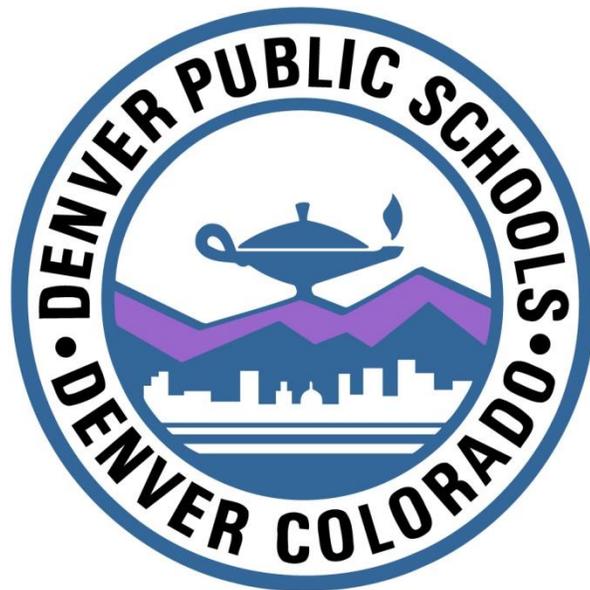


INNOVATION SCHOOL APPLICATION
Amended



McAuliffe International School
November 2016

INTRODUCTION

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

McAuliffe International School

Kurt Dennis, Principal

November 2016

INNOVATION: VISION & MISSION

Describe the vision and mission statement of the school and how innovation status will help the school achieve its mission.

State the vision of the school.

All members of the McAuliffe International School community will excel in academic achievement, personal conduct and service to the community.

State the mission of the school.

McAuliffe International School develops inquiring, knowledgeable and caring young people through the collaborative efforts of students, teachers, parents and community. McAuliffe International School is a rigorous, high-performing middle school that prepares students for success in high school, college and life.

Identify the school's target student population and community to be served.

McAuliffe International School serves the Greater Park Hill and Stapleton Enrollment Zone including students in high-income, low-minority areas and students in high-poverty, high-minority areas. The composition of the school is as follows: 10% African American, 15% Hispanic, 3% Asian, 64% White, and 8% Mixed Race. 20% of McAuliffe's students are eligible for Free and Reduced Lunch, and 5% are English language learners.

Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.

McAuliffe International School has set forth the following guiding priorities for student development:

Knowledgeable – McAuliffe International School will provide a rigorous and challenging learning environment enabling each child to reach his or her full academic potential.

Inquisitive – McAuliffe International School will empower students to be: open-minded, reflective, creative, and critical. Students will be encouraged to take risks intellectually and to become lifelong learners.

Compassionate – McAuliffe International School will develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students will demonstrate a personal commitment to service and make a positive difference in the lives of others.

Explain how the vision and mission support the mission of Denver Public Schools.

Denver Public Schools' mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society.

By providing students a high-performing school with a rigorous academic program, McAuliffe International School develops knowledgeable, inquisitive, and compassionate students, who will become contributing citizens in our society.

Identify specific barriers and/or school needs that impact student achievement. Explain how innovation status will help the school overcome the barriers and/or address the needs in order to achieve the mission.

Innovation status is required to achieve the McAuliffe International School mission of developing inquiring, knowledgeable, and caring young people.

Knowledgeable students - Innovation status is required to implement the proven educational programming that meets the rigorous demands of the community for deeper learning opportunities. Waivers are required to hire, develop, and assign IB knowledgeable teachers committed to the inquiry-based learning approach and to raise and allocate funds in a manner that is aligned to the school's instructional priorities.

Caring students – Innovation status will enable us to develop a positive school culture where students and staff model expectations for positive behaviors. The IB learner profile and areas of interaction enable greater emphasis on character development and student contributions to the well-being of classmates, communities and the environment. Waivers are required to reallocate teacher and student time to create opportunities for collaboration and deeper inquiry. The daily schedule will support instructional requirements of the program and respond to the needs of the community.

Parental involvement – Innovation status will allow us to better respond to the needs of our community. As a result, we will be better positioned to attract a broader parent base, which is critical to achieving our mission. In addition, the school calendar must be flexible to provide the time that is required for ongoing assessments, teacher collaboration and increased communication with parents, all of which is critical to maximizing student performance.

Multiculturalism – Innovation status will enable us to purchase materials and train and support teachers in order to implement the International Baccalaureate program with fidelity, thereby allowing us to develop a school that is culturally responsive and embraces diversity. Our innovation status will enable us to actively recruit a diverse student population from northeast Denver, while promoting global-mindedness in the classroom.

Responsive School-Based Decision Making – To ensure the school is responsive to and supports staff, students and their families, a greater level of decision-making flexibility is required. Innovation status will allow for greater school-based decision making and will facilitate a culture of high expectations and accountability.

Describe the culture of the school, how this culture promotes a positive academic environment, reinforces student intellectual and social development, and is aligned to the goals of the Denver Plan. Specifically,

Explain the systems, structures, practices, and traditions the school leader and leadership team will create to foster this culture for students, teachers, administrators, and parents starting from the first day of school.

In order to create a positive academic environment that reinforces student intellectual and social development, McAuliffe International School implements the following systems, structures, practices and traditions:

STAKEHOLDER SUPPORT

The foundation of McAuliffe International School's positive culture and climate starts with a stakeholder created shared vision that sets a high standard for student/staff performance and conduct. Stakeholder input overwhelmingly indicates that MIS must be a rigorous academic institution that educates the whole child and; as a result, the focus of MIS's shared vision is on academic, personal and social excellence.

In order to maintain stakeholder buy-in and ensure that McAuliffe International School is delivering on its promise, open lines of communication are established that allow for all stakeholder voices to be heard. A “parking lot”, web page, surveys and community engagements allow opportunities for students, staff, parents and the community to share their opinions and hold McAuliffe International School accountable for living up to its shared vision.

STUDENT VOICE

One morning a week, the principal will hold a grade level meeting to go over the calendar for the week, review the school’s mission (i.e. pep talk), celebrate and recognize student achievement, address concerns from the previous week and allow an opportunity for student voices to be heard.

FOCUS ON THE INDIVIDUAL

Following the Monday morning meeting, students will attend a thirty minute advisory class where they will learn organization methods, study skills, test-taking strategies, Cornell note-taking, methods of inquiry, and how to use thinking maps to enhance their learning. Advisory time will also be used for character education (per the IB Learner Profile) and reflection using the MYP Approaches to Learning.

RESPONSIBILITY AND ACCOUNTABILITY

In order to create a culture of responsibility and personal accountability, McAuliffe International School is in the process of implementing a restorative justice program to address disciplinary issues. Students and staff will make mistakes, but what matters most to the MIS learning community is how these mistakes are addressed and become learning opportunities. The common expectation surrounding all disciplinary issues will require that the student 1) acknowledge and accept responsibility for his or her mistake, 2) apologize and make restitution to the parties affected by the mistake, 3) do everything in his or her power to make sure that a similar transgression does not take place again. This process will help strengthen MIS’s integration of the “Community and Service” and “Health and Social Education” MYP Areas of Interaction.

At McAuliffe International School, “zeros” and missing assignments are not an option. The “punishment” for a student not doing his or her work, is for the student to do the work. In order to hold students accountable to this standard, MIS will implement a Refocus Program. If a student does not do his or her work, the student will be required to stay after school to complete all missing assignments.

STUDENT LEADERSHIP

The students at McAuliffe International School play a central role in maintaining a culture of high expectations and excellence. Student leadership groups are counted on to serve as mentors to new or struggling students, and lead new student orientation and train incoming sixth graders on the “MIS way”.

DRESS CODE

In order to prevent distractions and maintain a professional learning environment, appropriate attire and dress are required of all students and staff at McAuliffe International School. The dress code for all staff is at a minimum business casual. Students wear school-issued shirts along with khaki pants, shorts, dresses or skirts.

STAFF RESPONSIBILITIES

The staff at McAuliffe International School play an important role in maintaining a culture of high expectations and excellence. Teachers and support staff are trained by the principal prior to the start of the school year in how to implement and support the structures necessary for creating and maintaining a culture of excellence.

During the school year, staff are evaluated in how well they contribute to a positive school culture at MIS by:

- Celebrating students’ successes
- Holding students and colleagues accountable in a caring way
- Offering meaningful praise
- Being clear and consistent about expectations
- Consistently implementing and enforcing school-wide expectations for performance and behavior

PARENT INVOLVEMENT

Parents and guardians of McAuliffe International School students play an essential role in supporting the school's mission, culture and climate. Parents and guardians have opportunities to actively participate in their students' learning by:

- Thoroughly reading the frequent communications that they receive from MIS. Weekly electronic newsletters from the principal, progress updates from teachers, and information about how parents/guardians can help assist with learning opportunities at home are all forms of communication that will be made regularly available for parent use.
- Taking advantage of volunteer opportunities. Parents can support the culture of MIS by volunteering as chaperones at service learning events, participating in the CSC, supporting the school's fundraising efforts, and coaching, mentoring or tutoring MIS students.
- Utilizing the Infinite Campus Parent Portal to track their student's grades and academic progress. The Parent Portal allows parents to view when assignments are due, check to see if any assignments are missing and allows for parents to easily contact teachers by e-mail if they have questions or concerns.

Explain how the school culture will include and serve students with special needs, including students receiving special education services, English Language Learners, and any students at-risk of academic failure.

In keeping with the IB Mission of developing caring and compassionate young people, McAuliffe International School is an inclusive learning community where all students are respected and supported. The previously mentioned mentoring programs, peer mediators, orientations, team-building activities and advisory time are used to create a supportive learning environment where all students are considered to be an equally valuable member of the community.

Explain how you will leverage innovation status to improve school culture and achieve the vision and mission.

We strongly believe that Innovation Status enables McAuliffe International School to establish a learning community that best addresses the community's need for a high performing middle school with an academically rigorous educational program that produces inquiring, knowledgeable and caring students. McAuliffe International School maximizes full autonomy over budget, staffing, schedule, programs and curriculum to remove the barriers and restrictions that inhibit a school's ability to create a culture of lifelong learning and responsible action.

The culture of high expectations, compassion, and deep inquiry extend to staff as well as students. Staff participate in on-going professional development in the IB philosophy and instructional approach, work collaboratively and provide each other professional feedback. Teachers facilitate parent-student-teacher conferences with every student three times a year to discuss student academic progress and other developmental areas.

McAuliffe International School incorporates opportunities for character development with a focus on attributes identified in the IB Learner Profile. McAuliffe International School students will demonstrate: Love of Learning, Team Work, Integrity, Fairness, Respect, Responsibility, Open-mindedness, Compassion, Courage, Balance, and Reflection. Character education is directly taught by the principal, lead teacher and counselor and is reinforced by all teachers and staff through the trans-disciplinary curriculum.

School culture is regularly monitored through surveys of staff, students, parents, and the community and adjustments are made to ensure that the culture is aligned to the McAuliffe International School vision and mission.

INNOVATION: EDUCATION PROGRAM

Describe the research-based educational program the school will implement and how the program will produce gains in academic achievement.

Provide an overview of the school's research-based education program. Provide evidence that the education program is aligned with the needs of the school's target population and will ensure all students meet or exceed performance on the Colorado Academic Standards aligned with the Common Core State Standards. Information on the Colorado Academic Standards is available at: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html#standards>.

Research-Based Educational Program Overview:

McAuliffe International School offers the International Baccalaureate Middle Years Program (MYP). The IB Middle Years Program is research-based and has proven to be effective in schools both domestically and internationally. According to a study conducted by the Australian Council for Educational Research (2010), IB MYP students outperformed their non-IB peers on the International Schools Assessment in a majority of grade levels. The MYP provides students a global perspective through five areas of interaction:

- Approaches to Learning – Providing students with the tools to enable them to take responsibility for their own learning.
- Community and Service – Students will gain a deeper knowledge and understanding of the world around them with an emphasis on the skills needed to make an effective contribution to society.
- Human Ingenuity – Students will focus on the evolution, process and products of human creativity and their impact on life and society.
- Environment – Develop students' awareness of their interdependence with the environment so they understand and accept their responsibilities.
- Health and Social – Students will explore key aspects of development leading to complete and healthy lives encompassing physical, social and emotional health and intelligence.

These five areas of interaction are addressed in an interdisciplinary manner through the following MYP prescribed courses: Language A (English), Language B (World Language), Humanities, Science, Mathematics, Visual and Performing Arts, Physical Education and Technology.

MIS uses Houghton Mifflin Harcourt's Singapore Math program *Math in Focus*. The Singapore Math program provides a clear scope and sequence of instruction and focuses on fewer topics in greater depth. This is congruent with the revised Common Core and Colorado Math Standards. The effectiveness of the Math In Focus program is monitored by tracking student growth in math on PARCC. McAuliffe compares its student growth data to the highest performing middle schools in the district and the state to make sure that Math In Focus is serving our students at the highest possible level.

The Singapore Math program places a heavy emphasis on math modeling. According to both the National Council of Teachers of Mathematics and the National Math Panel, math modeling increases conceptual knowledge providing a strong foundation for advanced Mathematics. Research studies point to increased student achievement using the Singapore Math program. Domestically, based on 2010 state testing data, students in New Jersey using the program demonstrated significant gains over peers following a different math curriculum. Internationally, students following the Singapore curriculum who participate in the Trends in International Mathematics and Science Study consistently rank very high, with Singapore having the highest average scores of all nations.

In McAuliffe's fourth year of using the Math in Focus curriculum, 73% of MIS students Met or Exceeded Expectations on PARCC and students demonstrated a 72% median growth percentile for the 2015-16 school year. Both of these scores are amongst the highest in DPS and the state of Colorado.

In addition to a waiver in mathematics, MIS is requesting waivers from the DPS curricula for all grade levels in language arts.

For language arts, MIS has created its own curriculum that is more engaging and more closely aligned with the Common Core Standards than the Engage New York curriculum that DPS is currently using. We draw resources

and curriculum from a variety of sources including Lucy Calkins, Engage New York, Uncommon Schools and others.

In McAuliffe's fourth year of using its own ELA curriculum, 82% of MIS students Met or Exceeded Expectations on PARCC and students demonstrated a 84% median growth percentile for the 2015-16 school year. Both of these scores are amongst the highest in DPS and the state of Colorado.

Provide an overview of the instructional philosophy and approach. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for the student population you are proposing to serve. What innovations, if any, will the school implement?

McAuliffe International School's philosophy mirrors that of the IB Middle Years Program. Using a learner-centered approach, students collaboratively explore essential questions designed to provide them with a global perspective. Students are able to articulate what they should know and be able to do, as well as discuss any given activities' relevance to a performance assessment. Learning is monitored through frequent formal and informal formative assessment as well as student self-assessment. Continuous monitoring provides teachers with the data necessary to differentiate instruction based on proficiency levels. Self-assessment provides students an opportunity to be reflective and be responsible for their learning. In time, through the self-evaluation process, students learn to advocate for themselves – an essential skill in today's world.

Professional development is the focal point in creating a common educational culture amongst staff. Teaching staff are trained in the following three areas: IB Middle Years Program, backwards planning and lesson study.

IB Middle Years Program: Teachers are sent to an initial MYP training upon hire, and are required to attend additional trainings on a regular schedule as outlined by the IB.

Backwards Planning: Teachers are trained to plan units, beginning with the standard(s) and performance assessments. Using Understanding by Design as the framework, teachers will learn to unpack standards, develop multiple means for students to demonstrate learning and create relevant, engaging learning activities.

Lesson Study: Teachers are trained to cooperatively discuss lesson planning and implementation. They will design lessons together, observe the lesson in practice and collect pre-determined data during that lesson. Teachers will learn to review the data and adjust planning/ instruction based on their data collection.

Summarize the school's culture and learning environment (e.g., classroom-based, independent study, etc.). What innovations, if any, will the school implement?

The learning environment at McAuliffe International School reinforces the IB mission by providing:

- Learner-centered classrooms. Students learn by doing. Teacher talk and lecture are limited to providing background knowledge and when necessary direct instruction.
- Inquiry-based learning. Students learn by solving real world problems and answering essential questions.
- Interdisciplinary, project-based learning. Students learn by completing performance tasks that integrate skills and knowledge from multiple content areas.
- Depth over breadth. Students form deep understandings of essential learning objectives derived directly from the Common Core State Standards and internationally recognized IB standards.
- Opportunities for use of multiple intelligences. Students are able to demonstrate mastery using a variety of self-selected performance tasks.
- Flexible grouping. Students are grouped in a variety of manners dependent upon the needs of instruction and intervention. Collaboration and effective interpersonal communication skills are heavily emphasized.
- Service learning projects. Students gain real world knowledge, skills and experience by conducting service learning projects and working to improve their community.

- 24/7/365 learning opportunities. Students generally have one hour of homework each night, required summer math review, and required summer reading that incorporates themes from language arts and social studies.
- Mastery for all. Students are not “passed on” with D’s or F’s. Only A’s, B’s and C’s are considered passing grades. Students are allowed multiple opportunities to demonstrate their learning and be provided additional time and support to achieve mastery.
- Student ownership of learning. Each student is able to articulate: What she is learning; What success looks like; Why he or she is learning what she is learning and why she is learning it that way; What she will do if she needs help. What she will do next once she has met her learning objective.
- Capstone projects. Students complete and present personal projects at the end of their 8th grade year as a means of demonstrating the knowledge and skills that they have acquired in their time at MIS.
- College visits. Students have the opportunity to visit a local university campus each spring.

McAuliffe International School implements the following innovations to support a culture of high expectations and a rigorous learning environment for all students:

- A longer school day and school year allows the time necessary for all students to achieve mastery, learn to greater depth, implement service learning projects and be reflective about their learning.
- At-will employee status enables McAuliffe International School’s leadership to assemble and hold accountable a high-performing staff that believes in the school’s vision and mission.
- Flexible budgeting enables McAuliffe International School to purchase the resources and technology necessary to deliver experiential and year-round learning.

Describe class size and structure. What innovations, if any, will the school implement?

The average class size at McAuliffe International School is 30 students. The typical MIS student has math, language arts, and science/engineering every day. He or she also has social studies, world language, visual or performing art and PE every other day. Technology education will be integrated throughout all courses. Teachers will teach three or four blocks a day. Teachers also have one common planning period a week facilitated by an Instructional Guide or the MYP Coordinator.

Innovations allowing for a longer school day enable MIS to have a schedule that includes a common planning period. The common plan time is used for collaboration and the creation of the interdisciplinary project-based units that are essential to implementing the IB Program of Inquiry.

Describe how the school’s education plan will ensure cultural relevancy. Provide an overview of how the curriculum materials you propose will address the needs of culturally and linguistically diverse students.

The principles of the Middle Years Program are deeply rooted in international education. This philosophy is reflected in the IB Mission Statement, which expresses the IB’s overall purpose as an organization promoting and developing programs of international education.

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Discuss how the course scope and scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

McAuliffe International School will not request waivers from the district's assessment policies, procedures or assessment calendar. Data gathered from district assessments are used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students are strategically placed into intervention reading or math support classes. These classes are around 15 students and have paraprofessional support.

Students who are performing below grade level or not making adequate academic progress due to a learning disability or ELD status, will "double-dip" with interventions. They will participate in the Achieve3000 program and also meet with a special education interventionist or ELD interventionist during a different block of elective time. A conscious effort is made to insure that these students still receive a quality amount of instruction in electives such as art, music, PE, and technology, but inevitably instructional time is lost in these areas to intervention coursework.

Students in the intervention program take assessments on a bi-weekly basis. RTI (Response to Intervention) teams meet weekly to analyze student data and monitor student progress. RTI teams are comprised of the interventionist, special education teacher, classroom teachers and principal. The RTI team determines if the interventions being implemented are working. If the interventions are not improving student performance, new interventions are selected and implemented.

Student data is compiled in individual progress monitoring graphs and students set SMART goals for themselves on a quarterly basis.

Describe how the program will serve English language learners.

For English Language Learners, McAuliffe follows all district policies and procedures.

Describe how the program will serve special education students.

For Special Education Students, McAuliffe follows all district policies and procedures.

Describe how the program will serve gifted/talented and academically advanced students.

For Gifted and Talented students, McAuliffe follows all district policies and procedures.

Education Program Innovations

McAuliffe International School implements a unique Program of Inquiry scope and sequence based on the Common Core State Standards the International Baccalaureate Middle Years Program. Implementing the IB instructional approach and the Singapore Math program require waivers related to hiring, developing, and assigning well-trained and qualified teachers as well as waivers related to teacher and student scheduling to maximize collaboration and inquiry time.

A waiver is being requested to replace the DPS math curricular materials with the Singapore Math program. McAuliffe International School will follow the District process for securing approvals from the Chief Academic Office to offer alternatives to District-provided curriculum. **(See Appendix A)**

In addition to a waiver in mathematics, MIS is requesting waivers from the DPS curricula for all grade levels in language arts.

For language arts, please see below for a description of our curriculum:

Describe the process you use for developing curriculum guidance documents and resources including whether or not you use the DPS Scope and Sequence template.

At McAuliffe, our [Scope and Sequence](#) is modeled after the EngageNY 6-8 ELA Curriculum Map and guided by the [PARCC Model Content Framework for Literacy](#). Beginning with the reading and writing standards named in the EngageNY plan, we have developed units that address the standards in roughly the same order as the Engage units.

Identify the responsible parties for ensuring curriculum is aligned with CCSS/CAS including their prior curriculum development experience.

Our curriculum development efforts are led by Stephanie Gronholz and Jennifer Snodgrass. Stephanie, our MYP coordinator, earned a Masters in Teaching from Whitworth University in Spokane, Washington, in 2006 and her National Board certification in 2011. Before starting her middle school career at McAuliffe, she taught 9th and 10th grade language arts for six years and coordinated the high school portion of the MYP for two years. Numerous IB workshops, AVID trainings, and professional development sessions with the National Endowment for the Humanities and the National Consortium for Teaching about Asia have afforded Stephanie the opportunity to create instructional plans in challenging, collaborative settings.

Jennifer, who is in her thirteenth year teaching middle school language arts, earned an MA in Curriculum and Instruction in Secondary English Language Arts from the University of Colorado at Boulder. In addition, she worked as a Project Employee at McREL, where she developed curriculum for clients like NASA, McDonalds, and ABC News. As a teacher in Mesa County Valley School District #51, Jennifer served on a district-level curriculum committee for middle school language arts and worked as a literacy coach, planning and delivering after-school professional development for teachers. She served on CSAP benchmarking and prompt writing committees. Most recently, Jennifer served on the national committee responsible for setting cut scores for the seventh and eighth grade ELA PARCC exams. She also served on a committee to review the PARCC Performance Level Descriptors.

Describe the tools you will use as resources for developing the curriculum.

Our curriculum materials come from many sources. Many units have incorporated significant pieces from EngageNY, especially materials designed for reading instruction. In addition, our approaches to reading instruction are heavily informed by Doug Lemov's [Reading Reconsidered](#), and we all but one of our teachers have attended this training with UnCommon Schools. As recommended by the [PARCC Model Content Framework for Literacy](#), we alternating the focus of each unit from literary to non-fiction text.

Our writing units, incorporating many lessons but not the content of Lucy Calkins Units of Study in Writing, are designed to spiral skills in narrative, expository, and argumentative writing. The culminating writing task for the first three units in each grade level are designed to teach and assess students' readiness to perform on each of the three PARCC performance tasks (narrative first, then research, and finally literary analysis in most cases). As recommended by the [PARCC Model Content Framework for Literacy](#), each unit includes many shorter writing tasks meant to give students ample exposure to evidence-based writing, and we use a school-wide system of claim-evidence-reasoning writing instruction to cement these skills.

Describe the criteria you will use in evaluating the quality of the curriculum developed and its alignment to CCSS/CAS.

Much of our curriculum has been evaluated for quality by external sources. We have incorporated many units named as exemplars in the [Achieve the Core EQuIP Exemplar Units](#). In addition, we use their evaluation tools as a way of insuring that any teacher-created materials meet the standards named in their guidance documents.

In addition, we have put many units through a rigorous process of curriculum evaluation required by our International Baccalaureate status called Building Quality Curriculum. The self-evaluation rubric used in this process requires us to evaluate our units in many areas: conceptual foundation, quality of assessments, learning experiences, differentiation, resources, and more. After each unit, we reflect on the effectiveness of the unit overall and document the need for changes to lessons or assessments.

Detail the PD that will be provided to ELA staff developing teacher created curriculum

As mentioned earlier, all of our teachers are sent to the UnCommon Schools [Reading Reconsidered](#) training which supports their capacity to deliver rigorous literacy instruction. This year, we are conducting an informal study of the book itself in order to refine our practice and maintain focus on the approaches outlined in the book.

Stephanie and Jennifer have undergone extensive professional development that supports their capacity as curriculum developers. In July 2013, both attended a Category 2 Language Arts IB workshop in Atlanta, Georgia at the Center for the Advancement and Study of International Education, to develop MYP curriculum and assessment. Both attended “Teaching in the Time of the Common Core: The Challenge of Change” in November in addition to the two-day Reading and the Common Core training hosted by UnCommon Schools in Albany, NY this February. Jennifer also attended a two-day workshop in September entitled “Common Core State Standards Summit 2.0: Getting Ready for the Next Generation Assessments” sponsored by The Leadership and Learning Center at Houghton Mifflin Harcourt. Jennifer received extensive training as part of her role on the PARCC Performance Level Setting Committee.

Attach the timeline for developing CCSS/CAS aligned scope and sequences for each core course including any progress to date

Our [Scope and Sequence](#) has been in place and used for the past three years. We continually make changes to improve our curriculum and respond to trends in data and student enrollment.

Describe how you will monitor the quality and the effectiveness of the curriculum on an ongoing basis, including responsible parties, tools and criteria and process for making adjustments based on student academic performance data.

We have developed interims at the end of each unit that assess a student’s progress on the focus standards on a cold read and timed writing assessment. We use the Paul Bambrick Data Teams protocol to identify gaps in skills identified by these tests as well as classroom assessments and adjust instruction as necessary.

Each year, we look carefully at our PARCC subclaim data and make an overall department goal for improvement based on that data. Progress on that goal is monitored through formative assessment as well as on interim assessment.

Attach the scope and sequence template that you will be using:

See [Scope and Sequence](#).

See an IB Unit plan here: [IB Unit Plan - Holding on to Visibility in World War II](#)

See a teacher guidance document (summary of learning experiences and texts) here: [CCSS Learning Experiences Summary - Freak the Mighty and Personal Narrative](#)

The DPS social studies curriculum, Geography/History Alive! is a guaranteed and viable social studies curriculum for students in grades 6 through 8. It is aligned with the Colorado State Content Standards for social studies and it naturally supports the instructional and learning approaches of the Middle Years Programme by:

- Using backwards planning to map out units, assessments and instruction
- Encouraging cooperative group work and project-based learning
- Allowing students to use multiple intelligences to demonstrate knowledge and skills
- Emphasizing an inquiry-based, problem-solving approach to social issues
- Encouraging intercultural awareness and global-mindedness amongst students

The DPS middle school science curriculum covers earth, life and physical science. The curriculum was developed and field tested with the National Science Foundation and it incorporates the Colorado Academic Standards for science. The DPS science curriculum aligns well with the Middle Years Programme in that it:

- Focuses on big ideas and essential questions in earth, life, and physical sciences;
- Incorporates a research-based, constructivist approach to learning;
- Includes embedded formative assessments that are frequent and can be used to inform and drive instruction;
- Teaches science as inquiry;
- Includes materials for hands-on learning

Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

McAuliffe offers an incredibly robust selection of clubs and enrichments. Our “Director of Fun”, Sherry Beardshear runs four different sessions of enrichments on a nine week cycle. Each cycle has 6 to 8 offerings for after school activity. In addition, four enrichments are offered during homeroom in the library on a rotating basis.

Describe the school’s programs or strategies to address student mental, emotional, social development, and health needs.

Middle school is traditionally considered to be an emotionally and socially challenging time in a student’s life. In an effort to help students navigate the perils of adolescence, McAuliffe International School implements the following policies and programs:

- Bully-proofing. Bullying, harassment, hazing or taunting of any kind are not tolerated on the MIS campus.
- Safe-to-Tell. MIS participates in the Safe-to-Tell program where students can anonymously share information with the principal and authorities about bullying, threats or harmful behavior.
- Cores. Four content area teachers share the same group of 180 students. Teachers meet bi-weekly to discuss students’ social and emotional issues and address their concerns.
- Mental health team. MIS has two counselors, and a school psychologist on staff to address the mental health and developmental needs of students.

Describe the remediation and/or intervention programs and strategies the school will offer to address the needs of at-risk students (i.e. high dosage tutoring, extended learning time, etc.).

In addition to the RTI process outlined previously in this section, McAuliffe International School implements the following policies and programs to support at-risk students:

- Making connections. Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. A conscious effort is made on the part of all staff at MIS to connect with all kids, but especially those that are deemed to be at-risk of dropping out.
- Community tutoring program. Volunteer tutors from the community work with struggling learners one-on-one. The volunteers serve as role models, tutors and mentors to at-risk youth.
- Extended learning time. All students will have the benefit of an extended learning day and school year.
- Getting involved. A special emphasis is placed on getting at-risk students to participate in extracurricular activities. MIS believes that if students are having fun at school, they want to be at school and they will be less likely to drop out.
- Attendance and welfare checks. Students with poor attendance receive personal phone calls on the days that they are absent. MIS wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare.

If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Service learning is an integral part of McAuliffe International School's educational and student-development plans.

All students are expected to participate in community service projects that follow the service learning model of:

- Building community. Students will do team-building activities with members of their work groups.
- Conducting a needs assessment. Students will assess the needs in their community and surrounding environment.
- Selecting a problem. Students will select a community problem that they want to help solve.
- Researching the problem. Students will do research to learn as much as they can about their particular issue.
- Designing a solution/project. Students will design a plan to solve the problem.
- Completing the project. Students will carry out their plan and act to solve the problem in their community.
- Unveiling the final product. Students will share their service learning projects with the public.
- Celebrating and reflecting. Students will celebrate their success and reflect on their learning.

Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

McAuliffe International School will use its innovation status to improve its education program and produce gains in academic achievement by:

- Increasing the amount of time that students spend in the classroom to 8 hours a day and 186 days a year.
- Improving the quality of instruction in the classroom by recruiting and retaining excellent teachers on an at-will basis.
- Providing a rigorous culture of high expectations for all students and staff.

INNOVATION: ASSESSMENTS

Describe the school's assessment plan and how it is critical for the school to produce gains in academic achievement.

Provide an overview of the school's proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

McAuliffe International School's school-based assessment plan monitors student growth through continuous formative assessment and cumulative growth through final summative assessments.

Continuous assessment (as described at <http://ibo.org/myp/assessment>)

Teachers organize continuous assessment over the course of the school year according to specified assessment criteria that correspond to the standards of each content area. This regular assessment and reporting play a major role:

- in the students' and parents' understanding of the standards and assessment criteria
- in the students' preparation for final assessment at the end of the year
- in the development of the curriculum according to the principles of the MYP
- in informing and driving teachers' instruction

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement using multiple intelligences and according to the standards for each subject group. These include but are not limited to:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

In applying the MYP approaches to learning, MIS makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for both peer- and self-assessment.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. Rubrics are consistently used to provide students with detailed feedback in a manner that is descriptive, comprehensible, and useful. If students are not happy with their score, they are able to continue further study and retake an assessment at anytime in an effort to improve both their score and their mastery of the skills and content.

Final assessment

Final assessments take place at the end of each year in order to determine the levels individual students have achieved in relation to the stated standards for each subject group and for the personal project.

Teachers administer the appropriate sets of assessment tasks (provided by the IBO) and rigorously apply the prescribed assessment criteria defined for each subject group. The type of assessment tools available to teachers include all forms of:

- oral work
- written work
- project work

Teachers select the appropriate tasks and assessment tools according to:

- the resources available (ie. technology, lab equipment, etc.)
- the subjects to which they are being applied
- the particular standards that are being measured.

Grades from 1 (lowest) to 8 (highest) are awarded to students, for each subject and for the personal project, according to pre-defined grading criteria.

Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.

In accordance with the DPS assessment calendar, all students are assessed in reading, writing and math using DPS sanctioned assessments prior to the start of the school year. The data are used to schedule students into courses at their appropriate learning level and are used by teachers to plan for instruction. These assessments are

administered during the school year to monitor student growth and again at the end of the year to measure students' overall growth.

McAuliffe International School are committed to using data to drive instruction on a regular basis. In measuring student progress toward meeting goals, MIS implements all DPS required academic assessments

Additional assessments include observation, conferencing, formative assessments developed by teachers and the IBO, student and teacher developed rubrics, self-assessment, and student led conferences.

MIS uses a continuous assessment model. In addition to annual state assessments and interim district assessments, students are monitored weekly for progress and adjustments are made based on data. The staff utilize checklists of standards to be demonstrated and conduct informal and formal assessments weekly to inform instruction. Ideally, each student is individually guided through their learning, moving forward to mastery of the content and skills identified within the standards.

The staff are organized in interdisciplinary grade level collaborative groups and in intra-grade level content groups to examine and monitor the students' progress related to the planned instruction. Teachers meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Remediation activities and specific intervention (RTI) needs are identified and a plan of action is implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than one year for students below grade level. MIS is committed to using assessment to drive instruction to enable all students to succeed.

Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Diagnostic, formative and predictive assessments are administered on at least a weekly basis in all classes. The data from these assessments are used by data teams that meet on a weekly basis with an instructional guide during the common plan time to inform and direct teachers' instruction. During data team meetings, teachers identify gaps in student learning and determine how to best fill those gaps. Teachers also analyze which instructional strategies are working well for students and which need to be adjusted or discarded altogether.

Describe the data collection systems and structures the school will put in place to evaluate results from periodic and formative assessments, as well as parent, teacher, and student satisfaction. Describe how the school will enable teachers to use this data to meaningfully modify instruction, how the school will use the data to track and improve teacher effectiveness through professional development, and how the school will use this information to raise student achievement throughout the school.

McAuliffe International School's instructional guide maintains a spreadsheet that displays student growth and achievement data in an informative and useful fashion. Students' data is strategically grouped based on two criteria: level of performance and level of growth. Students with low growth and/or low performance are identified for participation in the RTI process. The students' data is also assigned to their teachers. Teachers with student data that indicates an unusual amount of low growth or low achievement receive direct support and coaching from the instructional guide. As the school year progresses, the instructional guide creates graphs for individual students and the school as a whole that reveals trends in student growth and achievement. This information will be used to direct the focus of professional development and student interventions throughout the school year.

Describe the school's proposed graduation and promotion policies.

Consistent with the DPS promotion, retention and acceleration policy IKE, MIS agrees that “grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging.”

The MIS promotion, retention, and acceleration policies ensure that students are prepared academically and emotionally to be successful in subsequent years of school and graduate ready for college and the workforce.

Retention decisions for students performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The principal, assistant principal, teachers, and parents confer at least three months prior to the end of the school year about the student's progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, or parents or the ILT.

If the principal approves the grade retention of a student, the student may be retained. Parents do not have the ability to override the decision of the principal. Parents are made aware of this policy via the Family Handbook or at the time of registration for all mid-year enrollees. The school regularly communicates student performance to parents/guardians.

Provide the school's exit standards for graduating students. Detail the skills, knowledge, and competencies every graduate of your school will attain.

All students that have spent three years at McAuliffe International School will attain the following skills, knowledge and competencies:

All students will be prepared to enter high school with a strong foundation of content knowledge in math, language arts, social studies, science, world languages, technology and the arts. Students will be held to a standard of achieving at least a 70% in each of their classes to be considered proficient and; thus, passing. MIS believes that promoting a student who has acquired less than 70% of the skills and knowledge required for a course is a disservice to the student. He or she is not adequately prepared to be successful in subsequent coursework and as a result he or she falls farther and farther behind in his or her learning. Our goal is to identify the gaps in the student's learning while he or she is still in the course and to fill the learning gaps before the student is promoted. This “gap-filling” occurs through the interventions previously outlined in this document as well as targeted instruction from the teacher, tutoring and additional time spent working after school if necessary.

All students will be prepared to enter high school with the skills and competencies outlined by the IB Learner Profile. Specifically, all students completing three years at McAuliffe International School students will be:

- Inquirers
- Critical Thinkers
- Effective Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Well-balanced
- Reflective

Students who do not demonstrate proficiency in one or more of the IB Learner Profile areas will not be retained. If the deficiency is significant enough that it will impede the student's chances of success at the high school level, the core team and counselor will include this information in the student's Individual Learning Plan and share it with the student's new school upon transfer.

Describe how and when promotion and graduation criteria will be communicated to parents and students.

Parents and students will be notified of the promotion criteria upon enrollment in McAuliffe International School via the Family Handbook.

Explain what policies and processes the school will implement for students at risk of dropping out of high school and/or not meeting the graduating criteria proposed (i.e., credit recovery, etc.)

Students are less likely to quit school if they are connected to an adult at the school and if they are involved in extracurricular activities that take place at the school. Therefore, at MIS, we offer two primary lines of defense against students dropping out:

- 1) An effort is made to get the student engaged in school through after school activities and athletics. If he or she can find success and or connections through these activities, it is more likely that he or she will enjoy being at school and want to remain in school.
- 2) The school's counselors oversee bi-weekly Kid Talks, where teachers gather by grade level to discuss students that they have concerns about. This is the starting point for the MTSS process in making sure that all students are receiving adequate supports and that students are slipping through the cracks. These programs and do everything that they can to ensure that no student at MIS is overlooked or allowed to fail. We also do regular grade checks on students, create support groups for struggling learners, and offer mental health and counseling services to students that need additional supports.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

Describe the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status.

Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.

In its first two years of serving students, McAuliffe International School was recognized by Denver Public Schools as *Distinguished* for its achievement and growth in literacy and mathematics. There was no SPF issued for the 2014-15 school year. In 2015-16, despite having the highest achievement and growth scores of any middle school in the district, DPS downgraded McAuliffe's rating to Meeting Expectations due to new criteria in the SPF. In the 2016-17 school year, the school will be downgraded again to Approaching Expectations due to additional new criteria in the SPF. Due to the continuously changing nature of the SPF, we decline to set goals using this district framework. It is pointless to set goals for hitting a moving target. Instead, we use the Colorado Growth Model and Colorado School Grades to set our achievement goals. For every year of its existence, McAuliffe has been ranked one of the top ten middle schools in the State of Colorado out of over 500 schools. This continues to remain our goal for future performance.

Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

MIS uses a “Plan, Do, Check, Adjust” model and the “Teaching/Learning Cycle” to ensure continuous quality improvement in order to meet or exceed our achievement goals.

Plan: The staff of MIS meet on a regular basis to collaboratively plan quality instruction and create common formative assessments. Specifically, teachers identify the unit’s learning objectives based on the Common Core State Standards. They will strategically group students, select the appropriate instructional approaches, choose the best resources for the unit and create authentic performance-based assessments.

Do: Teachers and interventionists implement the instructional approaches and performance tasks created in the planning stage of the process. They gradually release support for the students as new learning occurs.

Check: Teachers and interventionists collect information about the progress of their learners. They collaboratively assess student work to establish inter-rater reliability and analyze the data gathered from the assessments. Students receive descriptive feedback that allows them to focus their learning and adjust their performance. Teachers must be able to answer the following questions about each student: 1) What does the student know? 2) What can the student do? 3) What does the student need to do next?

Adjust: Teachers and interventionists adjust their instruction and assessments based upon the data that they accumulated in the previous step. They strategically re-group students based on performance data. Those students that need additional time and attention with a particular learning objective are allowed that time using a different instructional approach in a more individualized setting. Those students that demonstrated proficiency with the previous learning objective are able to move on to their next learning objective.

Describe the actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such adjustments/corrective actions and who would be responsible for implementing them.

Data gathered from assessments is used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students are strategically placed into intervention courses. The interventionist uses the iReady program to teach literacy skills to struggling readers and uses the interventions outlined in the Singapore Math program to teach math skills to students struggling in mathematics.

If a content area teacher’s students are collectively not making adequate progress and meeting academic achievement goals, the teacher will be supported directly by an instructional coach in the following manner:

- The instructional coach will do classroom observations on a regular basis. Based on his or her observations, the instructional coach will make recommendations to the teacher and model instructional strategies.
- The instructional coach will videotape the teacher teaching and they will analyze the teacher’s classroom performance together. The video will be used for diagnostic purposes and not in a punitive manner. It will not be shared with anyone other than the teacher without the teacher’s permission.
- The instructional coach will cover the teacher’s classes on occasion so that the teacher can observe exemplar teachers who are teaching in other classrooms.

If after an extended period of time, the teacher does not demonstrate improvement or professional growth, the principal will begin the process of terminating his or her position with the school.

If the school as a whole falls short of its academic achievement expectations, the principal and staff will be held accountable. The expectation for McAuliffe International School is that it will be a high growth, high achievement middle school.

Describe how the school will use time strategically to support the vision, mission and education program so as to produce gains in academic achievement.

Describe the structure of the school day and week and any innovations to the school's calendar and schedule under innovation status and how such changes will lead to increased student achievement

- McAuliffe International School offers an eight-hour school day. School starts at 8:00am and ends at 4:00pm. This is an increase of one hour a day over the traditional middle school day and results in a 14% increase in daily learning time for students.
- MIS extends the school year from 171 student contact days to 186 student contact days. This is an increase of 9%% in the number of days of school offered to MIS students versus those students at a traditional middle school. School starts the second week of August and ends the Friday before Memorial Day Weekend. Vacation time will be limited to Labor Day, Fall Break, Thanksgiving Break, Winter Vacation, Martin Luther King Jr. Day, President's Day, and Spring Break. The school calendar is reviewed and finalized by the SLT in March of the preceding school year.
- In total, MIS students attend school for 1488 hours a year versus 1197 hours for students at a traditional middle school (an increase of over 24%).
- If a student attends MIS for grades 6 through 8, cumulatively, he or she will have received almost a full school year (873 hours) of additional instructional time in his or her middle school career.

Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.

Students receive 81 minutes a day of instruction in mathematics and language arts. Students receive 81 minutes of instruction every other day in social studies and science and all elective courses. By extending the school day and the school year, MIS has sufficient time to meet the IB/MYP requirement that students receive at least 50 hours a year of instruction in visual and performing arts, physical education, technology and world languages. The additional time also allows teachers to instruct to the depth that is required by MYP without having to rush through the Core Content Standards.

Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Students needing Tier 2 or Tier 3 interventions receive anywhere from 1 to 10 hours a week of direct support services depending on the requirements set forth in their Personal Learning Plan or Individual Education Plan.

Explain why the school's daily and weekly schedule will be optimal for student learning, including how schedules provide flexibility to meet the individual needs of the students, allow for collaboration among teachers, and allow for English Language Learners, students with disabilities, and students struggling academically to receive the supports and additional services they may need.

The school's daily schedule is optimal for student learning in the following ways:

- Teachers have a common plan to create interdisciplinary, project-based lessons, make common formative assessments, establish inter-rater reliability and address the social/emotional needs of students in their core.
- Because students at MIS take four elective classes over two days, struggling learners will have time to receive supports and additional services while still being able to participate in electives. For example, a student needing an intervention or ELL class may participate in that course in lieu of one elective; however, he or she will still be able to participate in two elective courses during his or her school day.

INNOVATION: STUDENT ENROLLMENT

Describe how enrollment practices will provide equal access to any student in your attendance boundary who is interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

McAuliffe International School is a full participant in the Denver Public Schools Choice System. For more information about School Choice in DPS, please visit <http://schoolchoice.dpsk12.org/>.

The 2016/17 First Round School Choice process will begin on December 16th, 2016 and end on January 31st, 2017.

When the 2016/17 First Round SchoolChoice student assignment process is run, several factors are considered. The following information is used to prioritize applicants who are interested in attending McAuliffe International School.

- Note: No particular type of applicant is guaranteed admission in the First Round.
- All applicants will be prioritized in the following way:
 1. Students who live in the Stapleton-Park Hill middle school enrollment zone
 2. Denver residents who have a currently-attending sibling who will also be at the school next year.
 3. Students who are immediate family members of staff at McAuliffe.
 4. All other Denver Residents
 5. All other Non-Denver Residents

McAuliffe International School makes every attempt to accommodate siblings who apply together in the same school year. Meaning, if one sibling applicant is assigned to this school, the other may be too.

INNOVATION: HUMAN RESOURCE MANAGEMENT

Describe the proposed plan for staffing, recruiting, selecting, and developing employees, the school's personnel policies, and the school's leadership structure. Explain how they will be changed by innovation status, and how these changes will lead to increased student achievement.

Describe any innovations in the school's personnel policies under innovation status and how these changes will produce gains in academic achievement.

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in Appendix D, McAuliffe International School requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

McAuliffe International School is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students.

The innovation plan includes waivers from state statutes and the DPS/DCTA collective bargaining agreement, including but not limited to, a waiver of the Teacher Employment, Compensation and Dismissal Act of 1990.

Employment Status

Teachers hired by MIS will be “at-will” and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* for their first year of employment. The teacher will have a right to end his/her work relationship with MIS and the Denver Public Schools for any reason at any time. MIS and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Employee Handbook.

The employment rights of secretaries, paraprofessionals, custodians, facilities managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. MIS will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit at MIS, the school will work with the district to remove the staff member and find a more suitable placement. The MIS principal will be the ultimate decision maker regarding the selection and hiring of classified personnel.

As described in this document, including Appendix E, MIS is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. MIS will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of MIS students, staff, and programs.
- Create a process to address under-performing employees.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school’s culture as described in the Innovation Plan.

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

Employment terms and conditions stated in the Innovation Plan will be made known to all employees throughout the hiring process and will be clearly outlined in the employee offer letter. By signing the offer letter, employees acknowledge that they understand and agree with the employment conditions at McAuliffe International School.

Describe any innovations in the school’s staffing plan under innovation status and how these changes will produce gains in academic achievement.

Describe all non-teaching staff positions and how they will contribute to achieving the school’s goals.

The administration (classified as Assistant Principals in the school budget) oversees all professional development, supports teachers through observation and feedback, implements LEAP with fidelity and provides guidance to the principal regarding staffing and curriculum concerns.

Middle Years Programme Coordinator (Language Arts teacher with one additional planning period) oversees the implementation of the MYP at McAuliffe International School. The coordinator guides MIS through the authorization process, identifies and schedules IB trainings for staff, supports teachers in classroom implementation of the MYP,

and supports the principal by being a conduit to the International Baccalaureate Organization and the International Baccalaureate Association of Rocky Mountain Schools.

The School Accountability Lead (.5 Secondary Office Support II) allows teachers and administration to focus on instruction and student achievement by coordinating and conducting testing for all students on district mandated assessments. The SAL provides student data to help drive instruction at the classroom level and to guide decision-making at the administrative level.

The Counselor guides student leadership organizations, addresses student mental health issues, moderates student-to-student conflicts, oversees athletics, coordinates Individual and Career Academic Plans (ICAPs) and assists students with personal and social development.

Describe any innovations in the school's process for identifying, recruiting, and selecting new staff under innovation status and how these changes will lead to increased student achievement.

Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.

McAuliffe International School utilizes a rigorous and comprehensive screening process to ensure the selection of the highest-quality staff. The principal makes all staffing decisions. MIS relies on the following selection process to select the best candidates on numerous indicators:

- Posting of job descriptions, requirements and qualifications through multiple websites, career fairs, partner organizations (IBO) and professional networks (ACSD, CASE, CDE, etc.)
- Stage 1: Application, resume and cover letter screening.
- Stage 2: Initial 45 minute interview.
- Stage 3: Observation of candidate teaching a sample lesson. Follow-up 45 minute interview.
- Stage 4: Verification of previous employment, professional and personal references.
- Stage 5: Offers of employment to the strongest candidates.

The same process is followed for support staff and administrative staff, except for the teaching of a sample lesson.

When an offer is made to a potential new employee, he or she is fully informed in writing as to the Human Resource waivers that are in place at MIS and that by signing the offer letter, the new hire is indicating that he or she is in agreement with the terms of his or her working conditions.

Describe selection criteria and other qualifications for faculty, support staff, and administrative staff that will ensure fit with the vision, mission and academic plan of the school.

McAuliffe International School uses the following criteria when selecting staff:

- Strong moral purpose and belief in the right of all students to a high quality education
- Firm belief that all students can learn
- Pride in oneself and one's quality of work
- Self-disciplined, self-motivated, and hardworking
- Empathetic, loves kids
- Lifelong learner, thoughtful and reflective
- Works well with other adults
- Optimistic with a pleasant disposition
- Experienced
- Knowledgeable of content and instructional strategies
- Effective communicator with strong customer service skills.

Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.

Describe any incentive or reward programs and how they align with the vision and mission of the school.

McAuliffe International School does not plan to offer any financial incentives or reward programs above and beyond the DPS Salary Schedule/ProComp.

Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.

Describe your vision for the professional culture you want to create at your school. The description should explain how professional development for the faculty will build coherence, support the education program and build capacity to improve student achievement.

The professional culture at MIS is a culture of collaboration, collegiality and excellence.

Collaboration is facilitated through core teams and common plan time. Teachers will meet twice each week for 60 minutes to integrate lessons, share best practices, and discuss student issues. Common plan time will be facilitated by the MYP Coordinator, department lead or administration

Collegiality is fostered through a culture of mutual respect and understanding. The leadership of MIS leads by example in how they interact with staff and faculty. Individual contributions are celebrated, stakeholders have a voice in the decision-making process and all discourse is civil and conducted in a manner that values all perspectives.

A culture of excellence is achieved through motivation and accountability. Staff and faculty are given as much autonomy as possible regarding the use of time and the selection of teams, tasks and technique. It is our belief that when individuals are given a high level of autonomy regarding the previously mentioned areas, they will be motivated to perform to the best of their abilities (see *Drive* by Daniel Pink). A high degree of staff and faculty autonomy; however, does not equate to freedom from high expectations. All staff and faculty are accountable for providing students with an excellent education. All McAuliffe International School parents and students receive the highest level of customer service possible.

Ongoing twice weekly Common Plan and Data Teams: Building level professional development will occur twice a week on Tuesdays and Thursdays for one hour during grade level common planning periods.

Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees and describe how the school's culture and leadership team will support the professional growth of all teachers.

McAuliffe International School's culture emphasizes lifelong learning and the relentless pursuit of excellence; therefore, the leadership of MIS fully support the career goals of its faculty and staff. Every school year, faculty and staff meet individually with the principal to discuss their goals related to the school year and to their own professional growth. The principal seeks to identify ways in which the school can support the staff member's goals whether by adjusting schedules and assignments or by participating in programs and opportunities offered by DPS, professional organizations or institutions of higher learning. In addition, teachers have the opportunity to participate

in PDUs facilitated by the MYP Coordinator and they have the opportunity to visit other classrooms to observe best practices being implemented by teachers throughout the district.

Describe the types of teacher collaborations and teacher teams that will be established in the first year of the school and will be present when the school is at capacity. Describe the work of the proposed teacher teams or collaboration.

In addition to the previously mentioned core and grade level teams, MIS has an Instructional Leadership Team that is comprised of the MYP Coordinator, assistant principals, principal and teacher leaders from each core content area and electives (as part of the TLC). The purpose of the ILT is to raise and address curricular and instructional concerns, to provide input for professional development needs and to improve supports for teachers' performance in the classroom. It will operate as an issue-focused advisory group and not a decision-making body.

Describe the school's plan to cultivate future leadership capacity.

All staff have the opportunity to participate on leadership teams and to serve as department chairpersons. A goal for MIS is that all teachers have the opportunity to progress professionally towards being an instructional leader, instructional coach or school leader at MIS or another school in DPS if they so desire.

Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire district.

As a school of innovation, McAuliffe International School views itself as an incubator for approaches to learning and instruction that are not utilized district-wide; therefore, MIS has a responsibility to share its experiences and findings with the rest of the district regarding the successes and failures of its innovations. The MIS school leader will share innovative practices and results with school and district leaders via the district network structure. In addition, the MIS school leader participates in regular meetings with other Innovation School leaders in the district with the express purpose of sharing practices and learning from the successes and challenges of others.

Describe any innovations in the school's performance management system under innovation status and how these changes will lead to increased student achievement.

Describe policies and procedures for establishing individual employee goals.

MIS uses the LEAP evaluation system framework and observation tools to set individual performance goals at goal-setting conferences. Goal-setting conferences will occur at the start of the school year. Teachers will set their goals in consultation with their supervising administrator.

Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.

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

All teachers are formally evaluated 2 times per year using the DPS Effective Teaching Framework. The observations are performed by the evaluating administrator, trained teacher leader, or consultant and observations are performed by the DPS Peer Review Team if the teacher is new to DPS or needs additional support.

Excellence in staff and faculty performance are recognized and celebrated at monthly meetings through IB Learner Profile awards. Teachers of excellence model best practices via Teachers Observing Other Teachers and work with collaborative teams to analyze instruction that is resulting in exceptional student achievement.

Celebrations include hand written thank you notes, public recognition of successes, encouragement and support for teacher's professional goals, occasional celebratory coffee cart and breakfast burrito deliveries, and in general making MIS a fun place to work.

Describe who is involved in the evaluation process, how feedback will be provided, and how often.

Consistent with the DPS LEAP evaluation system, the principal, teacher leaders, assistant principals, a consultant and peer observers are involved in the evaluation process. Teachers are formally observed with specific feedback 2 times per year and receive feedback on progress toward individual growth goals and student achievement gains.

In addition to the LEAP observations, teacher leaders and administrators perform additional informal observations and classroom walkthroughs for all teachers. They provide the observed teacher with specific and useful written feedback regarding what was observed in the lesson and allow time for the teacher to meet and discuss the observations if he or she so desires.

Explain how the school will handle unsatisfactory leadership and teacher performance.

Describe employee remediation policies and procedures.

When the school leader determines that a teacher is not meeting performance expectations, the principal notifies the teacher of this concern via a Memorandum of Understanding and meeting. The memo lists the areas for improvement that the teacher will be required to address to the satisfaction of the principal and/or assistant principal. Resources and supports are made available to the teacher in an effort to assist the teacher in correcting the performance concerns.

The teacher may be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. As stated in this plan and elsewhere, teachers at McAuliffe International School are at-will employees (their first year at McAuliffe) and can be terminated for any lawful reason, with or without an improvement plan.

Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

MIS implements the DPS LEAP performance management system. Teacher performance data, student surveys and student achievement data are used to establish a fair assessment of a teacher's overall performance. Teachers and administrators use LEAP data to guide the setting of professional goals and professional development priorities. Professional development resources and opportunities are directed strategically at areas of instructional weakness identified by LEAP. It is expected that teachers demonstrate growth in areas of weakness, instruction improves and; as a result, student engagement and academic achievement improve as well.

Describe any innovations to the school's leadership structure as a result of innovation status and how these changes will lead to increased student achievement.

The school utilizes a distributed instructional leadership model through the Teacher Leadership Collaborative. The TLC is a partnership with Denver Public Schools where DPS pays 30% of a teacher's salary and in return the school gives the teacher a reduced teaching load so that he or she may coach and evaluate other teachers as well as provide curricular and MYP supports.

With a distributed leadership model, individuals on the team benefit from increased empowerment. The greater the shared focus on the MYP, the greater the impact and effectiveness of the instruction for students. The distributed model strengthens the school community particularly in the time of change and transition. The program is owned by

the staff and not just an individual. Continuity and consistency of the MYP is maintained when ownership and responsibility rests with the entire staff rather than a few individuals.

Oversight and accountability for the effective implementation of the innovation plan remains the school principal's responsibility.

Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.

Kurt Dennis, the Principal of McAuliffe International School, has over 12 years of experience working in education in the Denver area. He spent the past 4 years working as an assistant principal in the Westminster 50 School District. Prior to working as an assistant principal he worked as a science teacher, ESL teacher and Dean of Students. Over the years, Mr. Dennis has designed and implemented multiple programs that have significantly improved the student experience for a variety of students. Specifically he developed and implemented a "Newcomer's Program" for immigrant students new to the United States. He was also a founding member of the leadership team for the New Westminster High School. Based on these experiences along with extensive experience in administrative capacities, Mr. Dennis will be able to provide sound insight into the needs of the Greater Stapleton/Park Hill Middle School target population. The International Baccalaureate Program directed by Mr. Dennis the past two years at Westminster High School has seen tremendous improvement in student performance. From 2010 to 2011, there was a 366% increase in the number of students who earned the IB Diploma. Furthermore, performance in individual subject areas increased dramatically as shown in the table below:

IB Testing Content Area	2011 Average Student Score	2010 Average Student Score
English	4.46	3.55
French	3.50	3.25
Spanish	4.10	3.58
History	3.36	3.35
Biology	3.09	2.38
Math	3.78	3.76
Visual Art	4.8	4.0

Provide a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.

If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

The MIS Leadership Succession Plan is as follows:

In the event that the current school principal vacates the position, the School Leadership Team will be responsible for implementing the principal selection process in consultation with DPS. The SLT will identify an interview team that will be comprised of 4 teachers, the principal's secretary, the exiting principal (per SLT approval), assistant principals and 2 parents and/or community members. The committee will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

A neutral party will be invited to facilitate all faculty and parent/community meetings.

The selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- Development of a job description based on faculty and parent/community input;
- Posting of position on DPS's website and other external outlets;
- Development of interview questions and selection criteria rubric based on job description and key leader attributes;
- Application screening and scoring;
- Conduct interviews including performance tasks such as classroom observations and feedback sessions;
- Reference checks on top candidates;
- Host a public symposium for finalists;
- Conduct site visits to finalists current schools;
- SLT selects final candidates;
- Submits recommendation of two finalists to Superintendent for final selection;
- Announce position acceptance to staff, students, parents, and community.

The goal of MIS is to develop leadership and operational capacity amongst the staff so that in times of transition, the school continues to function at the highest possible level. The strong culture and climate of MIS will dictate that staff and student performance will not be affected by a change in leadership and that the level of customer service will not deteriorate.

The assistant principals and MYP Coordinator would all be logical candidates to succeed the principal in that they will be an integral part of the school's leadership team and understand the day-to-day operations of the building. They will already have relationships built with the staff, students and community and could continue the school's pursuit of its vision and mission without substantial disruption or turnover.

The acting principal will make every effort to groom and prepare members of the leadership team for the possibility of leading MIS by including them in:

- Staffing and curriculum decisions
- Budgeting and scheduling processes
- Facility management and safety protocols
- Planning and facilitating professional development and staff meetings
- Community engagements and recruitment efforts
- Working with district leadership
- Establishing relationships with all pertinent district departments

The Principal Selection Committee will consider the following criteria when selecting a new principal for McAuliffe International School:

- Character- the school leader should be honest, fair and have integrity
- Situational awareness- the school leader should be actively involved and know what is going on in classrooms and the hallways.
- Intelligence and inquiry- the school leader should be informed on the latest theories and best practices in education.
- Input and listening- the school leader should want input from his or her teachers to help make decisions and create policies.
- Communicator- the school leader should operate transparently, be an effective communicator and be able to actively engage parents and the community
- Relationships- the school leader should be personable, empathetic and value positive relationships with students, staff and parents.

Describe proposed changes to the school’s governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?

Describe any advisory bodies or councils that have been and that will be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s leadership.

MIS is governed by the executive principal in accordance with the autonomy and accountability outlined in the approved Innovation Plan. The executive principal reports to the assigned instructional superintendent who will hold the executive principal accountable and will provide needed support.

The McAuliffe International School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 7 voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 1 Assistant Principal
- 1 MYP Coordinator
- 1 Teacher

Positions assigned by drawing of all interested candidates (serving 1 year terms):

- 3 Parents

The SLT shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding the following areas (as outlined in BDFH):
 - focus on the UIP 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 UIP;
 - 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 candidates to the superintendent;
 - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;
 - review, and when appropriate, approve discipline and safety procedures;
 - review, and when appropriate, revise the school calendar and/or schedule;
 - make recommendations regarding any changes to the school design to the District Board of Education through the building principal.

If applicable, attach a copy of the school's committee descriptions.

McAuliffe International School has parent committees to support the school in the following areas:

Teacher Support- each classroom teacher will have one parent supporter who is willing to help with routine tasks in order to allow the teacher to focus more directly on classroom instruction.

Fundraising- a committee of parent volunteers will coordinate the one annual fundraiser for MIS.

Student Socials- this committee will plan and coordinate two student mixers/dances each school year. This committee will also include student representatives.

McAuliffe Athletics Council- the MAC will support athletic programs at MIS by keeping score at games, operating the concession stand, increasing school spirit and helping with overall logistics surrounding athletics.

Activities Council- this committee will support the visual and performing arts at MIS as well as extracurricular activities. They will help promote performances, create and print programs, and help with overall logistics surrounding performances and activities.

Service Learning- a committee of parent volunteers will help coordinate and chaperone the two days of community service that MIS students will participate in each year. This committee will also include student representatives.

Field Trip- parents and volunteers will help coordinate and chaperone the students' visit to a local college or university each year. This committee will also include student representatives.

Back-to-School Night- this committee will help plan and coordinate the annual Back-to-School Night event that takes place each August at MIS.

Academic Awards Ceremony- a committee of parent volunteers will help to plan and coordinate the annual Academic Awards Ceremony each spring.

Tutoring/Mentorships- members of this committee will volunteer to serve as tutors/mentors to students and help coordinate the tutoring/mentoring program at MIS

Critical Needs- committee members will work to provide material support to students (identity protected) who might need school supplies, clothing, food or other material support in order to be healthy and successful in school.

Volunteer Coordination- committee members track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.

Enrichment- volunteers lead enrichment activities for students two days a week for 60 minutes each day for 12 weeks.

Aquatics- volunteers chaperone students to the Central Park Rec Center for an aquatics program one day a week during 2nd trimester.

Committee policies and procedures:

- Parents are able to sign up for committee work online in the spring or at registration for service the following school year.
- Each committee is led by a chairperson.
- The chairperson reports directly to the principal.

- All public communication from the committees is vetted by the principal and distributed through the Main Office.
- Committee chairpersons meet collectively with the principal to foster inter-committee communication and support.
- The number of members serving on each committee varies based on interest and need.
- There is a celebration at the end of the school year for all volunteers that meet the 10 hour service goal.

Describe the parent and community engagement plan that will be implemented to support the school's mission. Describe what you have done and how you will continue to engage parents in the school's culture and operations. How has and how will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? How will the school ensure its family engagement efforts are meaningful and relevant for the proposed target population? Describe any commitments or volunteer activities the school will seek or offer to parents.

The following are major themes regarding the engagement of parents in the school's culture and operations:

Communications must be transparent, open and inclusive:

- School performance data will be accessible on the school website and easy to understand.
- School website will be updated regularly and include accurate information.
- Stakeholders will know exactly how their donations and volunteer time are being used.
- Clear roles and expectations for communications between all stakeholders will be outlined in the Student/Family Handbook.

Communications must be regular and incorporate a variety of media and strategies.

- Information will be centralized via the school website. Parents and students will not be overwhelmed with information being dispersed across too many locations.
- All staff will be on the same page regarding communications from the school so that parents and students are not receiving mixed messages.
- Teachers will each have their own blogs to communicate with parents regarding class activities, homework, learning opportunities, etc.
- Parents will be able to access students' grades and attendance records in real-time via the Infinite Campus Parent Portal.

A broad range of opportunities for engagement and participation must be made available to all stakeholders.

- Routine opportunities for stakeholder participation will include: monthly coffees with the principal, surveys, a FAQs and Comments link on the school website, teacher blogs, and bi-weekly newsletters from the principal.
- Students will have an essential role as ambassadors between school and home. Students will lead Parent-Teacher Conferences and communicate with parents regarding events that are taking place at school and in the classroom.

Extra efforts at outreach must be made by the school to ensure the participation of all stakeholders.

- The principal will lead by example and embrace a culture of engagement and participation.
- Parents will be engaged prior to their students enrolling at MIS. Outreach and engagement efforts will extend into the elementary schools via open houses, information nights, the principal attending Back-to-School Nights and other events at the elementary schools.
- The principal will request specific parental involvement and support on an as-needed basis.
- A system for tracking and reinforcing engagement will be created.

Describe how innovation status will be used to leverage parental involvement.

MIS will use its innovation status to eliminate many of the non-contact days from the traditional DPS academic calendar. Our goal is to still allow teachers time for professional development and work days, but not at the sacrifice of student learning time. In order to accomplish this goal, we will utilize parent volunteers as well as all non-

instructional staff to serve as chaperones on service days and field trips. While students are off campus on these days, teachers will be working in their classrooms or training in professional development.

MIS will also ask that each family volunteer at least 10 hours a year in service to the school. Single parent families will be asked to volunteer at least 5 hours a year in service. Opportunities for volunteering include the previously mentioned committees plus attendance at Back-to-School Night, Parent Teacher Conferences, performances, and celebrations.

Describe any community partnerships needed to implement the school's innovation plan.

McAuliffe International School will partner with the International Baccalaureate Organization in order to implement the Middle Years Programme with fidelity.

INNOVATION: BUDGET

Provide a budget and an estimate of potential cost savings and increased efficiencies as a result of innovation status. Explain how the school's allocation of resources, as reflected in the budget, supports the vision, mission and education plan.

The allocation of funding in the budget reflects the priorities of McAuliffe International School. The highest priority for spending is to provide quality instruction and a rigorous learning environment. MIS operates on actual salaries.

A contingency budget has been drafted in case MIS falls short of its enrollment and fundraising goals. In order to account for the loss of revenue, MIS would take the following steps regarding staffing and budgeting:

- 1) Eliminate the Interventionist's position
- 2) Eliminate the Office Support II position
- 3) Eliminate one Counselor position
- 4) Reduce spending on General Supplies
- 5) Reduce spending on Other Professional Services

These reductions would allow MIS to continue to offer its full array of elective courses, maintain student-teacher ratios and continue offering the MYP.

Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

The curricular materials and staff development necessary to implement the Middle Years Program and reach the MIS goals of developing knowledgeable, inquisitive and compassionate young people are paid for by full enrollment on an annual basis. McAuliffe has been fortunate to exceed enrollment projections every year with a waitlist. As a result, adequate funding is available to support the school's education plan.

Student fees are applied for science laboratory materials, locker maintenance, computer maintenance, art supplies, yearbooks, student IDs, instructional consumables, activities/athletics, novels, field trips, assemblies and service learning opportunities.

McAuliffe does not qualify for grants due to an FRL of around 20%. The school does raise about \$100,000 a year from local businesses and the parent community.

MIS will incur the following additional costs due to the unique attributes of its innovation proposal:

- \$10,000 annual membership fee to International Baccalaureate.
- \$150 annual membership fee to IB Association of Rocky Mountain Schools.

MIS is requesting waivers to retain the right to analyze the costs and benefits of centrally budgeted operational services currently provided by the district (see below) and choose to fund those services directly in future years in order to ensure that the school receives the highest quality service for the lowest cost, maximizing the impact of resources.

MIS is able to purchase services from the District or by contracting directly with other providers.

Operations and Management Services that may be provided by the District include:

- Budget and Finance
- Payroll and Purchasing
- Community Relations
- Enrollment and Admissions
- Professional Development
- Principal Leadership Development
- Transportation
- Food Services
- Facilities Management
- Custodial and Maintenance
- Health and Wellness
- Counseling and Social Services
- Safety and Security
- Information Technology
- Human Resources
- Serving Students with Disabilities
- Serving English Language Learners
- Athletics
- Family and Community Engagement
- Equity Office
- Imaginarium
- Office of Social and Emotional Learning
- Library Services

Contracting back with the district or another provider of management services allows the school the flexibility to select services that will best match their individual needs and to hold providers accountable for the quality of the service provided.

McAuliffe operates on Actual Salaries when budgeting.

Explain the policies and processes that will be implemented to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity.

MIS leadership works closely with the DPS budget office to develop sound financial management practices. The MIS School Leadership Team oversees and approves the use of funds consistent with the school's innovation plan.

The school may ask for waivers from the state and district to enable banking and accounting systems to be separate when the principal and SLT agree that it is in the best interest of the school economically to move to an in house system.

Identify the person(s) who will directly manage and oversee the school's budget.

The principal directly manages and oversees the school's budget. A business manager may be hired, when the school is at full build, to assist with accounting, banking, contracting, and purchasing goods and services. The principal has experience in maintaining a school budget and has received direct training from two veteran administrators in school finance and budgeting. The principal's secretary has several years of experience in overseeing budgets for small businesses and travel agencies.