O=observation; P= Planning mtg or lesson plan review; IA=interim assesment analysis meeting; L=Leadership mtg						
Date	Type of interaction:	Observer	Time/Class:	Key Lever (small, measurable, targeted)	Evidence of Change from previous observation:	Summary of Observation (OR Cut & Paste "Things I'm impressed by" & "Things I've noticed")
9/2/2015	I/O	Banks	12:15-12:45	Time stamp the lesson working backwards from the "You Do."	N/A	Stengths: Postive narration for students meeting expectations. Respectfully redirecting students when they started to get off task -- both students were able to redirect and start working again.
9/10/2015	I/O	Banks	7:45-8:15	1. Create a DAILY objective that reflects what you want the students to accomplish THAT day. 2. Create a slide that says "By the end of the day, I should be able to..." and cover during class.	Students working through lab data. N/A	One-on-one questions were a strength. Teacher asked the right questions and scaffolded down the questions until students were successful without giving them the answer. With water and coins everywhere, management was in check.
9/18/2015	I/O	Banks	8:50-9:20	1. Script out a proficient student response for EACH daily CLO. (What content will they know? What language will they use?)	Objective posted and reflected a daily goal. Slide added with "Can Do's".	AMAZING IMPROVEMENT in I.1 already. Students were able to articulate what they should be able to do by the end of class and could articulate how the task at hand was connected to the goal. Students seen referencing the slide AND word wall for help.

### C. Teacher Evaluation

Martin Luther King Jr. Early College will continue to use LEAP as our teacher evaluation system. LEAP is aligned to effective teaching strategies that have been used for coaching as well as evaluations. This is a system that has been effective at the Early College.

Martin Luther King Jr. Early College will follow the School's replacement policy for the DCTA CBA Article 10 outlined in Appendix E.

### D. Professional Development

Martin Luther King, Jr. Early College teachers return before the official District start day and participate in various Professional Development opportunities targeted to our specific school context. This includes new teacher orientation, where new hires attend sessions to orient them to the school culture and other foundational information. When all staff returns, these whole-staff offerings also include sessions about school culture, behavior management, rituals and routines, staff and student expectations, grading policies and other beginning-of-the-year information.

Throughout the year, Martin Luther King, Jr. Early College offers a variety of Professional Development opportunities for teachers within the building. Professional Development opportunities are driven by the needs of the students and teachers and changes based on student needs. As a school, the focus is on increasing teacher effectiveness, increasing student achievement and closing the opportunity gap through equity work. Most Professional Developments are delegated amongst various teams within the building and allotted time on a monthly map. Listed below are the current professional development opportunities offered:

- A. iTeach: These monthly professional developments focus on different indicators from the LEAP framework. Each professional development session is designed to provide teachers with a deeper understanding of the indicator and specific effective strategies. These are all aligned to LEAP and its indicators of effective instruction.
- B. Equity Team Professional Development: These are monthly sessions designed to promote the DPS value of equity. Each session focuses on a topic, and previous discussions have focused on raising consciousness around the disproportionality with regards to Latinos and African Americans, exploring teacher's bias awareness, teaching students who identify as LGBTQ and closing the opportunity gap for all students. The topics and corresponding discussions are designed and facilitated by teachers.

- C. Collaboration: Currently, on a daily basis, teachers have time designated for collaboration. The cycle, set by administration, includes reviewing student data for data-driven instruction and differentiated professional development. The differentiated professional development includes, but not limited to: AVID (Advancement Via Individual Determination), strategy-aligned lesson study, district English Language Acquisition course certification, standards-based backwards planning, short-cycle assessment creation, teacher-directed work time, etc.
- D. Professional Development Unit: Typically, a school-wide professional development unit option is available for all teachers. It is led by teachers and aligns to district standards.
- E. District Options: Additionally, the Early College sends staff members to various district led professional developments including, but not limited to, DPS ASPIRE, Equity Boot Camp, Creating Connections, etc.
- F. Other: The Early College has the potential to implement professional development sessions to meet the needs of students and teachers. Occasionally, time during weekly staff meetings is designated for professional development. Teachers are encouraged to seek out professional development opportunities; for example, the debate coach attends professional development offered through the Denver Urban Debate League.

The school calendar is currently modified to accommodate teachers returning to school before the District start date. Teachers are given compensation days throughout the school year to accommodate this. Daily, all teachers have a collaboration period built into the school day. Administrative staff is available to design and facilitate professional development and assist teachers.

#### Employment Status

Teachers will be on an annual contract except for teachers who have been grandfathered in prior to innovation status.

#### **E. Pedagogy**

Martin Luther King, Jr. Early College has implemented Step Up to Writing techniques across all grade levels. Previously, the professional development sessions have been delivered by our building principal. Step Up to Writing posters hang in all classrooms, and teachers employ the strategies in short and extended writing pieces. Step Up to Writing also places heavy emphasis on vocabulary instruction; this helps out greatly with our 6th-12<sup>th</sup> grade ELL population.

The Early College also implements AVID strategies building-wide. The strategies are explicitly delivered during time in collaboration. Teachers engage in collaborative conversations around the strategies, practice the strategies, and discuss how they will commit to using in their classrooms. Such strategies have included Cornell notes, AVID binders for organization purposes, Writing in the Margins, and Marking the Text. More strategies will be delivered this year. AVID strategies are also delivered and modeled during our monthly iTeach sessions (tied to LEAP indicators).

Early college strategies were presented during building wide professional development sessions. This year, teachers and staff are intertwining these strategies into iTeach sessions and teacher lesson planning sessions. The early college strategies include such things as collaboration, accountable talk, rigorous questioning, etc.

In addition, the Early College has created an equity team which facilitates school-wide professional development around teaching in a culturally responsive way, raising cultural consciousness and implementing this work into the classroom.

During daily collaboration time, teachers often use a variety of planning tools to prepare lessons. Teachers work in collaborative teams and use some of the following materials: data, teacher-designed trackers, Common Core State Standards, district-provided scope and sequence documents, teacher-selected supplemental texts, etc. As a part of collaboration, teachers frequently assess student work and develop a plan to target and reteach skills based on the data. Teachers develop targeted questions and a clear plan for individual or small groups of students. Teachers follow a similar process for summative assessments. It is during this time that teachers are expected to reflect and implement the school-wide professional development strategies.

# Section V: GOVERNANCE & FINANCE

## A. School Governance

Martin Luther King, Jr. Early College merged its Collaborative School Committee (CSC) and School Leadership Team (SLT) to create the School Governing Board (SGB) as part of the original Innovation plan. The SGB is a decision making body that meets bi-weekly. It provides opportunities for teachers, staff, parents or community members, administration, and a student representative to have input on important governing decisions. SGB representatives along with administration and teachers reach out to community members, parents, and guardians at the beginning and end of the school year to participate in governance of the school. This provides parents, guardians, and community members the opportunity to have input and a voice in the direction of the school. Meaningful accountability of the SGB is provided through bi-weekly minutes shared with teachers and staff. Additionally, all meetings are open to any school or community members, as well as non-SGB staff members, as a venue to voice concerns, bring issues, and clarify questions or issues brought to the board.

The SGB has department representatives as well as a middle school and high school representatives. Each member is selected through an election process except for the Principal and the parent SGB member. The parent SGB member is automatically the PAWS (Parents Actively Working for Success) President or his/her designee. SGB positions will be filled as needed. All members are currently provided opportunities to provide input into decisions regarding:

- Identifying student academic needs, set academic goals and priorities, and provide recommendations for professional development based on all available student performance data.
  - Analyzing student data and determining programming needs.
  - Data Analysis Includes but is not limited to:
- - Examining AP test scores, ACT test scores, CMAS, interim assessments, PARCC, graduation rate, apex-quarterly review, Accuplacer, Dev Ed, attendance-ongoing 1 time per month, ACCESS, on track to graduate
- Providing instructional support to all teachers
- Building the master calendar
- Identifying issues that affect the majority of the school community and propose solutions
- Recommending changes to the Student, Parent, and Faculty Handbook as needed
- Monitoring and communicating progress toward major improvement strategies from UIP
- Collaborating with stakeholders on community and parent involvement activities
- Reviewing and making recommendations for the school budget September, November, and March
- Identifying strategies to maintain or increase enrollment
- Overseeing other areas of school policy if appropriately amended to these by-laws as needed

## B. Budget & Policy Narrative

In addition to what DPS traditionally funds, Martin Luther King, Jr. Early College expects to incur the following expenses: Cost around sending students to concurrent enrollment classes, textbooks, transportation, field trips to colleges and universities, and professional development costs for teachers (e.g., AVID conferences).

The allocation of resources at Martin Luther King, Jr. Early College is driven by the school's mission and educational plan. As an early college, exposing students to colleges and universities through field trips is vital to postsecondary opportunities. Purchasing of materials necessary to support low income students and English Language Learners also supports the school's vision of developing students to be college ready. Professional development for teachers ensures that teachers are utilizing best practices to offer rigorous instruction with the necessary supports, scaffolds, and differentiation to reach all of our students. Distributive leadership at MLK provides additional resources and supports for teachers.

In order to ensure sound financial management and that the financial plan is executed with fidelity, SGB will review and make recommendations to the school budget in September, November, and March. The Early College will also employ a member of the administrative team with financial background who will serve as SGB Financial Officer. This person will present the financial plan, management, and updates on the execution of the plan to SGB. Additionally, the individual will present the budget in its entirety and analyze all non-salary dollars to allocate this money to work towards the school's mission.

Presently, Martin Luther King, Jr. Early College has been awarded the following grants: YCC Grant, I3 Grant, SEI Grant and a Bank of America Grant.

- The Early College secured the YCC Grant that funds summer programs, FTE positions, the pathways program, school infrastructure remodels, professional development and staff training.
- The Early College also secured the I3 Grant, which helps support Early College initiatives for all students such as CCE and tuition costs, calculators, and textbooks.
- The Early College secured the SEI Grant, which is used to support middle school college readiness initiatives (e.g. college visits, incentives for attendance, matriculation, academics, pay for partnerships, and Metro State tutoring program).
- Finally, the Early Coolege secured a Bank of America grant that is used to purchase curriculum, classroom resources, and classroom furniture and fixtures for the S.T.E.M. lab.

In the past, Martin Luther King, Jr. Early College has identified the need for a contingency due to the uncertainties around the factors of CCE, transportation to colleges (travel costs), and supporting more low income students based on an uncertain economy.

The contingency plan if the school's enrollment falls short of the projected numbers and the school is only able to enroll 80% of its year-1 student enrollment projection is to assess the following needs in order to appropriately reduce the budget according to enrollment.

- assess non-salary account needs
- assess efficiency of class size and master schedule
- assess needs for support staff
- assess after school programs
- assess teacher needs

The overall financial impact on the budget would be near a 20% reduction due to a large percentage of the budget being based on PPOR.

See Appendix E- Budget Form

### **C. Facility**

Martin Luther King, Jr. Early College plans to stay in the current facility and keep its current name. The Early College, at present, has enough classroom space, and there are no significant construction projects necessary to implement this Innovation plan.