



Discover a World of Opportunity™

Proposal for Renewed Innovation Status

Portfolio Management Team

Denver Public Schools

1860 Lincoln Street, 12th Floor

Denver, CO 80203

Phone: (720) 423-2582

TABLE OF CONTENTS

[Cover Page – for Colorado Department of Education \(CDE\)](#)

[LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER](#)

[EXECUTIVE SUMMARY](#)

[Section I. CULTURE](#)

[Section II. LEADERSHIP](#)

[Section III: EDUCATION PROGRAM](#)

[Section IV: TEACHING](#)

[Section V: GOVERNANCE & FINANCE](#)

[Section VI: WAIVERS](#)

[Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee \(no page limit\)](#)

[Appendix C: Evidence of Support from Parents/Guardians, Community Groups \(no page limit\)](#)

[Appendix D: Waiver Templates 1- Use of Non-Adopted District Curriculum](#)

[Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver](#)

Cover Page – for Colorado Department of Education (CDE)

Please Complete this Cover Page for CDE

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

Innovation School Name: Manual High School

Location (address): 1700 E 28th Avenue, Denver, CO
80205

Plan Contact (name and position): Nickolas Dawkins, Principal

Email: nickolas_dawkins@dpsk12.org

Phone: _____

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.?

Y/N

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

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

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

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

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

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

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

LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER



November 10, 2015

Dear Denver Public Schools and State Board of Education:

We are excited to share our renewed plan and commitment to Innovation at Manual High School. As a passionate educator and advocate for Innovation, I have found that our community has fully supported the development and renewal of our Innovation application. We feel this is a critical part of ensuring the continued success and growth of Manual, by providing the space, flexibilities and framework for thinking strategically about aligning our time, people and money to get at the best outcomes possible for our students.

I see the future of Manual High School as a first choice for students all over the city who want to come to learn and grow at our amazing school. I believe that in order to create this future, we must recognize the reality that, for now and the foreseeable future, without a strong middle school feeder coupled with the capabilities Innovation status allows us, there will not be enough children or resources within Manual and our neighborhood to sustain a Manual High School with the options and activities that we all remember, and that we want again. We have now positioned ourselves for such a feeder and this strategic Innovation plan can help accelerate our progress in collaborating with our dynamic and changing communities.

Each member of the Manual faculty and Manual Council (CSC and SLT) will soon vote on our Innovation renewal application. Our staff recommendation will be delivered to the DPS Board on December 10th, 2016, with the Board voting on December 17th, 2015. We fully anticipate that our faculty and community will support this plan, as we have provided several open and transparent opportunities for our stakeholders to engage, give feedback, and inspire the creation of this plan. We'd like to thank our community partners, parents, students, faculty, staff and DPS support partners for all of the assistance, ideas, and support found within this plan. We feel confident and optimistic that it will help put Manual High School on a strong course that works towards ensuring Every Child Succeeds!

Thank you,

Nick Dawkins

Principal

Manual High School

EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this innovation plan.

Essential Information Form

Name of School **Manual High School**

School Type **Innovation School**

Grade Configuration **9-12**
(note if you are seeking a change to your grade configuration as part of this process)

Model or Focus (e.g., Arts, College Prep, etc.) **Traditional neighborhood high school with a college and career focus**

Region and/or Neighborhood **Near Northeast**

Primary Contact Person **Nickolas Dawkins, nickolas_dawkins@dpsk12.org**
 (name, email)

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	2020-21
9	77	88	100	119	
10	77	88	100	119	
11	77	88	100	119	
12	77	88	100	119	
Total # students	310	350	400	475	

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 indicate %
-------	--------	-------	-----------------------	-----------------------	---------	-----------------------------------

	FRL%	SPED%	ELL%	Hispanic/Latino %	African American %	White %	Asian or Pacific Island %	American Indian or Alaskan Native %
	80%	23%	21%	55%	35%	6%	0.7%	1%

Executive Summary Narrative and Overview of School-Based Flexibilities in this Plan: (3 page limit)

Address the following questions briefly in a narrative format. Please use the outline numbering and headers provided below, but do not repeat the questions.

- I. **Overview of School Plan & School- Based Flexibilities:** Provide an overview of the flexibilities you are seeking in this innovation plan and why they are needed to successfully implement your school vision.

Manual High School is seeking innovations around people, time and money in this innovation plan. We are looking to ensure that we can be the premier high school in the Denver area for all students, and to do so we are seeking innovation status to be as competitive as possible in recruiting the best teachers for our students. Our vision focuses on creating a culture of high expectations and success for all students, and as one of the very first schools in the state of Colorado to ever seek innovation status, we pride ourselves on remaining innovative in all that we do. The innovations and waivers that we are seeking in this innovation plan support our vision of creating the most successful academic experience for all Manual students by focusing on being as creative as possible around people, time, and money.

- a. **Culture:** The vision and mission of Manual High School is to provide a highly rigorous education to any and all students who walk through our doors. Our motto is Manual High School: Where Community, Culture, and Innovation meet! We believe that our students can achieve at the highest levels possible and challenge, nurture, and support all of our students to be ready for their post-secondary aspirations. We are at the forefront of career and technical education with the opening of our Med School at Manual through a partnership with Kaiser Permanente, one of the district's first biomedical pathways for high school students. Manual High School's leadership, faculty, and staff are committed to creating a clear path for our students to become Denver's next generation of leaders and change-makers. We are creating a clear plan for increasing parent and student engagement at Manual through our community partnerships and in house leadership.

- b. **Leadership:**

The leader of Manual High School will be Nickolas Dawkins. He was chosen as the leader for Manual based on his prior success and work at Hamilton Middle School and MLK in Denver Public Schools. The leader must be a catalyst for change and reform for all students and be an inspiring force to push teachers, students, and leaders to close the achievement gap for our most at risk students. The leader must be committed to building positive relationships with the community, parents and families, and students and effectively manage resources to increase student achievement and opportunities for all. Under innovation status, the school leader will be able to maximize distributive leadership capabilities and be nimble enough to best serve the needs of Manual students on a day-to-day basis.

In the event that there is a change in leadership, the Manual Council would interview candidates for the open position per district best practices and would make recommendations to the superintendent. The Council would look to identify candidates that meet all of the aforementioned qualifications and attributes to choose the new school leader as well as work with our district HR partners to identify the strongest candidates.

- c. **Education Plan:**

The flexibilities within our innovation plan will allow Manual to create an instructional model that supports all of our students. Manual High School has chosen to focus on increasing student mastery

of the ACT college readiness standards, reading complex texts, and adjusting instruction based on feedback that we get from learners (both adult and student). All teachers will plan with students' culture and needs in mind to ensure that students are engaged in and out of classes to succeed in both college and career. All Manual graduates will have the reading, writing, speaking and problem solving skills to have power in their communities, families and careers. The changes that are articulated in this plan around curriculum, planning, scheduling, teacher recruitment, teacher and student collaboration are designed to best support reaching our goals for every Manual graduate. The innovation plan allows us the flexibility to create a schedule and core academic program that best supports the needs of our students.

d. Teaching:

Manual is designing a professional learning plan that encompasses teachers at all levels of experience and is driven by the vision of a Manual student and by student data and feedback through a body of evidence. Manual teachers will engage in a continuous process of learning from pre-service through extended leadership. Our professional development plan, with guidance from our network partners and instructional superintendent, will target the greatest levers for student growth based on research and community needs. We seek to provide a professional development experience that rivals that of any other high school in Denver in order to attract and retain the strongest teachers. Including one-on-one coaching, labs, daily innovation time, PD, evaluation, and peer-to-peer supports. In our innovation plan, we are seeking waivers around annual contracts, retention and recruitment bonuses, use of planning and collaborative time, and curricular adaptability.

e. Governance:

Manual has chosen to combine our CSC and SLT into one governing body for the school, the Manual Council. The Manual Council will consist of the principal, a principal appointee (from the staff), a parent, a community member, and a representative of each department that is elected by vote (Math, English, Social Studies, Electives, Science, SSPs, and Counseling). The Manual Council will meet monthly and provide input on the day-to-day functioning of the school as well as collaborate to plan Manual's future. The Manual Council will approve the budget, hiring processes, UIP, and in the event of a change in leadership will interview and recommend school leaders to the superintendent.

f. Budget:

The innovation plan allows us to be as flexible as possible around people, time, and money. Our plan calls for using actuals versus averages in order to maximize our budget. Additionally, innovative status will allow us the ability to make the most fiscally responsible decisions possible under a district

Complete the Summary Budget:

School Name: Manual HS	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students	284	310	350	400	475
Per Pupil Revenue	\$2,484,866	\$2,712,345	\$3,062,325	\$3,499,800	\$4,156,013
State & Federal Grant Funds	\$110,702 4.4%	\$119,343	\$134,742	\$153,991	\$182,865
Private Grants / Foundation Revenue / Gifts & Contributions	\$36k – Friends of Manual	n/a	n/a	n/a	n/a

Other Sources (i.e. savings from actuals v. averages)	N/A	n/a	n/a	n/a	n/a
Total Revenue	\$2,631,568	\$2,831,688	\$3,197,067	\$3,653,791	\$4,338,878
Instructional Salaries & Benefits	\$1,547,770 59%	\$1,670,696	\$1,886,270	\$2,155,737	\$2,559,938
Instructional Services / Supplies	\$341,308 13%	\$368,119	\$415,619	\$474,993	\$564,054
Other Instructional Expenses	-	-	-	-	-
Total Instructional Expenditures	\$1,889,078	\$2,038,815	\$2,301,889	\$2,630,730	\$3,123,992
Supporting Services Salaries & Benefits	\$608,490 23%	\$651,288	\$735,325	\$840,371	\$997,942
Other Supporting Services Expenses	\$134,000 5%	\$141,584	\$159,853	\$182,690	\$216,944
Total Supporting Services Expenditures	\$742,490	\$792,872	\$895,178	\$1,023,062	\$1,214,886
Total Expenses	\$2,631,568	\$2,831,688	\$3,197,067	\$3,653,791	\$4,338,878
NET INCOME	-				
For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding.					
All years after 2015-2016 are estimated based on percentages					

Expected Outcomes: Explain how this innovation plan is designed to improve student academic performance. What specific flexibilities are you leveraging to improve student performance? While there currently is not a metric that schools can use to compare themselves on using PARCC, schools should provide a clear plan for improving student academic performance via this innovation plan. Detail any specific measurable goals you will use to measure the academic performance of your school as a result of implementing this innovation plan.

	Expected ACT Reading Growth (11 th)	Expected ACT Math Growth (11 th)	Expected ACT Science Growth (11 th)	Expected SRI Growth (all grades)	Expected ACCESS/WIDA Growth
2015-16	18.3	18	19	1.5 lexile levels	32.0
2016-17	20	19	20	1.65 lexile levels	35.0
2017-18	22	20	21	1.75 lexile levels	38.0
2018-19	23	22	23	2.0 lexile levels	41.0

Section I. CULTURE

A. Vision and Mission Statements

Community: As one of the first Denver schools to educate women and African Americans, Manual High School weaves a rich tapestry of tradition and community. Manual’s alumni include mayors, civic leaders, actors/actresses, business leaders and change agents. Robust partnerships with Friends of Manual alumni association, YMCA, City Year, John Hopkins University, Denver Kids, Denver Scholarship Fund and a host of others offer Manual students opportunities to tap into all that the city of Denver offers!

Culture: Manual faculty and staff are professionally trained to incorporate student culture and the rich culture of our community into everyday lesson that get our students to think deeply and critically about the world around them. A hallmark to Manual’s academic programming is a culture of high expectations and no excuses. By creating and fostering a positive and supportive school culture Manual students are pushed to do their very best in each interactive element of their school day.

Innovation: As one of the first Denver Public Schools to be approved for Innovation status with the state, Manual’s avant-garde approach to education will equip each student with their own CPU for a 1:1 learning platform. This summer almost every core classroom at Manual has been updated with 21st century tools and technology. Teachers and teacher leaders at Manual are continuously trained in the innovative practices of Personalized Learning for their classrooms. This allows our instructors to increasingly customize and differentiate classroom lessons to meet the needs of our individual students.

B. Targeted Student Population

Our goal is to recruit more students in the years to come, but our projections are shown below.

Scenario	2015-16	2016-17	2017-18	2018-19	2019-20
No feeder	280	310	350	400	400
With feeder	280	310	350	400	475

Manual High School is located in the Near Northeast, specifically in the Whittier neighborhood. Manual was founded in 1894 and We serve students from across the Denver Metro area. Many of our students come in from the Far Northeast, as well as, from the immediate proximity of Manual High School. We currently serve 296 students. We have 87 (9th graders), 75 (10th graders), 76 (11th graders), and 58 (12th graders), according to credits earned. Our student body is comprised of 127 female students and 169 male students. Our demographic breakdown is below:

Asian or Pacific American Indian or Black Hispanic White (not

Islander	Alaskan Native			Hispanic)
0.7%	1%	35%	55%	6%
2 students	3 students	105 students	162 students	17 students

67 of our students currently receive special education services, bringing our percentage of students with special education needs to 23%. We have 63 students who are classified as English Language Learners, or 21% of our student population. We do not feel that our student demographics will change as we continue to build out. However, we anticipate possible demographic shifts with the implementation of the feeder middle school over the next five years. Manual is committed to serving all interested students and our innovation status is especially important to securing equitable opportunities for all students, current and future. We must have the ability to adapt and make decisions at the school-level to best serve our population of students.

We will implement an effective teacher recruitment program in tandem with educator preparation partners including MSU-Denver School of Education, University of Colorado Denver, and the Morgridge School of Education at the Denver University. Our intent is to recruit teachers who can demonstrate a high level of cultural sensitivity and aptitude working with diverse student populations. We will continue to support teachers and students through intentional mentoring, coaching, and customized instruction. A significant component of our culturally responsive teaching model includes more specifically the Manual’s 10 year trends and performance growths and deficiencies, McAuliffe’s Innovation Plan, MLK’s Innovation Plan, Denver School of Innovation and Sustainable Design, OSRI Resources, and the Manual High School Innovation plan 2007. Additionally, we will tailor the scope and sequence to our unique needs (ACT focus) ACT College Readiness, the DCTA handbook, and Stakeholder Participation in the Planning Process.

In order to build greater stakeholder buy-in into our vision and mission at Manual, we recently began a Common Grounds process. It started with a three day conference bringing together over 60 current students, teachers, school leaders, Manual alumni, community members, and prospective parents. During the session, we conducted an inclusive and collaborative dialogue around the ideas and perspectives of diverse cross-sections of Manual students, parents, faculty, staff, administrators and community members. We focused on strengthening communication, understanding, and relationships among all of these stakeholders. Participants then agreed upon common ground initiatives that they will carry forward together after the session. All participants joined action teams for various initiatives including Academic Programs, Student Voice, the Whole Child, Community Engagement, Pride and Storytelling, and Enrollment and Recruitment. There will be additional opportunities for others not at this session to participate and help implement agreed-upon initiatives. As part of this process, there will be a follow up session for action team members on a Saturday in February 2016 on a date to be determined. On that date, we will hold a half-day, follow-up session to ensure the initiatives put forth by the action teams are moving forward and efforts are coordinated. Many of the initiatives, ideas, and feedback from this initial Common Grounds session has directed our innovation plan, including the shaping of our vision.

We are also working with the Friends of Manual, an alumni and community group that supports our students, and have full support from them around our innovation plan. The Friends of Manual High School is a 501(C)(3) nonprofit organization dedicated to supporting the academic achievement and overall high school experience of students at Manual. Friends of Manual was started about 10 years ago

by a group of alumni committed to public education in Denver and with a desire to find ways to connect in a positive way with their alma mater. Friends of Manual High School has evolved over the past several years to truly reflect the notion of “friends” and seeks to bring a diverse range of stakeholders together to provide a greater sense of community and enthusiasm to the Manual campus. We also hope to demonstrate leadership in reclaiming the legacy of constructive activism and pride that has long been associated with Manual. We want to make sure that this special school has the on-going support of a wide range of alumni and other committed friends.

The Manual Council, our governing body, has also been active in our innovation plan. We conducted a feedback session about what fears and hopes we have for our Innovation Process and heard the thoughts of the Council, which includes members from all departments and SSPs. We have also conducted weekly office hours to hear feedback and ideas for our Innovation plan and have solicited ideas, concerns, and feedback during our daily PD sessions as well as over email.

Additionally, see evidence of support in the following appendices:

a. Include in **Appendix B:**

- i. Evidence that the majority of administrators support the innovation plan (letter from school leader indicating admin support);
- ii. Evidence that the majority of teachers support the innovation plan (statement of the date of the Teacher vote and the # and % of teachers that voted to approve the plan);
- iii. Evidence that the majority of CSC members supports the innovation plan (letter from CSC president indicating CSC support);

C. School Culture & Student Engagement

In order to increase and support student engagement at Manual High school, we have a variety of systems and structures in place. We focus strongly on creating student voice and honoring the needs of all students, regardless of race, ethnicity, or socioeconomic status. Manual believes that students who are invested in their education and educational community are more likely to succeed in college and career and has therefore implemented the following routines and expectations:

- T-Bolt Way: All students are expected to follow the T-Bolt Way as Manual High School students. The T-Bolt Way stands for: Timely, Be Engaged, Organized, Listening and Learning, and Talk with Respect and Dignity. The faculty and staff nominate students who are truly embodying the T-Bolt Way values to be our Student of the Month.
- Attendance Recognition: We post grade level attendance percentages weekly, pushing students to improve and reach our school wide goal of 92% attendance. Students have access to the student lounge to use during lunch, before and after school, and during off-periods if their class attendance percentage is reaching our school goal. We also have friendly attendance Prep for Success (our advisory class) competitions, where we bring prizes to classes who regularly have 100% attendance. At our school-wide meetings, we raffle off gift cards and other prizes to students who have 100% attendance for the current month. To ensure that students are meeting our attendance goals, our attendance support team meets weekly and analyzes all students’ attendance data. We make positive and negative phone calls to families, create

attendance contracts, and file for truancy (if necessary) based on the data in these meetings to meet the needs of individual students.

- Our schedule allows us to have biweekly grade level meetings and biweekly whole school meetings (on an alternating basis). These meetings are a critical lever in building culture and recognizing success for our students. Students and teachers shout out students who are embodying the T-Bolt Way, college readiness and ICAP work is undertaken, and culturally responsive presentations are provided.
- Academic Recognition: Each semester, we recognize all students whose GPAs are 3.0 or higher. Students with GPAs between 3.0 and 3.5 are granted Honor Roll, while students with GPAs of a 3.5 or higher become members of the Principal's Honor Roll. We also recognize juniors and seniors who have a GPA of a 3.1 or higher with membership in the Manual Chapter of the National Honor Society. This is the founding year of the Manual National Honor Society chapter and we have already inducted 19 students. Students who play sports for Manual High School and excel in their academics are also recognized annually at the Athletic All-State CHSSA recognition ceremony.

In addition to these special recognitions and routines, our teachers all practice No Nonsense Nurturing in their daily instruction. Currently, 85% of our teachers are trained in NNN and we will be asking that all teachers learn the essential tenets of NNN by the end of this year. All teachers also follow the T-Bolt Way in their classrooms on a daily basis.

D. Student Discipline Policy

Manual plans to adhere to DPS discipline ladder in our student discipline policy. All staff has been trained on our system and there are clear procedures for addressing behavior issues first in the class and then with the support of administration. Our focus on No Nonsense Nurturing is critical to supporting our students as it ensures that clear instructions and expectations are in every classroom. Additionally, we will be training all of our teachers in de-escalation practices to address situations that could arise in their classrooms and how best to handle them. Our ladder for discipline in the classroom consists of: 1. verbal warning, 2. change in environment (new seat, new table, etc.), 3. teacher student check-in, 4. parents contacted, 5. Student removed from class. This ladder resets every day and is not carried over into a different class period in any way. If a student swears at a teacher, is physically or emotionally damaging to another student, or another severely disruptive event happens, the student can move up the ladder more quickly. When a student is removed from class, they serve the remainder of that class period in In School Suspension with our Restorative Justice Coordinator. A restorative justice session is then set up between both parties (typically teacher-student or student-student) before the offending student can return to class. To ensure that students of color and students with disabilities are not disproportionately represented in our disciplinary procedures, our assistant principal Doug Clinkscales has a strong system in place to monitor all disciplinary actions.

In addition to addressing negative behaviors, it is our belief at Manual that we must recognize positive behavior as much as possible. Our common expectations across classrooms through the T-Bolt Way allow us to “catch students in the act” of living out the T-Bolt Way and recognizing them publicly on our T-Bolt Way board. We also recognize a student of the month who has truly embodied the T-Bolt Way through teacher and staff nominations. With our partnership with City Year and Johns Hopkins University, we are able to support these systems efficiently.

E. Student Recruitment & Enrollment

Manual has identified a number of community resources that are well positioned within our community who can assist in helping to build upon relationships and host neighborhood programs designed to spark student interest. We partner with Schwartz and Associates, Young Men of Purpose, Women2Women, and Project Voyce to engage our community at all levels. We will build our capacity through numerous community based activities and events throughout the year. By highlighting Manual's current programs and activities, we intend to create interest in our school. We will widely market our Bio-Med outreach to middle school students, new values and rebranding, developing comprehensive marketing strategy with DPS communications, and our middle school feeder. Our target re-enrollment rate is 95% or higher. In order to reach this re-enrollment rate, it is critical that we keep our Innovation status. Innovation is one of our core values; losing it would put our entire model at risk. To increase our re-enrollment, it is vital that we are able to recruit the strongest teachers from across the country. Many of our teachers, who have committed to serving at Manual because of its innovative status, would potentially seek opportunities elsewhere if we were to lose innovation flexibilities. We would stand to lose extended day and lose horizontal vertical alignment (collaboration structure would crumble), lose incentives (pay) in building to attract teachers, lose our principal, and lose strategic business partnerships. By maintaining Innovation status, we can continue to build in all these key areas and ultimately attract and retain more students to our program. Not only can we leverage the rich history of Manual High School in this endeavor, we can also promote the Bio-Med Program and the potential of the entering the high demand, and high paying careers associated with the health care profession.

F. Student Attendance & Satisfaction

Our schoolwide goal for attendance is 92% overall. Our current attendance rate fluctuates in between 85% and 87%, which is not acceptable for our students to be able to reach their academic goals. In order to address this need, our Attendance Team consisting of our Assistant Principal Doug Clinkscales, our Social Worker Serina Montoya, our counselors, City Year members, and Americorps members, meets weekly and analyzes all students' attendance data. We make positive and negative phone calls to families, create attendance contracts, and file for truancy (if necessary) based on the data in these meetings to meet the needs of individual students. Students who are showing an attendance rate between 80% and 90% are put on an attendance contract that is signed by each teacher and returned to the Restorative Justice Coordinator daily. If progress is not shown through these contracts, Saturday School can be assigned as an additional intervention. If a student is experiencing severe attendance issues, they are directed to our SIT team for further intervention. On the SIT team, we monitor student progress towards attendance goals weekly and adjust interventions as needed. If our attendance targets are not met, our SPF status is highly impacted and we will re-evaluate our partnership with City Year and Johns Hopkins University for the following academic year.

Our student satisfaction survey shows that 95% of students feel that they were receiving a good education at school, a 12% gain from the previous year. We hope to increase this to 98% under our revised innovation plan. 77% of our students felt that there were consequences for bullies, again a gain from the previous year, but we hope that our focus on building a culture of excellence and accountability for adults and students will show an increase this year. In order to build this culture, we are integrating a variety of activities and structures into our academic year. We will have quarterly pep rallies around athletics, academics, and school culture building through team competitions, inspirational speakers, community presentations and other special events. Each semester, we recognize all students whose GPAs are 3.0 or higher. Students with GPAs between 3.0 and 3.5 are granted Honor Roll, while students with GPAs of a 3.5 or higher become members of the Principal's Honor Roll. We also recognize juniors and seniors who have a GPA of a 3.1 or higher with membership in the Manual Chapter of the

National Honor Society. This is the founding year of the Manual National Honor Society chapter and we have already inducted 19 students. Students who play sports for Manual High School and excel in their academics are also recognized annually at the Athletic All-State CHSSA recognition ceremony. Our schedule allows us to have biweekly grade level meetings and biweekly whole school meetings (on an alternating basis). These meetings are a critical lever in building culture and recognizing success for our students. Students and teachers shout out students who are embodying the T-Bolt Way, college readiness and ICAP work is undertaken, and culturally responsive presentations are provided. All students have a daily Prep for Success class built into their schedules, which is a small group advisory class (fewer than 15 students) that is separated by gender. These classes allow students to form relationships with their peers and with a mentor teacher who works with them on academics, socio-emotional needs, and teambuilding skills. Another support that we are working on building for our students is Reading Mentors, a mentorship program in which community members and alumni will read with every one of our students once a week. This will be a connection that we hope will continue for our students over their high school careers. We have also begun a Senior Mentor program in which every senior is connected with an in building mentor to support them through applying for college and other post-secondary programs and staying on track to graduate. We have also partnered with outside organizations like Women2Women Mentoring and Young Men of Purpose to provide support for some of our struggling students regularly. We will be continuing to build out our Student Leadership program and our Student Board of Education program to foster greater student voice in decision making at Manual.

G. Ongoing Parent/Guardian Involvement & Satisfaction

Increasing parent engagement at Manual is a major goal for our school. We saw a huge increase in the number of parent responses to our survey from 2013-2014 to 2014-2015 (approximately 343%). We had a 30% gain in parents who felt that Manual respectfully communicated with people from diverse backgrounds, something that we hope to continue to improve upon. One of our areas for growth is our focus on parental and family engagement around opportunities for parents to connect with each other at Manual (only 51% felt that our current offerings were sufficient). We are working closely with the FACE office through our Regional FACE Coordinator, Shaunay Vafeades, to build more opportunities for parents to be a part of the Manual community. We also want to increase the percentage of parents who would recommend Manual to other families (currently, only 73% of parents would do so). We hope that the shifts that we are making in our culture, hiring of the best teachers, and the Bio-Medical pathways will continue to increase this number. Manual plans to empower more parents to be engaged in their children's education by providing training, workshops, and classes in both English and Spanish throughout the year. We are utilizing resources provided through the district's office of Family and Community Engagement to build out these programs. Additionally, Principal Dawkins hosts monthly family dinners to share the work that we have been doing at Manual, to build relationships with parents, and to solicit feedback from some of our most important stakeholders. We are actively recruiting parents to participate on the Student, Parent, and Community Engagement Committee, a subcommittee of the Manual Council (CSC).

The Manual Council serves as our CSC. There are two parent representatives, a teacher/faculty member from each department (Math, Science, English, Social Studies, Electives, Counseling, and Special Education), a principal appointee, and the principal. This committee meets monthly and makes key decisions around the day-to-day working environment of Manual as well as helps to plan future initiatives, builds community relationships, and supports student learning. All council

members solicited ideas for the innovation plan directly from their departments and will have an opportunity to review the plan prior to staff review.

Section III: EDUCATION PROGRAM

(30 page limit)

A. Curriculum

All unit plans will be aligned with the College Board's ACT Standards. Therefore, specific connections between ACT and Common Core/CAS will be evidenced throughout our course offerings at manual High School.

Because we do not have an official district curriculum in Language Arts and Social Studies at this time, our intent is to utilize the DPS Scope and Sequence as an essential guide. Teachers will create unit and year long plans that integrate both the CCSS and the ACT College Readiness standards to ensure that our students are as prepared as possible to pursue their post-secondary goals. This will aide in building a framework that will allow us to adopt an overall programmatic outline designed to meet or exceed current district standards in these areas. Our Science program will utilize the curriculum already in place for CTE.

We will provide significant training for our staff in creating a backwards design methodology for unit planning prior to the beginning of the school year. This training will become a central component for the one on one coaching strategy that we will unveil for future in-house staff development sessions and professional learning. Additionally, the school wide focus for teacher learning this year will depend upon integrating complex reading strategies across the curriculum which will be further evidenced through the unit planning process. Our rudimentary teacher training schedule has already been implemented. Currently, the school's leadership has begun to offer professional learning opportunities twice per week. Specifically, these trainings focus on building capacity around teachers coaching each other and around giving feedback to students that is meaningful and constructive across the curriculum. This is critical inasmuch as it allows our staff time to develop an interdisciplinary approach that will help in the creation of units that are, not only relevant to our academic focus, but have a direct relationship to our students outside the school environment. The needs of our students will be the pivotal driving force for our curriculum. Staff will be allowed considerable time to engage in planning lessons and activities to support the scholastic focus.

In considering our Bio-Med program or Manual's Med School, our proposed curricular emphasis is to help students develop a strong math and science background. The key to the success of our efforts will depend upon how effectively we can prepare students, through our math and science curriculum, to effectively engage in the rigorous Biomedical Career and Technical Education (CTE) program.

In addition, our students will develop strong reading and writing skills; all of which align with CCSS and CAS. Science courses will be offered in the following order: Biology, Chemistry and Physics. Success in these classes will serve as the foundation for success in a medical career. The math sequence will unfold as follows: Algebra, Geometry, Algebra II, Pre-Calculus and Calculus. Students in the Med School will be asked to take accelerated paths and Honors classes in math and science to support their background

knowledge in the Bio-Med courses. We will be using the district supported curriculum and providing supplemental support through materials related to Bio-Medical studies. During weekly meetings we will discuss how we can use cross curricular supports, contexts, and academic vocabulary. We chose this curriculum as a result of considering what our students will need to be successful in the thriving STEM industry. We will also provide support classes for students including math and reading interventions and AVID.

The staff will receive additional training over the summer as deemed necessary by the school leadership team. Further, they will participate in professional development on green and blue days at Manual High School. We will not be participating in district run professional development on these days unless deemed appropriate; we will, however, follow guidelines provided by our network leadership for what needs to be covered during these green and blue days. In addition, our staff will be participating in staff development two days per week to support reading and high level instruction in every class. The learning environment will not change with the Innovation Plan. Our class sizes will remain within the 35:1 student/teacher ratio. Our materials will remain the same with some additional curricular supports and activities based on collaborative teacher planning around the CCSS and the ACT standards. Teachers will continue to pull from a variety of curricular resources to create the most effective instruction possible, including but not limited to district curriculum. The teaming will remain the same with the exception of additional CTE teams forming.

All instructional materials are chosen based on the most current research available, the CCSS and the ACT Standards, district recommendations, and teacher input. The utmost emphasis is placed on ensuring that all curriculum is at a high level of rigor that is comparable to district chosen resources (if we choose to supplement district provided scope and sequence). The instructional materials will be aligned with the mission and philosophy of the school along with the proposed learning standards. Because they provide a balance between inquiry based learning, skills practice, real world applications, and problem solving that will be necessary in a medical based career; these materials will become a principal part of our innovative effort.

Language Arts: A variety of complex text and novels: teachers are trained to choose complex text. School Complex Text resources can be made available.

Social Studies: A variety of materials focused on interpretations of primary and secondary documents. Teachers will choose a variety of text and topics to engage students.

Math: Math will use the Discovery math series in combinations with college level textbooks, Promethean boards, videos, labs, and Internet resources.

Science: Science will use a variety of curriculums including the Active series, District Biology curriculum, college level textbooks, science kits, lab materials and Promethean boards.

CTE/Bio-Med: CTE will be using Survey of Medical Careers (Paxton Patterson) and several courses from Project Lead the Way along with other specialty concurrent enrollment courses. In addition, students will be participating in career exploration, mentorships and internships related to careers they are interested in and would like to explore.

ELA: ELA will use the district EDGE curriculum supplemented by activities and projects designed to increase realistic interactions.

To ensure cultural relevancy, unit plans are based on the CREDE work from University of California which requires that all courses provide students with high interest reading, writing, and speaking topics. We also work to ensure that the content that our students are interacting with is relevant to their lives by integrating Denver specific data analysis into our geography curriculum and creating our canon for language arts classes with reference to the research in Reading for Their Lives, for example.

Our Bio-Med program is supported and strengthened by a required math and science foundation that are culturally relevant to our students for several ways. First of all, health and medical based knowledge and understanding are pivotal in our high-need, linguistically diverse, free-and-reduced lunch population. Data suggests that this section of our overall population is typically underserved by our medical system. A community where illnesses like diabetes plague many of our student's families and yet, still not well understood by the community, creates an opportunity to have an impact that extends beyond the walls of our school.

The medical focus will help our students educate and advocate for their own family members; empowering them to take control over their own bodies and health care. Secondly, with a strong STEM based course of study, our students will be ready for the exploding and understaffed health care job market of the future; providing them an edge over non-STEM educated applicants. Lastly, our campus is minutes away from the huge University of Colorado medical community that employs thousands. Our students will be exploring careers, receiving mentoring, and working as interns within this medical community, as well as, facilities that support the University Hospital System. We plan to roll out this program through our college readiness team and will ask that all students in the BioMedical pathways complete a career exploration as a part of their pathway. An added benefit would be the opportunities for real world experience for students, professional connections, and the possibility to engage with those who can provide scholarships and jobs once our students complete secondary options.

We are proposing to utilize the DPS curriculum as our primary guide for our interdisciplinary units. Evidence of student growth will be collected through ACT, SLO body of evidence, student work analysis, and final products.

D. Class Size.

At Manual, no class size will exceed 35 students. We will aim to maintain class sizes as close to 25 as possible, but the constrictions of our small school and schedule will require us to be as flexible as possible. Manual has chosen to adhere to the DCTA contract stipulation of a student to teacher ratio of 35:1. We will follow DPS best practices and have a MM ratio of 23:1 and will adjust our staffing to support this moving forward.

B. School Schedule & Calendar

Manual will follow the district academic calendar, recognizing all green and blue days and school holidays. In addition, we are proposing that all teachers will return an additional week before the DPS academic calendar would begin (Manual teachers would return during the second week of August) in order to vertically align all content and create comprehensive unit and year long plans. All Manual teachers will otherwise follow the district calendar and will participate in Manual professional development that aligns to our network's focus on all green and blue days.

Manual's weekly schedule allows for all teachers to participate in professional development and collaborative planning time Tuesday-Friday for a total 180 minutes per week while working the same number of hours as other DPS teachers. Additionally, the classes we offer provide supports for

students who need to be accelerated (AP, Honors, Concurrent Enrollment) and for students who need interventions or have special education needs (inclusion sections, math labs, high school reading intervention). Please see the master schedule below for further details.

				Period 1 8:10-8:30	Period 2 8:34 - 9:31	Period 3 9:35 - 10:32	Period 4 10:36 - 11:33	LUNCH 11:33 - 12:22	Period 6 12:26 - 1:23	Period 7 1:27 - 2:24	Period 8 2:28 - 3:25	
		Innovation	Morning Greeting									
Language Arts	Butler RM 321	Innovation	Morning Greeting	9th Grade (Male)	Teacher Plan Period	01356/57 Intro to Lit - Inclusion (co-taught)	01495/01496 AP Eng Lit	LUNCH	01358/59 Honors Intro to Lit	01455 English Seminar	01358/59 Honors Intro to Lit	
	Jones RM 322			10th Grade (Female)	Teacher Plan Period	01420/01425 Honors American Lit	01497/01498 AP Eng Lang	LUNCH	07544/45 10th Grade AVID	01400/01405 American Lit - Inclusion (co-taught)	01400/01405 American Lit	
	M. Clark RM 319			11th Grade (female)	Teacher Plan Period	APEX	01315/17 World Lit - Inclusion (co-taught)	LUNCH	01455 English Seminar	01315/17 World Lit	01316/18 Honors World Lit	
	O'Brien RM 320			9th Grade/ELA (Female)	Teacher Plan Period	04760/04762 Spanish 1	ELD Intervention Group A Double Block	LUNCH	ELD Resource Class	04760/04762 Spanish 1	Spanish 2	
	Ortiz RM 310			12th Grade (Female)	Teacher Plan Period	ELD Intervention Group A	ELD Intervention Group C	LUNCH	AP Spanish Language	ELD Intervention Group B	AP Spanish Literature	
	Layman RM 317			11th Grade (Male)	Teacher Plan Period	reading Boys 9th/10th	Reading Boys 11th/12th	LUNCH	ACT Prep (high leverage)	Reading 11th/12th Girls	TL - Language Arts	

									English score students)		
						Emily Griffith ENG 092 10:20-11:25		LUNCH			
Math	Turner RM 313	Innovation	Morning Greeting	11th Grade (male)	04240/41 Algebra 2	04240/41 Algebra 2	04240/41 Algebra 2	LUNCH	Teacher Plan Period	07500 ACT	04240/41 Algebra 2 - Inclusion (co-taught)
	Garst RM 305			9th Grade (Female)	04225/30 Algebra 1	APEX	04225/30 Algebra 1 - Inclusion (co-taught)	LUNCH	Teacher Plan Period	Algebra Intervention	TL -- Math Coach
	Nabil Daoud RM 306			10th Grade (Male)	04330/31 Geometry - Inclusion (co-taught)	Geometry Intervention	04330/31 Geometry	LUNCH	Teacher Plan Period	04330/31 Geometry	04330/31 Geometry
	Brazie RM 307			12th Grade (Male)	04400/02 Pre-Calculus (financial algebra)	APEX	APEX	LUNCH	Teacher Plan Period	04400/02 Pre-Calculus	TL - Math Intervention & BioMed Math
								Emily Griffith MAT 050 12:10-1:15			
Science	Albers RM 202	Innovation	Morning Greeting	12th Grade (Female)	03720/25 Anatomy and Physiology	03720/25 Anatomy and Physiology	01739/47 CE-CIS 117/130	LUNCH	01739/47 CTE-Exploring Computer Science	Teacher Plan Period	03720/25 Anatomy and Physiology
	Huffman RM 126			10th Grade (Male)	08460 Intro to Med Careers	03647/48 Principles of Biology Upper	03647/48 **** Principles of Biology	LUNCH	08460 Intro to Med Careers	Teacher Plan Period	08460 Intro to Med Careers

					High 9th grade group	Grades Interested Freshman	Possibly Intro Regular 9th grade		SPED students		
	Melville RM 210			11th Grade (FeMale)	03585/90 Chemistry	03600/05 Honors Chemistry	03600/05 Honors Chemistry	LUNCH	03585/90 Chemistry	Teacher Plan Period	03585/90 Chemistry
	Meshe nuk RM 201			9th Grade (Female)	AP Biology	03560/65 Biology	03560/65 Biology	LUNCH	03560/65 Biology	Teacher Plan Period	TL - Science
Social Studies	Anderson RM 315	Innovation	Morning Greeting	11th Grade (Male)	07544/45 11th Grade AVID	07544/45 12th Grade AVID	APEX	LUNCH	02837 Gender Co-Taught	AVID Coordinator	TL - Climate, Culture and Huddle
	DeRemer RM 304			9th Grade (Male)	02610/15 Geography	02610/15 Geography	Teacher Plan Period	LUNCH	02610/15 Geography	02625/30 AP Geography	TL -- Social Studies
	Hamlet RM 301			11th Grade (Male)	02485 Civics	02485/02750 Civics/World Hist	Teacher Plan Period	LUNCH	02758-59 AP World History	02485/02750 Civics/World Hist	02485/02750 Civics/World Hist
	Treas RM 303			10th Grade (Female)	Student Leadership	02500/05 US History	Teacher Plan Period	LUNCH	02837 Gender Co-Taught	02500/05 US History	02500/05 US History
SPED	Nave RM 211	Innovation	Morning Greeting		41450/51 Math Resource-Algebraic Thinking	Teacher Plan Period	Reading and Writing	LUNCH	IEP Support	Vocations	Life Skills
	Fuentes RM 205				Push In	IEP Support	Reading and Writing	LUNCH	Algebraic Thinking	Teacher Plan Period-Bio Plan	Plan
	O'Dea RM 213			11th Grade (Female)	Teacher Plan Period	01356/57 Intro to Lit - Inclusion (co-taught)	01315/17 World Lit - Inclusion (co-taught)	LUNCH	IEP Support	Study Skills	04240/41 Algebra 2 - Inclusion (co-taught)
	Fields			10th	04330/	Study	04225/30	LUNCH	IEP	01400/01	Teacher

	RM 215			Grade (Male)	31 Geometry - Inclusion (co-taught)	Skills	Algebra 1 - Inclusion (co-taught)	CH	Support	405 American Lit - Inclusion (co-taught)	Plan Period
YMCA (Community)								LUNCH	06142 Fit for Life	06142 Fit for Life	06142 Fit for Life
CU Succeeds RM 103	M/W 106							LUNCH		03591 S1: Race and Ethnic Studies	
	T/Th 106							LUNCH		02818 S1: Criminal Justice IC Code 01754	
Electives	Douglas RM 245	Innovation	Morning Greeting					LUNCH	Teacher Plan Period	Beginning Choir	Advanced Choir
	Rankin RM 220			LMC	LMC	02200/01 Debate	LMC	LUNCH	LMC	LMC	LMC
	Goe RM 235			12th Grade (male)	05520/25 Drawing & Painting	05586 Art History	Teacher Plan Period	LUNCH	05520/25 Draw & Paint (SPED Support)	05520/25 Drawing & Painting	05528/30 Drawing & Painting 2
ROTC	E. Pittman 309			9th Grade (Male)	Teacher Plan Period	Let 1 - 4	Let 1 - 4	LUNCH	Leadership	Let 1 - 4	Let 1 - 4
	E. Posey 307			12th Grade (Male)	Teacher Plan Period	Let 1 - 4	Let 1 - 4	LUNCH	Leadership	Let 1 - 4	Let 1 - 4

C. Progress Monitoring and Assessment

On-going assessment of student progress is key to providing evidence of long term academic improvement. Manual High School will administer the PARCC and CoACT during the prescribed March and April timeframes and for appropriate grade levels according to district and state decisions. The WIDA Access assessment will be administered in January to all students identified as English Language Learners. Additionally, all students will take the ACT Aspire test at four times throughout the year to fit with our school focus on mastering the ACT College Readiness standards. Manual High School has opted to administer the ACT Aspire as our interim assessments, rather than the district interims. This choice was made for the following reasons:

- Alignment with ACT Standards
- Measurement of student progress toward College & Career Readiness

At Manual, our students will also be SRI tested quarterly to determine whether students are reading below, at, or above grade-level. These benchmarks will provide our staff with the data needed to provide specific interventions for individual students, as needed.

In alignment with the Denver 2020 plan, Manual’s Major Improvement Strategies for the 2015-2016 year are to:

1. Implement intentional systems, supports, and teaching strategies to accelerate reading improvement in academic achievement.
2. Implement intentional systems to accelerate student mastery of the ACT College Readiness Standards.
3. Implement intentional college readiness systems to ensure that 100% of Manual scholars graduate post-secondary ready.

As we have aligned our work to the ACT College readiness standards, we have established ACT subscore targets for each content area (see below). These are averages based on our juniors’ performance on the COACT in April, though through our school’s implementation of ACT Aspire testing for all students will support preparing all students to perform at these goals or higher.

	2014-2015 Data	2015-2016 Goal
ACT Reading	15.5	18.3
ACT Science	17.5	19
ACT Math	16.4	18

In addition, all students will grow 1.5 levels on the SRI in 2015-2016 from their baseline scores in September. Our school-wide focus on reading throughout contents will support student growth in this area.

In the event that Manual does not reach our UIP goals, the school leadership will reconfigure the site based budget to match priorities (time, people, and money) that better address our goals with collaborative district support. This level of innovation will give us the capability to address poor performance on a yearly basis and to address supports when needed. The primary responsibility for implementation of these corrective actions will be our principal Mr. Nickolas Dawkins in collaboration with his direct up-line supervisor, Instructional Superintendent Mr. Randy Johnson.

Each teacher will collect on-going classroom based formative assessment data, in addition to year-long student data specific to identify progress in the high priority reading content areas; this data will be consistently compared against our state and CCSS content standards. Further, this data will inform daily instructional decisions at the classroom level geared toward bringing students to mastery. Additionally, data around each student's attendance, course performance, and behavior will be tracked and communicated with the student, as well as, other relevant stakeholders (parents, counselors, interventionists).

At this time, Manual is not pursuing any innovations in promotion or retention for our students. We will adhere to the district’s graduation requirements around academic credits needed and will communicate these to parents annually starting in their students’ 9th grade year of high school. By following the district’s graduation requirements, we will ensure that our students are ready for success in college or other postsecondary opportunities and are competitive against other DPS students.

D. English Language Learner Students

Manual High School has an identification process that is outlined using a flowchart designed to assist in creating a specific action plan for English Language Learners once they enroll in our school. If the student is a current DPS student, their status is identified by viewing the ELA District tab in Infinite Campus. If a student is new to the district, our administrative team will be responsible for administering and collecting the DPS Home Language Questionnaire. If the team discovers that a second language is spoken in the home, the family is referred to the assistant principal in charge of ELA. The AP will discuss Option 1 and Option 2 for English language support and what schools offer which programs. If the family decides to enroll their students at Manual (Option 2), the students are asked to complete a writing sample in Spanish (or other native language, if available), a math assessment, and the WAPT ACCESS test. The results, along with a district transcript review, will inform the staff decisions in creating the student’s course load and placement. The Overall WAPT score determines the level and number of ELD classes the student will be required to take. The support mechanisms and language requirements for other core classes, the credits earned in a student’s native country, and their results on the math assessment will determine where they are placed in literature, social studies and math. The AP will inform the parents during a face to face meeting, or a phone call, regarding the test results with an explanation detailing how the student will be placed and scheduled.

Once an ELL student is placed, their progress will be monitored by reviewing all formative assessments, class work, quizzes, unit tests, quarterly grades, yearly ACCESS testing and other summative assessments such as SRI and the ACT suite; both given quarterly. Based on the results of these tests, the students will be scheduled into ELD classes along with a support course to help with homework, if needed. Re-designation and exit from the program will be reviewed when a student meets the district requirements when they achieve an Overall and Literacy ACCESS score of 5; partially proficient on a standardized test, and passing all core academic courses with a C or higher. Parents will be informed when their student is re-designated or exited along with their student’s test and school work results. This will be provided by a member of the ISA team.

Our full build total predicted enrollment will be approximately 600 students. Based on the number of ELLs we presently serve, we expect approximately 160 students who will meet the ELL designation. Because we predict that our school will enroll between 50-99 ELLs who function in the intermediate proficiency range or below, we will be an ESL/ELA-E program.

DPS English Language Acquisition (ELA) Program Models and Services for English Language Learners			
GRADES	THRESHOLD	PROGRAM MODEL	SERVICES BY PROGRAM MODEL

SERVED			Native Language Support ¹	Resource Teacher	English Language Development (ELD) ²	Supported Content Instruction in English ³	Native Language Instruction ⁴
Elementary (E-5, E-8)	<15 ELLs	No ELA Program-Strategic Support					
	≥15 ELLs (all languages)	ESL/ELA-E ⁵	Yes	Yes	Yes	Yes	
	≥15 ELLs (Spanish-speaking)	ESL/ELA-E	Yes	Yes (ELA-S)	Yes	Yes	
	≥60 Spanish-speaking ELLs	TNLI ⁶	Yes		Yes	Yes	Yes
	≥60 Spanish-speaking ELLs and ≥15 ELLs (other than native-Spanish speaking)	TNLI and ESL/ELA-E	Yes	Yes (ELA-E)	Yes	Yes	Yes (for Spanish-speaking ELLs)
Secondary (6-8, 6-12, 9-12)	<15 ELLs	No ELA Program- Strategic Support	Yes				
	≥15 ELLs (all languages)	ESL/ELA-E	Yes		Yes	Yes	
	50-99 Spanish-speaking ELLs (intermediate proficiency or below)	ESL/ELA-E	Yes	Yes (ELA-S)	Yes	Yes	
	≥100 Spanish-speaking ELLs (intermediate proficiency or below)	TNLI	Yes		Yes	Yes	Yes
	≥100 Spanish-speaking ELLs (intermediate proficiency or below) and ≥15 ELLs (other than native-Spanish speaking)	TNLI and ESL/ELA-E	Yes		Yes	Yes	Yes (for Spanish-speaking ELLs)

All of our teachers will be ELA-E certified and expected to use sheltering techniques in their classrooms. This will include, but not be limited to, posting word walls with pictures and definitions, providing sentence stems and word banks for oral and written work. In addition, there will be Spanish translation from teacher or a designated student when needed, encouraged to use Spanish to process

¹ **Native language support** includes curricular resources in the native language, paraprofessional support in the native language, preview/review in the native language, and appropriate strategies to support the transition to English for ELLs. Native language support is not a substitute for native language instruction, where such instruction is required by the Program or the Consent Decree (CD).

² **English Language Development (ELD)** is the provision of direct instruction in English language usage including: content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading and writing skills in English.

³ **Supported English Content Instruction** is instruction in core subject areas in sheltered English, which is the use of specialized strategies to make the content accessible to, and increase the likelihood that content in English will be comprehended by, ELLs. When content cannot be adequately explained in English, an explanation or feedback in the student's native language may be given.

⁴ **Native language instruction** includes the provision of instruction in one or more core subject areas in a student's native language. The development of native language arts includes oral language development, reading, and writing. The purpose of native language instruction is to provide a foundation for literacy in English and/or opportunities for learning in core subject areas until instruction in English is appropriate. Native language instruction will follow the District's research-based language allocation guidelines. At the Elementary level, the native language instruction portion of the day includes activities that promote literacy and cognitive development in a student's first language in a manner comparable to their never-ELL District peers. At the Secondary level, the native language instruction portion of the day includes activities that promote content acquisition in science, social studies, and/or math.

⁵ **English as a Second Language (ESL/ELA-E)** is the English Language Acquisition Program for providing services to English Language Learners that includes Supported English Content Instruction and English Language Development.

⁶ **Transitional Native Language Instruction (TNLI)** is the program in which services, including native language instruction in Spanish, supported English Content Instruction, and ELD, are provided to ELLs. For purposes of this Consent Decree, dual language programs qualify as part of the TNLI program.

orally with classmates when needed to better support academic understanding, and provide close statements to show understanding.

Our plan is to implement EDGE by providing 4 levels of English Language Development (ELD) classes: one each for ACCESS level 1-2, level 3, level 4 and level 5 with a certified ELD teacher. Students who are at a level 1-2 will take two classes of ELD a day.

Our performance objectives for our ELL students will be to ensure that they will maintain “On Track” status as calculated by Principal Portal. This means that we will witness students as they move at least one level per year on the ACCESS test. Further evidence will include passing core classes (literature, math, natural sciences, social sciences), and demonstrating progress on other assessments (SRI, ACT suite, CMAS, PARCC), for example. The ISA team will monitor all data and will request additional information from teachers such as reading and writing samples that will be uploaded to Infinite Campus (IC).

Teachers will be asked to create and maintain word walls containing words in Spanish and English, a picture or diagram, and a definition in Spanish (if needed, based on the ELL’s levels contained in the classroom) and English. Teachers will be asked to emphasize key words each day and provide structures for students to practice using those words in writing and speaking. In addition, sentence stems and Close statements will be provided for writing and speaking. All answers will be expected to be written in complete sentences. As an ELLs’ level improves, some of the aforementioned supports will be modified or removed. Native language support will be provided by locating any resources that are provided through the district curriculum in Spanish. For students, having Spanish support from teachers who reinforce the push for language acquisition in the classrooms, where there are larger groups of ELL students will provide additional support. By creating strategic seating chart groups, students will be able to process academic material orally with their peers in Spanish. Further, Spanish translations of academic words and a Spanish resource class to support understanding of classwork and homework in Spanish will support student learning. If needed, and where appropriate, Spanish speaking paraprofessionals will be utilized to provide support for ELLs in class.

We will ensure that a supportive culture focused on the integration for our ELLs create a culture of encouragement. By individually evaluating what educational background and credits students have from their native country, we are move able to specifically create their schedule. As we look at grouping those in the lower level ELL’s together in core classes, it is hoped that they can support each other through cooperative efforts. Our desire is to provide support classes in Spanish for lower level ELLs so they can feel comfortable asking questions and can be taught about cultural event happening at school, create an environment where Spanish is valued in the building (documents, signs, and presentations) and which includes Spanish or other languages, and encourages involvement in school activities such as sports or clubs.

We will not have a TNLI program at Manual High School at this time.

DPS Language Development Goals for TNLI Programs

EXPECTED RESULTS/GOALS	TNLI PROGRAM TYPE
------------------------	-------------------

<ul style="list-style-type: none"> • High levels of academic achievement in all curricular areas • Sufficient academic foundation in Spanish literacy and content areas until instruction in English is appropriate (for Spanish-speaking English learners) 	Early-exit
<ul style="list-style-type: none"> • High levels of academic achievement in all curricular areas • Full academic proficiency in English and Spanish for native Spanish speakers 	Late-exit
<ul style="list-style-type: none"> • High levels of academic achievement in all curricular areas • Full academic proficiency in English and Spanish for native Spanish speakers <i>and</i> native English speakers 	Dual language

The staff member, or members, in charge of the ELA program will include an administrator and an ELD certified teacher; one of which will be fluent in Spanish. One of these staffers will have at least 3 years experience working with ELLs in some academic capacity (teaching ELD, ELA-S, ELA-E, or providing Spanish support). These staff members will be in charge of managing the ISA team including all the district requirements. All district staff development will be provided to both administrators and teachers who work with ELLs. Our staff culture will ensure that significant events and conversations with parents and students, both social and academic, are translated into Spanish at a macro or micro level.

All exiting and re-designation of ELLs will be done per the district guidelines and requirements through the ISA team. The staff in charge of the ISA will be responsible for making sure that the correct process and documentation is used to re-designate, monitor and exit students. ACCESS will be the primary data source to measure English abilities in all language domains. The only students that will be considered for these processes will be given to us by the district or recommended by us based on three main criteria: ACCESS overall and literacy scores, all other relevant testing data (including state tests and all formative assessments given) and students' grades in their core academic courses.

In order to complete a program change for an ELL, all the data from testing, plus a body of evidence that includes writing samples, reading samples and teachers' feedback will be evaluated to determine if the student no longer needs ELL services. If it is determined that a student no longer needs services, the ISA team will meet with the student and notify parents in person (call or meeting) and in writing of the program change for their student. Once re-designated, the ISA team will monitor the students' progress by reviewing their grades in core classes, any new testing data and checking with the students' teachers each quarter. Additional ELA services will be determined by working with the student and their teachers to determine what areas the student may be struggling in and adding the support mechanisms that will help them achieve academically.

E. Special Education Students

A combination of formal and informal data will be used to identify students with disabilities. A student can be considered for Special Education Services after extensive RTI interventions have been implemented and progress monitored for success. Only after careful evaluation of these interventions, as well as assessments, artifacts of learning, observations, and parent input, will students be connected with our Special Education Services team for further evaluation. Once students are recommended to the special education team for further evaluation, a series of informal assessments (or screeners) will be given in the area(s) of concern. These targeted screeners are part of the body of evidence used to determine the “root cause” of a student’s skill deficit or suspected disability in one or more academic areas. The screener results will provide guidance as to which targeted norm assessment to use for diagnostic purposes. The student’s parent or legal guardian must then give written permission for formal educational evaluations to be completed, and is advised of procedural safeguards (Educational Rights of the Student/Parents) prior to his/her signature on the Permission for Initial Evaluation. In order to qualify for special education services, the student must meet all of the criteria as outlined in The Individuals with Disabilities Education Act (IDEA) and Colorado’s Exceptional Children’s Educational Act (ECEA).

Students with disabilities participate in various assessments that may vary from those given to students without disabilities. These assessments vary in mode of administration (computer-based and pencil/paper) and level of supports/accommodations (extended time, text-to-speech, oral testing support, scribing). Currently, our Special Education team uses the Enrich System to document and progress monitor a student's IEP goals.

In order to monitor and evaluate the effectiveness of the school's special education program, data specific to student progress on IEP goals, growth on assessments, the LEAP Framework for effective teaching, and the Response to Intervention Model will be utilized.

1. Staffing and Professional Development

In order to ensure that Manual High School has the highest quality teachers to support all of our students, including those with mild and moderate needs, we will work with our district HR partner to identify highly qualified special education teachers for any and all open special education positions. All special education teachers will be eligible for the Hard-to-Staff bonus under Procomp as well as the Hard-to-Serve school bonus, an opportunity that we will highlight when recruiting and retaining our best special education teachers. Manual also reserves the right to offer signing bonuses of \$2000 to recruit the strongest special education teachers to our school as well as to offer retention bonuses after a number of years of service (the number of years will be jointly decided upon with the Manual Council). All special education teachers must be considered highly qualified in special education by the state of Colorado and the district to apply for positions at Manual High School. We will adhere to district best practices around ratios of special education staff to students and will maintain a ratio of 23:1 student to teacher ratio.

In order to support our students with special education needs, all teachers will be provided with IEPs at a glance for students that they teach. These documents identify supports, accommodations, and best practices for supporting each individual student’s needs in general education classrooms. All teachers will be trained on best special education practices annually during our Innovation/Professional Development time. In collaboration with our Special Education department chair, we will identify other areas of focus for supporting our students with special education needs

and plan these into our yearly professional development plan. Manual has also provided guidance around supporting students with special needs in our handbook.

Manual follows CDE guidelines and definitions around special education. We define students with special needs as “...highly diverse learners with extensive needs in the areas of cognition and/or learning, communication, movement and social/emotional abilities. The individual may also have concurrent health, sensory, physical and/or behavioral disabilities.

Students with significant support needs require:

- a wide variety of approaches and supports to demonstrate their knowledge and skills intensive instruction in literacy, numeracy and problem solving skills in order to acquire and generalize knowledge
- substantial adaptations (modifications and accommodations) and/or ongoing supports in order to access grade level curriculum
- access to assistive technology tools to communicate, learn and demonstrate their knowledge
- progress to be measured by observation, data collection, assessment, and work samples
- individualized levels of support across major life activities in home, school, and community”

(CDE Significant Support Needs, 2015)

Manual follows district best practices in identifying and supporting all students with special needs. We prioritize inclusion instruction and push-in services whenever possible, including when appropriate for our MI program. We have adjusted our scheduling protocols to first serve our students with special needs and ELL needs in order to provide the utmost classroom support with our strongest teachers for these students. We have also created inclusion sections with special education teacher support in classroom for all core contents. All Manual marketing and promotional materials are intentional about including representation for a diverse and culturally responsive school. We also house a MI center program that currently serves 18 students and features BioMedical coursework through our Med School at Manual.

F. Academic Intervention & Acceleration

Manual has several systems in place to recognize positive student behaviors as well as address and support students who are struggling. To support all of our students, our teachers will engage in weekly ‘scholar sessions.’ During this time, they are able to target students who are struggling academically and/or behaviorally and receive team input on students, then deciding on a set of in-class interventions to be implemented. We track all of these discussions and return to all of the students on a weekly basis to assess whether or not those interventions have been working.

When these in class interventions prove unsuccessful, the student is referred to our Student Intervention Team. This team is comprised of: school leaders, counselors, social worker, psychologist, nurse, speech pathologist, our family and community liaison and our YMCA partner. Here, we look at the body of evidence the team of teachers have compiled, and look for next steps and interventions that are beyond the scope of the classroom (eg: mental health services, drug counseling, etc.)

Manual has also implemented a system of academic probation to ensure that students are held accountable and are supported in achieving high levels of academic performance. Students who are failing two or more classes are required to attend daily after school tutoring through our partnerships with City Year and Metropolitan State University of Denver until their grades improve. We monitor these students weekly and integrate this information into our Scholar Sessions and our SIT meetings.

Our school assessment system also allows us to regularly monitor students' academic progress in reading (SRI) and in the ACT standards (ACT Aspire). Moving forward, we will use this data to help place students into appropriate classes (honors, AP, interventions). At the beginning of each semester, we will pull all available data on students as a school leadership team and with the input of core content teachers, we will create lists of students for whom honors or intervention courses are needed. By specifically targeting students who need more support or more acceleration, we will see greater growth in our students' understanding and mastery of standards and will begin to close the achievement gap. Our master schedule is created with the needs of our students first in mind. Understanding that robust interventions and quality supports for our SPED, ELL and G&T programming are critical to our overall school performance we are very intentional in placing a high priority on this in our ongoing master scheduling.

For students who are at risk of dropping out or who are not meeting graduation criteria, Manual has several structures in place to support. All students meet one-on-one with their counselors twice a year to discuss academic plans, credits for graduation, and post-secondary plans (all of which is tracked electronically in students' individual Google folders, accessible by the student and all school staff). As a part of these meetings, counselors are asked to identify students who are considered off-track to graduate, meaning that they are behind in the required number of credits to graduate. These students are then placed into whatever credit recovery system is most appropriate for them. Manual does offer credit recovery through APEX, but we only place students who will be successful at completing credits in this manner. When possible, students are placed into a special section of the course that they did not pass initially with other students in a similar situation. This allows the teacher to accelerate the course when appropriate and to support with skills if necessary that wouldn't always be covered in the traditional section of the course. For example, if Student A failed Algebra 1 Semester 1, rather than re-enrolling that student in the same section of the course the following year with students who were younger than Student A, Student A would be in a special section of Algebra 1 Semester 1 with other students who did not pass the course. These courses will not use APEX but will instead be taught by a teacher who already teaches the course (Algebra 1 teacher teaches Student A's Algebra 1 retake course) who will follow the course scope and sequence.

To help support students who are at risk of failing a course, we have implemented a system of academic probation. Students who are failing two or more classes are required to attend daily after school tutoring through our partnerships with City Year and Metropolitan State University of Denver until their grades improve. We monitor these students weekly and integrate this information into our Scholar Sessions and our SIT meetings.

If a student fails a class but mastered the majority of the content, we offer the option to recover specific units through APEX rather than the entire course. The student, counselor, and teacher will work together to ensure that a realistic timeline for completing these units is put in place and that the student has a solid plan to complete the course in a timely manner. The student will be responsible for completing the units outside of traditional class time.

G. Gifted and Talented Students

Identifying all students who are gifted and talented is a priority for Manual High School. We will first look at all students who were previously identified as gifted and talented and analyze their needs through personal interviews and their ALPs in order to determine appropriate levels of support. To identify other students who might not have been previously identified as gifted and talented, we would look to teachers and SIT team for recommendations and pull a body of evidence including but not limited to: student grades and course performance, attendance, ACT Aspire scores, teacher created assessment performance, PARCC and TCAP, and behavior records. We would then screen these students per district best practice to determine what type of services the student would need. Right now, Honors and AP classes are open to all students per teacher recommendation and course performance, a practice that we feel allows us to support our gifted and talented students. We would also add additional classes to support student need if these were identified in the ALPs or screener data. As a high school, we would not identify a G/T specific position in the building. However, we will work to hire teachers who are highly qualified to teach AP or Concurrent Enrollment courses in order to challenge our students who are gifted and talented. Manual also reserves the right to offer signing bonuses of \$2000 to recruit the strongest teachers to our school in such areas as well as to offer retention bonuses after a number of years of service (the number of years will be jointly decided upon with the Manual Council). GT PD will be delivered in Innovation and followed up in coaching and labs. GT students will have the opportunity to meet with the Innovation planning team to help them understand their needs as students. GT students will be offered differentiation in instruction, curriculum, and assessment. Progress in their growth will be measured by a body of evidence and SMART goals set by the GT coordinator. Manual will help GT students build a body of evidence that supports their identification as GT and create ALPs that modify curriculum, assessment, and instruction. GT coordinator will facilitate students making presentations to teachers about their needs and SMART goals. These plans will be reviewed annually and teachers and students will work to monitor progress and add new educational experiences. Manual will communicate and update parents on the ALP plans bi-annually. GT students will have the opportunity to join a monthly meeting to communicate needs to Manual staff.

H. Supplemental Programming

At Manual we have a variety of supplementary programs to offer students and families in order to promote mental, emotional, and physical health. We currently have a therapist from the Mental Health Center of Denver available 2 days per week. We also have a relationship with Denver Health Clinic (which can also refer outpatient mental health services), Health Educator 2 days per week, a full time social worker, and a full time school counselor and psychologist 1 day per week. We have a speech therapist available 1 day per week, and school nurse 2 days per week. Our nutrition and health classes are available through our YMCA partner. We work with a variety of case managers in the community from Denver Kids Inc., Denver Human Services, Aurora Human Services, and Denver Juvenile Probation to coordinate services for students and families. Students are also a part of Colorado Youth at Risk (CYaR) for mentoring. We are also utilizing Professional Counseling Services (PCS) for substance use counseling.

Manual also recognizes how critical it is to offer extracurricular programs to supplement the work that our teachers and students do in their classrooms every day. Most programs at Manual are led by teachers and current staff, but we do have some community partnerships as well. Please see the table below for a list of our current offerings. We hope to continue to expand our extracurricular opportunities as we continue to build out.

Extracurriculars and Clubs	Teacher	Days	Time	Location
Urban Debate	Mrs. Rankin	Wednesdays and Thursdays	3:40-5:30 pm	Library (LMC)
Student Board of Education and Student Council	Ms. Treas	Monday-Friday	Period 2	303
Project Voyce	Sir Martin	Weekly, Day TBD	3:30-4:30	TBD
Principal Parent Dinners	Principal Dawkins	First Thursday of each Month	6:00-7:00pm	Room 106
JROTC	Sergeant Posey, Major Pittman	Monday-Saturday	During class	309, 315, Rifle Range
Swimming Club & Lifeguard Certification	YMCA- J. Richards	Fridays and Saturdays	Fri: 5:30-7:30 pm, Sat: 8:00 am-12:00 pm	Manual High Swimming Pool
National Honor Society (juniors and seniors only)	Dean Duritsa Lockhart	Monthly, Day TBD	3:30-5	Room 106, 101-L
Robotics	Ms. Albers	Thursdays	3:30-4:30	202
Chess Club	Mr. Daoud	Tuesdays	4-5:30	306
Latino Culture Club	Ms. Ortiz and Ms. Acosta	Weekly	3:30-4:30	310, 320
Male Mentoring Program	Mr. Friendly	Weekly	3:30-4:30	325, 327
Performing Arts	Mr. Butler, Mr. Douglas, and Mr. Goe	varies	3:30-5	Choir Room, Auditorium
Yearbook	Mr. Goe	Mondays	3:30-4:30	235
Women2Women Mentoring	Ms. Montoya and Ms. Desmond	Weekly	3:30-4:30	220-M
Metropolitan State University of Denver Extended Learning Classes	MSUD Professors	Monday-Friday	4:30-5:30	Library (LMC)
Dance Club	City Year Corps Members	Monday	3:45-4:45	Cafeteria
Game Club	City Year Corps Members	Wednesday	3:45-4:45	323
Hip Hop Club	City Year Corps Members	Thursday	3:45-4:45	Cafeteria
Project Unify	Ms. O'Dea	Tuesdays and Thursdays	3:30-4:30	
GSA	Ms. Clarke	varies	3:30-4:30	319

We also offer several different sports opportunities for our students throughout the year (see below).

Fall Sports	Coach	Day
Football	Coach Huffman	Monday - Saturday
Volleyball	Coach Brazie	Monday - Saturday
Boys Soccer	Coach Paschal	Monday - Saturday
Softball	Coach Garst	Monday - Saturday
Winter Sports	Coach	Day
Boys Basketball	Coach Ramiro	Monday - Saturday
Girls Basketball	Coach Young	Monday - Saturday
Spring Sports	Coach	Day
Girls Soccer	Coach Roman	Monday - Saturday
Boys & Girls Track	Coach Frank -Meshenuk	Monday - Saturday
Boys Baseball	Coach Martinez	Monday - Saturday

Many students are involved in Young Life and our WES program. These opportunities are considered volunteer or service work. Students also work in the community garden, school store, recycling program, etc. Seniors are asked to complete ten hours of community service in order to graduate.

Section IV: TEACHING

(7 page limit)

A. Teacher Recruitment, Hiring, & Retention

All core subject teachers at Manual must be licensed with CDE in the subject that they teach. We reserve the right to hire non-core content teachers who teach electives who are at a minimum considered highly qualified in their subject area. Our main goal is to hire the most expert teachers possible in all content areas, including expertise in other careers. In hiring teachers at Manual, one of the first things we will be looking for is cultural competence in teaching all students. It is also critical that our teachers share the vision of Manual and are true to its mission in their professional work. Our theory of action drives everything that we do at Manual, so our teachers must embrace its tenets and make them their own through their teaching. In hiring teachers, we will follow DPS best practices. The Manual Council will determine what our interview process looks like, with principal approval. After interviewing candidates, the Manual Council will make recommendations to the principal who will have the final decision. On an annual basis, all teachers including new hires will be assessed on their performance using a variety of data points including but not limited to student data, LEAP, the Professionalism rubric, adherence to Manual's instructional framework and effective implementation of Manual's instructional practices. When a position becomes available at Manual, we will post it immediately in communication with our HR partner rather than adhere to district timelines. We will vet candidates through the DPS system with the support of our HR partner. In order to retain our best performing teachers, Manual is in the midst of creating a strong teacher leadership pipeline within the building. We are creating our Differentiated Roles model for the 2016-2017 year as well as writing a pilot program with Imaginarium personalized learning, both of which will be key opportunities for our strongest teachers to increase their impact across our school. We are also working to recruit leaders of color, specifically by leveraging those individuals currently in our building who are interested in becoming school leaders at some point in their careers. Our goal for teacher retention is 80% for the 2015-2016 academic year. Manual High School's dedication to culturally relevant teaching and school culture are reflected in the following Theory of Action currently at play in Manual High School:

MHS 2015-16 Theory of Action

If we create a *community* that embraces a *culture* of excellence in culturally responsive practices, collaboration and *innovation*, then students will make significant progress in mastering ACT college readiness standards.

ADULT LEARNING: If Manual creates a clear, aligned, and thinking culture of adult learning then teachers will have the support and tools they need to create innovative classrooms where students are critical thinkers and achieve college readiness standards.

EQUITY: If Manual creates a culture where every student is valued and multiple experiences and perspectives are viewed as assets, then students will value multiple experiences and perspectives in others.

COLLEGE READINESS: If Manual students achieve ACT College Readiness Standards then they will be equipped for postsecondary opportunities.

WORK PLACE READINESS: If Manual students achieve in-demand workplace skills then they will be equipped to compete in the Colorado job market.

Our hiring screeners also require any candidate seeking employment at Manual to speak to their experiences and expertise in culturally relevant school practices.

B. Teacher Coaching

All teachers will have a coach under our model. Our coaches will include one Teacher Effectiveness Coach, assistant principals, principal, and our School Transformation Facilitator. During our second semester, we will begin to ask some of our teacher leaders to begin coaching their peers in an effort to prepare for Differentiated Roles in the following year. Next year, all teachers including Differentiated Roles teachers will have a coach. Coaching occurs on a six-week cycle in which teachers and coaches decide on a particular action to focus on through the six weeks. Teachers will receive coaching and feedback weekly. Coaches will regularly communicate with each teacher's evaluator to ensure a common language and focus from all those supporting that teacher. Teachers will receive feedback on the LEAP Framework according to district requirements throughout the year. Feedback sessions on the LEAP Framework will be conducted within 72 hours of the original observation and will center around an area of strength as well as a major area for growth. We will align this feedback with that of the teacher's coach to ensure a cohesive message and to increase teacher growth as quickly as possible. Coaches will provide feedback that is aligned to the LEAP framework but will not necessarily be evaluative on the LEAP framework. We will focus on providing actionable feedback to our teachers that continues to push them in their practice at a deep level.

C. Teacher Evaluation

Manual will be using the LEAP Framework as our teacher evaluation system. We feel that this is our most powerful and impactful tool for providing teachers with normed, actionable feedback and will support their continued growth towards effectiveness. Formal evaluations are completed by the supervising administrators, including assistant principals, administrative interns, and in the future Differentiated Roles Senior Team Leads, The principal also conducts formal evaluations in addition to those of the department lead. Coaching and evaluation work together – coaches track coaching sessions in a separate Google tracker that is accessible to all evaluators and coaches in order to focus feedback around areas for growth. Evaluators can serve as coaches as well, though coaches do not have access to LEAP data. All teachers will participate in mid-year and end-of-year conversations that will center around student growth (measured through SLOs), professionalism (using the DPS Professionalism rubric), LEAP evaluations, and coaching notes. If a teacher is performing at an unsatisfactory level, the follow actions will be taken:

1. Increased coaching supports (planning, in classroom, etc.)
2. Daily lesson plans reviewed by supervising administrator
3. Formal letter of reprimand/warning
4. Personal Improvement Plan implemented

If progress towards the Personal Improvement Plan is not seen, the teacher's employment will be re-evaluated on an annual basis.

D. Professional Development

At Manual, we feel that targeted professional development aligned to our school-wide goals is a huge lever for student growth. Our unique daily schedule allows for professional development on an almost daily basis. Our professional development opportunities will be developed by Dr. Colleen O'Brien, one of our Assistant Principals, in collaboration with our teacher leaders and our administrative

team. All professional development will directly align to our UIP goals and will be informed by the most up-to-date research in the field. Teachers will evaluate the effectiveness of our professional development through our quarterly needs assessment and adjustments will be made based on these results. Please see our professional learning guide below for further details.

1. GUIDING QUESTIONS FOR OUR WORK

How well do I know my students? How do I use this knowledge to plan for their learning?

How do I navigate between w

How do I create learning experiences worthy of student engagement?

How will we create a community of readers at Manual?

How might I use my colleagues to grow my thinking? How do I support my colleagues to grow their thinking?

How do my beliefs and cultur

LITERACY

Professional Learning Standards	Big Idea	Long Term Targets	Supporting Targets	Artifacts	Experiences
---------------------------------	----------	-------------------	--------------------	-----------	-------------

<i>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</i>	Students who are college and career ready can access and make meaning from a variety of text.	I utilize thinking strategies to support students to read, comprehend and critically think about a variety of complex texts. (R10: 12)	<ul style="list-style-type: none"> •I provide ongoing practice for students to cite evidence to support literal and inferential conclusions in speaking and writing. (R.1, SL1, W1: 1.2) •I explicitly model my thinking as a reader and writer for my students. (1.3, 1.6) •I utilize research-based strategies to help my students build and use academic vocabulary.(L1, 12, 14, 13) 	Lesson and unit plans	Practice in Innovation: PL with colleagues
Learning Forward				Time spent reading in class— 20% of each class each day by October 15th	Video, reflect and adjust
<i>DPS Priority Standards</i>				Peer Learning Labs	Unit Design Sessions
<i>ACT College Readiness Standards</i>				One on one coaching for all staff	
<i>Denver Plan 2020</i>	(Research Support: Coleman, ACT, Dole and Pearson)			Analysis of body of evidence of student work on R.1	Innovation: Student Action Team Planning (SAT)
				Student annotations	
				Lesson plans with specific mini lessons modeling thinking	
				Practice modeling in Innovation: PL	

PLANNING					
Professional Learning Standards	Big Ideas	Long Term Targets	Supporting Targets	Artifacts	Experiences

<p><i>Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</i></p>	<p>Maximize learning time to get feedback from learners and give feedback to learners in order to personalize learning and boost achievement.</p>	<p>I intentionally plan, long term and daily, to maximize the feedback I get from learners to understand them deeply to adjust my instruction. (LE.1)</p>	<ul style="list-style-type: none"> • I create targets and assessments that help me get the feedback I need to meet student needs to achieve the standards. (I.5) • I intentionally plan daily lessons to ensure that students have the majority of time to read, write, talk, and problem solve and I can collect feedback as they work. (LE.1) • I design instructional routines where students have choice and voice in content, text, assessment and next learning steps as they work towards the College Readiness standards. (LE.1, LE.3, I.6) • I articulate how my units and lessons are aligned to state, national, and ACT standards. (I.1) • I ask students to engage in authentic work of readers, writers, mathematicians, scientists, and social scientists. (I.2) 	<p>4-8 detailed unit plans a year posted on wall throughout the school year.</p>	<p>Innovation discussions Tuesday and Wednesday.</p> <p>Use of time analysis</p> <p>Data from Student Shadow Days</p> <p>Reflections each quarter on units and standards.</p> <p>Feedback conversations with expert thought partners</p> <p>Alignment with SLO progression rubric</p> <p>Student Action Team Planning (SAT)</p>
<p>Learning Forward</p>					
<p><i>DPS priority standards</i></p>					
<p><i>Denver Plan 2020</i></p>					
	<p>(Expert Support: Hattie, Wiggins, McTighe, Fullan, Hargreaves)</p>				

EQUITY						
Professional Standards	Learning	Big Ideas	Long Term Targets	Supporting Targets	Artifacts	Experiences
<p><i>Educators' commitment to</i></p>		<p>Equity requires</p>	<p>I hold all students and my</p>	<p>• I design units and lessons that are aligned to state, national, and ACT standards. (I.1)</p>	<p>• Student analysis work to meet targets</p>	<p>Design Sessions</p>

students, all students, is the foundation of effective professional learning

Learning Forward.

Denver Plan 2020

planning and pacing with college readiness academic standards (ACT and Common Core) to ensure all students have access to post secondary options.

(Expert Support : NCTM, Delpit, Billings, Knight)

Educators must empower students to build new knowledge and skills upon the

colleagues to high academic expectations for all students because of my belief that all students can learn and succeed regardless of background (P.1, LE.1, LE.2)

I provide children with the emotional ego strength to challenge racist and biased societal views of their own competence and worthiness and that of their families and communities. (LE.1, LE.2)

I articulate my beliefs about teaching and self reflect on how my beliefs connect to student achievement

- I ask students to engage in authentic work of readers, writers, mathematicians, scientists, and social scientists. (I.2)

- I engage in transparent equity conversations in Innovation with colleagues. (LE.1)

- I will analyze my own experiences and subsequently created biases in order to be as equitable as possible in the Manual Community. (LE.1)

- I ask students to engage in authentic work of readers, writers, mathematicians, scientists, and social scientists. (I.2)

- I plan lessons that give students access to texts and topics relevant to their community within the context of the unit content. (LE.1)

- I create opportunities for students to create products that allow them to express the value of their community and their culture. (LE.1)

- Student work protocols and discussions to adjust instruction to meet targets

- Daily lessons

- Alignment between Targets and Standards in unit plans and in targets

- Student work alongside real world exemplars

- Teacher create their own assignment

- Reflection on student learning adjustments made.

Innovation: Friday meetings

Conversation in Innovation

Story: Why you teach- Each teacher gives on Fridays.

One on One coaching for all staff

Innovation: Student Action Team Planning (SAT)

assets and background knowledge of those students.

(Expert Support: Delpit, Billings, Knight, Tatum)

INNOVATION AND COLLABORATION

Professional Learning Standards	Big Ideas	Long Term Targets	Supporting Targets	Artifacts	Experiences
<p><i>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</i></p> <p>Learning Forward</p> <p><i>Denver Plan 2020</i></p>	<p>Teaching and learning are incredibly complex—one has it nailed. We can all get better for students.</p> <p>(Expert Support: Learning Forward, Darling-Hamm</p>	<p>I live Manual Working Agreements to productively collaborate with my colleagues to increase student achievement for all students.</p> <p>I articulate my beliefs about teaching and self reflect on how my beliefs connect to student achievement.</p> <p>I help to create, revise, and bring alive</p>	<ul style="list-style-type: none"> • I engage in transparent equity conversations in PLC with colleagues. (LE.1) • I create targets and assessments that help me get the feedback I need to meet student needs to achieve the standards. (I.5) • I use the feedback I get from learners to intentionally design next steps. (I.7) (Consider cognitive, emotional, and behavioral feedback and adjustments) • I use my colleagues to give me feedback on my student work and next steps for instruction. (P.5, P.3) • I intentionally grow the collaborative strength of the team through self-reflection and team 	<p>Innovation reflection</p> <p>Changes in instruction</p> <p>Growth in student achievement of standards as measured by interims and student work protocols.</p> <p>Growth in norm surveys.</p> <p>Feedback from peers on engagement in Innovation</p>	<p>Engagement in Innovation all four days</p> <p>Adjustment in instruction based on discussions in Innovation: Student Action Team</p> <p>Friday Stories: Why I teach</p> <p>Coaching reflections</p>

ond,
Knight,
Hargre
aves,
Fullan)

the mission
and Vision
of Manual
and the
Manual
Graduate.

feedback on our Action team
rubric. (P.5, P.3)

I hold all
students
and my
colleagues
to high
academic
expectation
s with an
asset-based
approach
and
embody the
belief that
all students
can learn
and
succeed
regardless
of
background
(P.1).

MATHEMATICS

Professional Learning Standards	Big Ideas	Long Term Targets	Supporting Targets	Artifacts	Experiences
<i>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</i>	College ready students make sense of problems and persevere in solving them.	I embed the standards for mathematical practice and mindset thinking into daily lessons as I plan	•I give student opportunities to construct viable arguments and critique the reasoning of others. (I.2, LE.1)	4-8 detailed unit plans a year posted on wall	Compact Blue Labs One on One Coaching sessions
<i>DPS priority standards</i>			•I provide students opportunities to develop conceptual understanding to generate procedures.	Body of evidence on math SLO	Student Action Team Planning (SAT)
<i>ACT College Readiness</i>			•I foster a growth mindset in		

Standards

(Expert Support: Coleman, NCTM, McCallum, Zimba)

College ready students attend to precision.

(Expert Support: Coleman, NCTM, McCallum, Zimba)

for and teach content standards. (LE.2)

feedback and conversations with students. (I.1)

- I continuously assess my students' understanding of standards so I can provide them tasks that allow their struggle to be productive. (I.5)
- I explicitly label student use of SMPs so they can internalize and utilize them.

We will have professional development twice a week during our daily Innovation Plan time (7:15-8:00) on a three week cycle, equating to approximately 900 minutes throughout the year (not including blue and green days). The remaining days of our Innovation Time include Thursday Scholar Talk (grade level conversations around students of concern, interventions that are working, and planning for next steps) and Friday Culture Building. Teachers have an open planning time on Monday mornings during our scheduled innovation time. Please see the above unit plan for professional development for further details.

Professional development, student assessment data, and instruction at Manual are strongly linked. We will follow the cycle shown below in the Manual High School Instructional Way document regularly throughout this year.

MHS 2015-16 Theory of Action

If we create a *community* that embraces a *culture* of excellence in culturally responsive practices, collaboration and *innovation*, then students will make significant progress in mastering ACT college readiness standards.

ADULT LEARNING: If Manual creates a clear, aligned, and thinking culture of adult learning then teachers will have the support and tools they need to create innovative classrooms where students are critical thinkers and achieve college readiness standards.

EQUITY: If Manual creates a culture where every student is valued and multiple experiences and perspectives are viewed as assets, than students will value multiple experiences and perspectives in others.

COLLEGE READINESS: If Manual students achieve ACT College Readiness Standards then they will be equipped for postsecondary opportunities.

WORK PLACE READINESS: If Manual students achieve in-demand workplace skills then they will be equipped to compete in the Colorado job market.



The professional development topics at Manual are specifically aligned to the needs of our ELL students and our students with disabilities. The reading strategies were chosen to focus on supporting access to complex text for all students. In order to ensure staff voice in our professional development plan, we will provide staff the opportunity to give us anonymous feedback on our quarterly needs assessment. This survey will cover everything from our PD to our staff and student culture to our coaching and feedback systems. We will then analyze the data and make adjustments as needed, communicating the shifts based on feedback clearly to our staff.

E. Pedagogy

The Manual Instructional Expectations (discussed in further detail below) focus on supporting all students in increasing their reading abilities, planning rigorous lessons and units that are aligned to Innovation Plan for Manual

authentic assessments based in mastery of ACT standards, and creating culturally competent classrooms for all students. In order to meet individual student needs, teachers and school leaders work in specialized teams to meet the needs of students with special education or English language learning needs. Additionally, all students who are reading below their grade level will be partnered with a reading mentor. This partnership will connect students with an adult from the community with whom they will read at least an hour a week. Teachers will be provided with professional learning and development, collaborative planning, teaching labs, coaching, and evaluation to support their work on the following targets:

1. Provide ongoing practice for students to cite evidence to support literal and inferential conclusions in speaking and writing.
2. Explicitly model thinking as a reader and writer for students.
3. Utilize research-based strategies to help students build and use academic vocabulary.
4. Intentionally plan daily lessons to ensure that students have the majority of time to read, write, talk, and problem solve.
5. Ask students to engage in authentic work of readers, writers, mathematicians, scientists, and social scientists.
6. Use colleagues to give feedback on student work based on these strategies and next steps for instruction.
7. Use the feedback from learners to intentionally design next steps.
8. Plan units and lessons based on ACT standards. Adjust lessons based on data from ACT interims.

All teachers read Delpit's work *Multiplication is for White People* over this past summer and we are engaging in a book study throughout this year to discuss how this text impacts our classroom practice. We will continue to add to this work around culturally relevant instruction in the years to come. Our teacher learning targets have also been centered around culturally responsive strategies that best support our students because they:

- Create opportunities for students to create products that allow them to express the value of their community and their culture.
- Plan lessons that give students access to texts and topics relevant to their community within the context of the unit content.
- Provide children with the emotional ego strength to challenge racist and biased societal views of their own competence and worthiness and that of their families and communities.

Students will be involved in fluid grouping within classes based on formative assessments that measure student growth on the final assessment based on standards. Groups will flow between homogeneous and heterogeneous depending on the type of assignment. Students needing remediation are offered 'lab' classrooms that pre-teach skill necessary for students to engage in grade level content. Students can also opt into AP classes based on ability, per teacher approval. All other classes are based on grade level.

At Manual, teachers will use a modified Understanding by Design template to plan units. Teachers will use Daily CLOs and formative Artifacts to plan lessons and adjust content based on student learning. Please see below for more details on our planning and instructional models.

The purpose of this self-evaluation is to help clarify the instructional expectations at Manual and give you an opportunity to reflect on your practice.

INSTRUCTIONAL EXPECTATION:	I need help with this	I understand this Idea; I am not using this practice consistently	I consistently use this practice	I could model this practice
----------------------------	-----------------------	---	----------------------------------	-----------------------------

Goal #1: All students spend 20% of each class period independently reading complex text.

I utilize thinking strategies to support students to read, comprehend and critically think about a variety of complex texts. (I.2, I.3)

I provide ongoing practice for students to cite evidence to support literal and inferential conclusions in speaking and writing. (I.2, I.3)

I explicitly model thinking as a reader and writer for students. (I.4)

I utilize research-based strategies to help students build and use academic vocabulary. (I.4, I.3)

Goal #2: All students have access to culturally relevant curriculum and grade level college readiness standards.

I design units aligned to ACT and Common Core.

(I.1)

My units include *guiding questions, big ideas, authentic final products, ACT standards based rubrics, college ready academic vocabulary, choice of complex text, CLO/Artifact matches.* (Many indicators)

I ask students to engage in authentic work of readers, writers, mathematicians, scientists, and social scientists. (I.2)

I engage in transparent equity conversations in Innovation with colleagues.

I plan lessons that give students access to texts and topics relevant to their community within the context of the unit content. (LE.1, I.1)

I create opportunities for students to create products that allow them to express the value of their community and their

culture. (LE1, I.1)

Goal #3

All students have teachers who continually adjust instruction to meet student needs.

I use the feedback from learners through artifacts/assessment to intentionally design next steps for teaching. (I.1, I.5, I.7)

I use my colleagues to give me feedback on my student work and next steps for instruction.

Goal #4

All students are in an environment that is organized for learning.

I create student friendly boards that label: *date CLO, artifact, agenda, guiding question, homework, student exemplars, college ready vocabulary with pictures.* (LE4)

I post student work exemplars and use them as an instructional tool. (LE.4)

I have reading materials and supplies ready for students.
(LE.4)

I expect students to practice for speaking presentations using the school speaking rubric. (1.2, I.3)

I expect students to respond to prompts in multiple sentences on a daily basis (5-7 sentences). (1.2, I.3)

Daily Instruction at Manual

How do we unfold our unit plans into daily lessons through CLOs?

When you write CLO's think about...

The task – What exactly are students being asked to do? What domain(s) are you asking them to focus on (listening, reading, writing, speaking)? What language function will they be asked to focus on (notes/annotate, discussion, compare/contrast)?

The purpose – Why should they do it? What important learning will flow from it?

The criteria – How will students' work be evaluated?

(These following ideas should be in the teacher's mind in planning and may not show up on the board)

The CLO...	Clearly communicates the ACT/CAS standards-based content and language objective for the lesson
	Connects to larger rationale of the unit and the final assessment
	Includes both a language and a content objective
	Is written in student friendly language
	Helps students and teachers focus lesson on language domain (reading, writing, listening, speaking)
	Helps students and teachers focus lesson on language function (compare and contrast, annotate, debate)
CLOs come alive when...	Students demonstrate understanding of CLO through their questions, comments, and work
	Teachers collect artifacts as checks for understanding of the CLO
	Teachers explicitly model precise academic language connected to the CLO
	Teachers provide differentiation to help support all students to meet CLO
	Teachers provide students with academically focused descriptive feedback aligned to content-language objective.
	Teachers align rubrics for the final assessment to the content and language concepts in the unit CLOs.

Artifacts at Manual:

Everyday teachers will collect feedback from students on their understanding of the CLO—formative assessment. Artifacts are

1. Used as a tool to adjust instruction the next day, days, or next minute
2. Are small enough to assess and adjust instruction in the next day or days
3. Serve as a mini step towards the final

On the Board it might look like:

CLO	Artifact
I explain how the 14 th amendment connects to free speech in school by citing textual evidence to support my claim.	First paragraph of Supreme Court Argument

Manual Unit Plan Criteria				
Element	Emerging	Developing	Meets	Exceeds
Standards Based			Includes ACT, Common Core and Colorado Academic Standards appropriate for grade level; Interdisciplinary standards included. Includes both content and literacy skills	
Big Ideas			Plan includes core content ideas that are at the core of the discipline, based on standards; These are the big ideas students will remember 10 years from now	
Guiding Questions			Questions allow students to use inquiry to get to the Big Ideas. Some questions might work all year long; some just for the unit. Must be engaging to students and must be debatable. Ask student for input.	
Final Product			Students are doing work that is similar to work being done in the field of study outside of school. Different audiences for the work should be considered. A pen and paper assessment may be one way to get at student understanding. Each day should build toward this final product as students practice the content and skills necessary to create the end of the product. The rubric for this final	
Learning Targets and Assessments			Standards are broken down into student friendly language on a daily basis. Target informs students of the learning each day. Each Learning Target has a formative assessment that gives teacher feedback and next steps for teaching. The target and assessment is clear each day for students. Learning targets become the criteria for quality work products. Rubrics match learning targets.	

Text

Students read a variety of complex texts that helps students discover answers to the guiding questions. Include more non-fiction than fiction text.

**Critical
Pedagogy**

Unit Includes attention to 1) Teachers and students producing together 2) Developing language and literacy across the 3) Curriculum connects school to students' Lives 4)Teaching complex thinking 5)Teaching through conversation (Crede)

Section V: GOVERNANCE & FINANCE

(14 page limit)

A. School Governance

The Manual Council will consist of teachers and staff members from every department in the school that have been nominated and confirmed by their fellow team members. In addition, there will be one principal appointed member of the committee, one parent, and one community member. We will explore adding an additional position on the Manual Council for a member of the McAuliffe at Manual middle school opening in 2016-2017. We will also be securing a permanent position for a member of Manual High School's staff on McAuliffe at Manual's governing body. The Manual Council will meet monthly to discuss topics including day-to-day operations of the school as well as planning for the future of Manual. The Manual Council will also approve the UIP, budget and other legal obligations as mandated by DPS. The minutes of the meetings will be emailed out to the staff after each meeting per the approval of the other members of the staff. This Manual Council will serve as the merged SLT and CSC in order to better streamline our activities. The principal will call additional meetings to address pressing needs for the school as well as seek the Council's guidance on topics such as the quarterly needs assessment, innovation plan updates, and budget issues. The principal will seek approval to sign off on the year's budget from the Manual Council as well as any changes to the calendar, hiring process, and innovation plan but will continue to hold the final decision making power.

B. Budget & Policy Narrative

Manual does not expect to incur any additional expenses that do not fall within what DPS traditionally funds. Dollars will be spent in a way to increase the mastery of standards for all students and push them towards success in college and career. Salaries for great teachers are a major priority, incentives for retaining the best teachers to stay at Manual, extra duty pay, technology to bridge the digital divide, high quality instructional materials based on research and practice. In order to maintain sound financial management at Manual, the school leader will have monthly meetings with our budget partner in DPS. We are moving to centralized bookkeeping services rather than an in house bookkeeper. The manager of our budget will be our district bookkeeper and will communicate regularly around any and all changes. Budgets for departments will be set at the beginning of the year and all purchasing will go through the supervising administrator. Manual will operate under actuals, not averages, in order to maintain the best services possible for our students. Under the School Finance Act, 80% of our student population is considered eligible for free or reduced lunch. We assume that this percentage will remain consistent in the years to come. At this time, Manual does not anticipate any private revenue sources to be available to the school in the future and we do not have any at this time.

Manual currently contracts with several organizations in order to best serve our students. We partner with Young Men of Purpose for \$10,000 to provide mentorship services to our male students; with Project Voyce for \$10,000 to build student voice capacity and extracurricular engagement for our students; with YMCA for \$20,000 to provide fitness education classes that are open to all students (saving us close to \$50,000 in staffing); and with Crosscore Creative for \$5,000 to provide marketing and online services for Manual. All contracts are subject to re-approval at the end of the academic year.

Manual relies heavily on DPS budget assistance which allows us very little contingency for budget support. Any contingency included in our budget at this time was determined in partnership with our district budget partner. Similar to our situation in 2015-2016 academic year, we would continue to be on

DPS budget assistance in the event of lower than expected enrollment. If we were to encounter a situation in which we fell short of our projections, we would have to make reductions in building and would look at areas that could reasonably job share. These decisions would be made in collaboration with our district budget partner, our Instructional Superintendent, the school leader, and the Manual Council.

Section VI: WAIVERS

A. District Policy Waivers

Innovation schools may request waivers from district policies. If you are seeking these waivers, provide a summary of the existing policy as well as replacement language for each of the policies you plan to waive out of. A sample table is provided below. For each district policy that you would like to request a waiver from, please copy and paste the table (below).

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF/BDF-R4: Collaborative School Committees	Governance
Original Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending 	