



Noel Community Arts 2017 Innovation Renewal Plan



Innovation School Executive Summary

Name of Innovation School	Noel Community Arts
Grade Configuration	6-12
Model / Focus	6-8 (Arts Integration), 9-12 (Arts Pathway)
Region and Neighborhood	FNE, Montbello
Primary Contact	Rhonda Juett, Executive Principal Rhonda_Juett@dpsk12.org Debbie Blair-Minter, HS Principal Deborah_Blair-Minter@dpsk12.org

Enrollment Projections:

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
6 th	53	70	80	90	100	100	100
7 th	71	50	65	75	85	95	95
8 th	77	75	50	60	70	80	90
9 th	99	100	100	100	100	100	100
10 th	78	90	90	95	95	95	95
11 th	79	75	85	85	90	90	90
12 th	60	75	70	80	80	85	85
TOTAL # of students	517	535	540	585	620	645	655

Student Demographics:

FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
MS. 85%	21%	38%	54%	34%	5%	6%
HS. 82%	18%	51%	66%	23%	6%	5%

Dear Board of Education,

NCAS is truly an innovative school that is designed to serve students on the Montbello High School Campus. We are an arts-integrated Innovation School that was originally opened in fall of 2011 as part of the Montbello High School Turnaround. Last year we had our second graduating class, the class of 2016.

Our mission is to prepare students for success in college and career by ensuring high achievement and creative thinking through rigorous academics and meaningful application of the arts. Our vision is to inspire and equip the next generation of artists, innovators, and activists by meaningfully integrating the arts into all content areas and learning environments, use creative practices and the arts to deepen and broaden mastery of academic content, allowing students to express ideas and take initiative both in the classroom and throughout the broader community, utilize feedback, reflection, collaboration, intentional planning, and the use of data as essential components of the instructional model and foster a culture that values both individualization and community so that all members of the NCAS community will be valued, accepted and encouraged.

NCAS currently serves 518 students (202 in middle school and 316 in high school). In the middle school 94.55% are minority (33% African American, 55% Hispanic). In the high school 94.62% are minority (23% African American, 67% Hispanic) As a combined 6th-12th grade school over 82% qualify for free and reduced lunch, 47.8% are English language learners and approximately 16.3% of our students qualify for Special Education services including students in our Multi-Intensive Center. NCAS is designated as a Transitional Native Language Instruction school based on the high number of English Language Learners served by the school.

As a part of NCASs innovation plan, students at NCAS get a minimum of a double block daily in literacy and math, and a double block of science, social studies and two arts classes every other day. Additionally, 6th and 9th grades students all receive 45 minutes daily intensive math tutoring in addition to their regular math courses. In addition, NCAS teachers have an extended year - a week before school to allow for additional professional development and planning time along with another 5 days throughout the year for additional professional development and planning time. We have a partnership with a number of outside agencies to assist us in meeting these set goals including RELAY observation feedback protocols, Liberty Global (student and parent engagement through arts integration) initiatives, and ANET assessment frameworks for the Middle School.

Through Innovation Status we are able to prioritize funding and seek additional supports to meet the needs of our school community and fully implement our school model. As an Innovation school with prioritized budgeting and grant funding we are able to provide the following:

- Additional and targeted Staff Professional Development MS & HS
- Arts 360 Teaching Artists to work with academic core teachers
- Summer Planning and Curriculum Development HS
- Advanced Placement Training for high school teachers
- Arts Director to support both middle school and high school
- Arts 360 Teaching Artists to work with arts teachers to offer exploratory arts classes
- Arts 360 Summer Camp MS
- 6th Grade and Freshman Academies
- Saturday School Interventions & Credit Recovery Classes HS
- Summer School Boot Camp HS

Our Innovative Status allows us the flexibility needed to provide the opportunities our students need and deserve. As part of this Innovation Renewal Process we have affirmed our commitment to these innovations, our unique school model, and commitment to authentically implementing a cohesive arts program for our school community.

Sincerely, Rhonda Juett, Executive Principal & Deborah Blair-Minter, HS Principal

Section I. CULTURE

A. Vision and Mission Statement

Vision: NCAS inspires and equips the next generation of artists, innovators, and activists by meaningfully integrating the arts into all content areas and learning environments.

- Faculty and students use creative practices and the arts to deepen and broaden mastery of academic content and post-secondary skills, allowing students to express ideas and take initiative both in the classroom and throughout the broader community.
- NCAS faculty utilizes feedback, reflection, collaboration, intentional planning, and the use of data as essential components of the instructional model at NCAS.
- NCAS fosters a culture that values both individualization and community along with restorative practices so that all members of the NCAS community will be valued, accepted and encouraged.

Mission: Noel Community Arts School prepares students for success in college and career by ensuring high achievement and creative thinking through rigorous academics and meaningful application of the arts.

School Core Values: In line with our Vision and Mission, students are expected to follow these five school core values in order to exert effort and focus on academic achievement. Teachers are expected to teach and reinforce these expectations. At Noel Community Arts School we will always be STARS:

- Scholarly
- Trustworthy
- Authentic
- Respectful
- Safe

B. Targeted Student Population

NCAS serves 6th through 12th grade students in the Far Northeast (FNE) region of the district. We inspire to become the arts hub for Far Northeast, Montbello, Green Valley Ranch, Northfield and North Aurora communities.

The tremendous responsibility to extend academic connections and engagement for underserved students in Denver Public Schools is an endeavor that compels NCAS stakeholders to ensure our students are provided with the resources, tools and relevant curriculum necessary to realize and pursue post secondary career and education. Given that 80% of today's professional jobs require education beyond high school (Colorado Department of Labor) it is urgent that NCAS cultivates innovative thinking and problem solving skills which are vital to building intellectual capacities that support critical thinking, speaking, writing and numeracy necessary to contribute to and compete in a global market.

Within the FNE area of Denver, there continues to be an urgent demand and need for schools that offer exceptional and equitable educational opportunities to all youth--particularly low

income and students of color who continue to be underserved in our nation's schools (U.S. Department of Education, 2013¹). It wasn't until the opening of NCAS that the community had an arts option for students to attend a school that recognizes the benefits of harmonizing high academic performance with artistic creativity. NCAS is committed to providing students in the FNE region with intensive academically rigorous programming that complements a robust arts focus. Deliberate infusion of academic competencies with the arts is proven to maximize learner's individual and collective capacity to shape local and global innovation (Drapeau, 2014).

C. Student Recruitment & Enrollment

The leadership team as recently developed and begun to implement a robust communications and marketing plan aimed to attract and retain students. Through a SWOT analysis, five strategic goals were identified:

Goal 1: Develop the NCAS identity through development of a fresh brand identity: A new brand identity was developed inclusive of a brand guide, a photo shoot capturing school programming, development of a unified voice and key messaging. Key messaging highlights that NCAS is the best option in Far Northeast Denver for students interested in pursuing the arts; NCAS is the arts hub of Montbello; different cultures are honored and diversity is celebrated at NCAS, and finally that NCAS ensures that graduates are ready for college and career.

Goal 2: Develop fundamental communications tools that are used to promote student recruitment for the 2017-2018 school choice season: In response to this goal, retractable banners, table skirts, a bilingual one page flier, a school tour toolkit, stationary, email signature, branded folders and brochures, a fresh website and social media-training were developed. New fliers have been distributed to an expanded audience that includes marketing NCAS to the entire city of Denver; along with targeted focus in the Far Northeast encompassing Montbello, Northfield, Green Valley Ranch and North Aurora. Finally, during the 2016-2017 school year, NCAS hosted auditions prior the January school choice deadline in lieu of past practices wherein auditions occurred later in the Spring.

Goal 3: Empower current students and families to become advocates for NCAS within the community in order to ensure neighborhood enrollment and retention: Tactics include branded promotional materials that are distributed within the school community, yard signs and key messaging training. Additionally, our high school student ambassadors program connects with and assists interested incoming students while fostering leadership development of current students.

Goal 4: Explore opportunities to create a more welcoming school environment through building enhancements and communications that engage and welcome new families: During the Spring semester of 2016-2017 tactics include hallway banners and decals that celebrate NCAS mission, vision and values, development of a bilingual parent engagement toolkit, foam core photos are hung in the hallways, and branded teacher placards complete with teacher photos and biographies adorn room entrances.

Goal 5: Build awareness of school achievements within the DPS community and throughout the city of Denver: In order to cast a wide-net and feature the many assets of NCAS, this goal includes highlighting NCAS via the district homepage and other district media. Additionally, school achievement scores and other celebrations have been submitted to local newspapers and

¹ U.S. Department of Education. (2013), "The condition of education", available at: http://nces.ed.gov/programs/coe/indicator_cge.asp (accessed on 12 August 2016).

other media. Finally, Spanish-speaking staff and parents from NCAS will be featured on the Educa radio show and for a newspaper article celebrating accomplishments and featuring specialized arts programming available at NCAS.

Innovation status allows NCAS stakeholders to tap into non-traditional ways of educating and identifying with youth relative to creativity, giftedness and best practices for meeting the needs of students of color. Additionally, given our arts focus, innovation status supports empowering youth through artistic licensing, project based learning, active learning and use of a vast range of art forms to cultivate and uncover learner interests and talents.

Currently, achievement gaps are significant at NCAS and throughout the FNE. These educational disparities make it imperative that NCAS commits to innovation status in order to implement research based practices that are proven to close gaps for low income youth and students of color. In particular, arts based approaches, interdisciplinary curricula, restorative practices, critical literacy and culturally relevant practices will be leveraged to reach the academic growth necessary for college and career readiness. These priorities and practices will improve our ability to meet SPF target for student retention, and most importantly prepare our students for college and career readiness.

D. Stakeholder Participation in the Planning Process

The NCAS advisory board is heavily engaged in the renewal planning process through regularly scheduled innovation team meetings. Members include students, parents, community members, teachers, school administrators and district representatives. The initial kick off meeting focused on key questions relative to the innovation plan. These questions examined high-level stakeholder visions relative to school culture, education program, teaching, leadership and school operations. A second meeting focused on vision building for the NCAS middle school and high school graduate, ideal day and weekly schedules to support student outcomes and related staffing scenarios. Subsequent meetings included updates on the written application and seeking feedback as the plan was constructed. Advisory board meetings were held during the innovation planning process. In addition, the core planning team inclusive of senior NCAS leadership, district leadership and an outside consultant met regularly to keep design process on track.

NCAS leadership and a selected group of teachers spent one week visiting arts based schools in New York City and Boston. These visits allowed the team to collect ideas and engage in daily reflection and dialogue to solidify innovation planning.

Beyond the advisory board, school leadership included team specialists, parents, students and counselors to solicit feedback on the plan and visit exemplar schools to collect data on practices that representatives found to be a good fit in meeting the mission and vision of NCAS.

Ultimately, the goal of this rigorous and inclusive planning process is to ensure that there is collective buy in and ownership so that sustainable systems are implemented. See Appendix B for evidence of engagement and support for the renewal plan.

E. School Culture & Student Engagement

We aim to cultivate a school where all stakeholders are Artists, Activists and Innovators. This can only be done if we foster a culture wherein the physical space, school wide systems, classroom rituals and routines, and student engagement opportunities are fully aligned with our vision and mission. We want a culture in which all stakeholders including leaders, teachers, staff, students, parents and community partners promote an environment that endures self-learning and enhancement of the learning of others. NCAS school culture will challenge students to realize their limitless futures through our belief that building academic capacity in students helps them to increase their critical thinking, creativity, communication and collaboration skills. Student academic experiences incorporate artistic opportunities designed to develop their passion, which helps motivate student learning and enriches the environment. We challenge students to actualize academic, personal and artistic goals while developing intrinsic motivation to contribute to, engage in, and appreciate the local and global community.

As a community arts school, we want the school environment to reflect the arts through an intentional studio inspired physical environment. Student engagement in the physical school design will ensure that learning spaces reflect their interests and needs. We have visited and collected exemplars of arts based schools and are working to adapt ideas to meet the practicality of our shared building and unique student needs.

In addition, we believe in arts integration wherein academics and the arts are simultaneously delivered. We aim to create a culture of high expectations for all students, wherein instruction is rigorous, relevant and engaging. As the artistic hub of Far Northeast Denver, students will merge the arts and innovation to be effective activists in local and citywide initiatives. We aim to strengthen current community partnerships while tapping into further community resources. Ultimately, we envision a shared culture wherein adults and students are empowered to become creative people who seek creative solutions to individual, school based, local and global problems.

NCAS Core Values of STARS: *Scholarly-Trustworthy-Authentic-Respectful-Safe* are consistently reinforced as a tool to ensure an intentional school culture and student engagement. Along with this we will develop a community in which all stakeholders identify as artists, activists and innovators. They will live the values of respect for art, respect for all, respect for self and a commitment to community.

We believe that student voice is quintessential to developing STARS and consequently making our mission and vision a reality. We view strategies to promote student voice as opportunities to teach planning and delivery skills so that we develop NCAS graduates into the next generation of leaders. Along with student engagement on the NCAS advisory board, during the 2016-2017 school year, we launched a student ambassadors program in the high school that simultaneously serves to cultivate current student leadership while also onboarding new students into the NCAS community. Additionally, the high school has developed a strong student council and is partnering with the national student council to develop student leadership and advocacy skills. Similarly, middle school students work with elementary school partner Oakland elementary to mentor students via the arts. NCAS is also sharing the performing arts with the elementary partner through performing plays at Oakland.

We recognize that investment in the school and academics can take many forms depending on individual student interests. Therefore, the high school offers a robust menu to arts pathways, art majors, CTC and concurrent enrollment college courses and AP classes. Arts Pathways and Art Majors include: visual arts, graphic arts, music, dance, and performing arts encompassing choir, drama and theater. There are thirteen AP class options that include social studies, art, Spanish language, science and English opportunities. The middle school leverages arts integration into the academic curriculum along with project based learning to engage students in relevant real-world problem solving. Both the high school and middle school offer a variety of clubs and sports so that all students have relevant and exciting opportunities to engage in enrichment that matches their unique needs and desires. In order to teach to the whole child, our goal is that every student participates in at least one extracurricular activity/sport over the school year. Finally, students will utilize the suggestion box as another avenue to advocate for their needs.

Student Discipline Policy

NCAS will continue to follow the district's discipline ladder of consequences. In order to ensure that the school has a clear and equitable process for student discipline, NCAS has adopted restorative practices with the goal of embedding these practices into the fabric of the school culture. In contrast to traditional deficit-models of student discipline, restorative practices focus on the needs of the victims and the offenders, while involving the community. Through these practices, victims take an active role in the process while offenders are encouraged to take responsibility for their action and to repair harm. This approach fosters dialogue between victim and offender and has shown the highest rates of victim satisfaction and offender accountability. Ultimately, this approach is proven to close school suspension and expulsion equity gaps while fostering healthy conflict resolution skills that students can utilize to bolster the school culture and take into their adult lives.

Facilitation of a restorative practice includes a mediator asking non-judgmental, restorative questions like, "What happened? How did it happen? What can we do to make it right?" These questions aim to help gain a better understanding as to what happened, why it happened and how harm can be repaired. NCAS uses a three-tiered model of prevention, intervention and supported reentry. The first tier is focused on community building as a preventive measure. This tier entails classroom circles in which the students sit in with a restorative justice coordinator or a peer facilitator and process feelings and develop relationships with peers. The second tier is intervention, in which teachers or peer mediators use restorative discipline practices like mediation and group circles to discuss and mend harm that was done. The third tier supports the reentry of students who have been out of school due to suspension, expulsion or truancy. Restorative approaches create a wraparound supportive environment aimed to set students up for success no matter what their past.

School representatives inclusive of support staff and one teacher attended the summer international restorative institute in 2016. This team has since rolled out restorative practices in the school by putting systems into place and engaging faculty in related professional development. Teachers participated in a 3-day retreat focused on building a positive and accountable school culture. Focus of the retreat was team building, core values, and school culture putting into place best practices. Continuous professional development will reinforce PBIS, Restorative Approaches and best practices for school-wide systems and accountability. Our ultimate goal is for NCAS to be a district and national leader and resource on restorative

practices. Currently, the implementation team is working on making restorative practices accessible to working parents and guardians through inviting stakeholders to Skype into meetings rather than having to attend in person.

The Dean of Students is the lead in oversight of the discipline program. This Dean oversees entry of disciplinary records in Infinite Campus while the Dean of Instruction and Assistant Principal can also enter this data. In line with our mission and vision, NCAS is moving toward building student capacity through clubs, groups and classes with the goal of student ownership and responsibility for the restorative justice model.

In addition to the student and parent/guardian handbook, NCAS hosts student orientations for all grade levels. High School student ambassadors are engaged in the orientation process. Further, NCAS is working on building a matrix of expectations that reflect the school mission and vision through clear and deliberate expectations for each grade level that scaffolds toward college and career readiness. This matrix will serve as a tool for students to build their own college and career readiness plans by setting academic and behavior goals that they are invested in and empowered to monitor their own progress.

In order to ensure that parents and guardians have a clear understanding of expectations, parent retreats will focus on how the school operates and concrete ways that parents/guardians can engage in supporting the behavioral, academic and career readiness of their students.

Finally, in order to ensure clear communication and foster strong partnerships with parents, NCAS teachers conduct home visits for all new students and those in transition from middle to high school.

In addition to regular analysis and triangulation of SQR, SPF and UIP data, NCAS advisory board also analyzes the Whole Child Survey and the Equity and Behavior Report to identify disproportionality in discipline matters. These findings inform our monthly professional development sessions focused on addressing equity and bias. These professional development sessions include expectations for direct implementation of restorative approaches to level 1 classroom behaviors.

Planning forward, an additional guard will include use of the Ken Robinson's 'Changing Educational Paradigms' to screen future faculty applicants. Finally, we are also in the beginning stages of developing a teacher recruitment strategy that would guarantee employment to graduates from area arts focused High Schools such as Kunsmiller, DSA, NCAS upon earning teacher licensure. This pipeline will aid in growing a culturally harmonious school climate wherein teachers embrace and leverage student and community assets, which leads to decreased discriminatory discipline practices (Losen, 2014²).

F. Student Attendance & Satisfaction

² Losen, D. J. (Ed.). (2014), *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion*, Teachers College Press, New York, NY.

In order to promote student satisfaction and attendance, NCAS will continue to develop their Positive Behavior Incentive System (PBIS) in tandem with restorative approaches. Our PBIS encourages high levels of attendance and includes a friendly attendance competition between grade levels. In tandem with these strategies, we are firm believers (and research will mirror our sentiment) that deliberate and committed arts integration and project-based learning will increase student engagement, and thus their satisfaction (Drapeau, 2014).

During the 2016-2017 year, we implemented student led conferences that will continue moving forward as an approach to promote student empowerment and thus satisfaction. Further, NCAS teachers are expected to build proactive and positive relationships students, parents and guardians. This expectation requires teachers to prioritize gaining a deep knowledge of the holistic academic profile of each student they serve, building in time to purposefully know, understand and appreciate student interests, needs and hopes for the future, making home visits, and communicating with parents/guardians on a frequent basis. Essentially, we expect and will hold teachers accountable to connecting with students, building motivating lessons, ensuring high levels of engagement and time on task. We strive for a staff and leadership that mirrors the dispositions, knowledge and performances of “warm demanders” wherein adults sincerely believe that underserved students *can* and *will* learn, thus displaying high expectations while sincerely showing care and respect for students. Warm demanders are proven to make successful gains and foster transformative opportunities with culturally and linguistically diverse students (Delpit, 2012³).

NCAS plans to hire a transitions coordinator who is responsible for ensuring families have the necessary information to determine if the school is the right model for their student as they navigate the school choice process. This person would also be responsible for ensuring a smooth and equitable transition for families new to the school. Further, in order to support optimal success, NCAS needs the resources and district support to coordinate a school schedule that efficiently uses time to work with targeted students around restorative practices and also leverages teacher development in this area. Finally, like other schools in the region, NCAS will cap mid-year enrollment for the first 3 years of redesign and institute a student orientation for mid-year enrollees.

G. Parent/Guardian Involvement & Satisfaction

As the FNE community arts hub, NCAS prioritizes parent/guardian partnership, engagement, voice and satisfaction. During the 2016-2017 year, the school implemented student led conferences that proved to be a successful means of engaging students, parents and teachers in a rigorous, positive and focused manner.

NCAS will host SPF Academic Standards nights wherein we celebrate achievements and collaboratively strategize next steps. We will also implement a “curb and coffee” initiative that features a multiple opportunities for families to engage in school events. Monthly culture walks with parents and guardians will offer coffee, refreshments and dialogue with school leaders.

³ Delpit, L. (2012). *Multiplication is for White People*. New York, NY: The New Press.

The Family-Community Liaison will be responsible for facilitating many of the above initiatives along with a bilingual quarterly newsletter, maintaining the NCAS website, and automated texts, emails and calls to remind caregivers of upcoming school events. Finally, the middle school is implementing a strategic parent classroom helper initiative to foster engagement and partnerships.

Section II. EDUCATION PROGRAM

A. Educational Philosophy

NCAS inspires and equips the next generation of artists, innovators, and activists by meaningfully integrating the arts into all content areas and learning environments. At the core of our educational philosophy, creative practices and the arts are united with academic content in order to deepen and broaden mastery of content and post-secondary skills. Hence, the pillar of our educational philosophy is arts integration entailing the incorporation of the arts as a teaching methodology throughout the curriculum. Not only do we use the arts in order to cultivate the unique interests and talents of the students who choose NCAS, but we also recognize that arts integration opportunities for access to the curriculum for our non-verbal processors and English Learners.

According to the Kennedy Center, arts integration is a unique approach to teaching that requires the school and teachers to consider the following essential questions that foster depth of knowledge:

- **Approach to Teaching:** Are learning principles of Constructivism (actively built, experiential, evolving, collaborative, problem-solving, and reflective) evident in my lesson?
- **Understanding:** Are the students engaged in constructing and demonstrating understanding as opposed to just memorizing and reciting knowledge?
- **Art Form:** Are the students constructing and demonstrating their understandings through an art form?
- **Creative Process:** Are the students engaged in a process of creating something original as opposed to copying or parroting? Will the students revise their products?
- **Connects:** Does the art form connect to another part of the curriculum or a concern/need? Is the connection mutually reinforcing?
- **Evolving Objectives:** Are there objectives in both the art form and another part of the curriculum or a concern/need? Have the objectives evolved since the last time the students engaged with this subject matter?

Finally, it is well documented that arts integration can be an effective approach to meeting the unique needs of ethnic minority and low-income students. This is especially true when implemented through the lens of Critical Pedagogy or Youth Based Participatory Action Research wherein students are supported to determine school based and community problems, collect data, propose and strategically lead change, measure results and present findings through the arts (Cammarota & Fine, 2008). In line with our goal to support student activism at NCAS, Critical Pedagogy will be an important aspect of our educational programming.

A few examples of how NCAS teachers have integrated the arts into their classrooms thus far include the following:

- In 8th grade Physical Science students study the periodic table. To increase their understanding of elements and their properties, each student created a superhero whose character traits resembled their element. Afterwards they wrote a story about their superhero and created an original illustration.
- In 10th grade US History class students studied the World War 2 and the “double V” (the fact that African-American soldiers fought for the US in the war, and then returned home only to need to fight for their own civil rights). Students worked with a local photographer, Dona Laurita, to create beautiful displays capturing photographs of WW2 along with their original poetry.

Given the arts focus of NCAS, the arts standards will be incorporated into all core academic subjects. Professional development during the 2017-2018 year will focus on how to integrate arts standards with core academic standards. Additionally, partnerships with local artists wherein teachers and artists collaborate on lesson planning and delivery will support our integrative model.

B. Curriculum

1. Focus/Model.

Arts integration is at the heart of our curricular model. This means that we expect and will support all teachers to integrate the arts into core content. With this focus, we recognize a sense of urgency when it comes to preparing our students for college and career readiness. Hence, we will support teachers and expect teachers to know, understand and deliberately incorporate the arts standards and Common Core/Colorado Academic Standards into all lesson planning. Finally, one significant cause of previous NCAS poor performance is lack of clear curriculum. Therefore, our pressing focus will entail deliberate training on adopted district curriculum and expectation that all teachers implement adopted curriculum while also integrating the arts. Professional development for the immediate future will entail raising awareness, expectations and a sense of urgency for teachers to utilize adopted curricula system wide. This requires adoption of curricula that are sustainable, ensuring all people trained and have all needed materials to successfully implement.

Along with arts integration, NCAS has an English Language Development block and offers reading intervention for all students who are not proficient. We rely upon ten math fellows to support math tutoring and we are looking into Denver Language Arts fellows as another curricular supplement. Finally, our GT coordinator is working with teachers to implement accelerated learning projects. Ultimately, differentiation and universal design for learning is a core curricular value.

2. Research Basis.

Not only do we use the arts in order to cultivate the unique interests and talents of the students who choose NCAS, but we also recognize the research base that shows that intentional arts integration influences long-term retention of content and promotes student motivation. Additionally, arts integration has proven to reach multiple learning preferences, which allows NCAS a unique means of differentiation to ensure accessibility to all learners. Essentially, traditional schooling tends to be overly reliant of language-based approaches, whereas arts integration incorporates verbal and nonverbal cognitive processing systems that allow students to think creatively and opens opportunities for access to the curriculum for our non-verbal processors and English Learners.

3. Instructional Materials and rationale.

In addition to the aforementioned research base of arts integration, NCAS will opt into district core instructional materials and curricula:

NCAS Middle School

English Language Arts: EngageNY

Rationale: EngageNY is aligned with the Common Core and designed to be adopted or adapted. Lessons are not scripts, which allows adaptation for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and be in service to the shifts and the standards. The flexibility of this curriculum is especially important for NCAS so that we can integrate this resource with the arts and adapt materials for cultural relevance.

Math: Connected Mathematics Project 3

Rationale: CMP3 has a comprehensive research base of middle school mathematics. CMP3 aligns to the Common Core and prepares students for college and careers. Technology applications help teachers differentiate instruction, maximize instructional time and monitor student progress. As an inquiry-based curriculum, students are engaged in real-world problem solving while gaining conceptual understanding and procedural skills. The real-world application of this curriculum ties nicely to our commitment to culturally relevant curriculum at NCAS.

Social Studies and Science: We will opt into district curricula

Rationale: The district has carefully vetted these curricula to ensure cultural responsiveness as well as alignment to the CMAS. Furthermore, adoption of district curricula allows NCAS to participate in relevant district professional development.

NCAS High School

English Language Arts: DC Public Schools

Math: CPM Integrated

Rationale: CPM Integrated is informed by research and CCSS aligned. This student-centered, problem-based curriculum focuses on big ideas and mathematical connection. All learning strategies and pedagogy are research based. Supplemental materials to ensure immediate attention to learning gaps are included. As an inquiry-based curriculum, students are engaged in real-world problem solving while gaining conceptual understanding and procedural skills. The real-world application of this curriculum ties nicely to our commitment to culturally relevant curriculum at NCAS.

Social Studies and Science: We will opt into district curricula

Rationale: The district has carefully vetted these curricula to ensure cultural responsiveness as well as alignment to the CMAS. Furthermore, adoption of district curricula allows NCAS to participate in relevant district professional development.

	Social Studies	Science	Language Arts	Math
Grade 6	National Geographic	District	EngageNY	CMP3
Grade 7	National Geographic	District	EngageNY	CMP3
Grade 8	Pearson	District	EngageNY	CMP3
Grade 9	District	District	DC Public Schools	CPM Integrated
Grade 10	District	District	DC Public Schools	CPM Integrated
Grade 11	District	District	DC Public Schools	CPM Integrated
Grade 12	District	District	DC Public Schools	CPM Integrated

4. **Cultural Relevancy.** Describe how the school’s academic focus or model is culturally relevant to your student population, as well as how the curriculum will ensure cultural relevancy.

Our curricular choices have been carefully vetted for relevancy and rigor by the district curriculum and instruction office. In addition, since the Common Core is focused on skill development rather than dictating specific content, our teachers will have the flexibility and support to adapt content for cultural relevance and to support arts integration. Culturally relevancy of our arts-based approach is discussed above.

C. Goals, Objectives, & Pupil Performance Standards

Innovation Renewal Goals:

Type of Assessment	2015-2016 Baseline	2017-2018 Goal	2018-2019 Goal	2019-2020 Goal	Innovation Plan and Status Alignment: Why the Innovation Plan and Status can be expected to support progress towards this goal
MS CMAS Literacy	9%	20%	40%	50%	Additional time focused on Core Instructional PD infused with Arts resources to engage students. Arts Director will provide cohesiveness to the Arts model allowing staff to focus on high quality instruction. Partnering with Arts 360 and artist residents will provide additional quality to instruction and curricular/arts focus.
MS CMAS Math	7%	20%	40%	50%	
HS CMAS Literacy	20%	40%	50%	60%	
HS CMAS Math	12%	21%	40%	50%	

D. Progress Monitoring and Assessments

Procedures for taking corrective action if student performance falls below goals are as follows:*Weekly:* Our ILT meets weekly in order to ensure that we make real-time adjustments to practices. The ILT includes both school Principal's, Assistant Principal's, Dean of Instruction, Dean of Students, Senior Team Leaders for all core academic content areas, and the school counselor. Findings from ILT meetings inform weekly professional development and weekly coaching cycles. In addition, teachers administer weekly formative assessments to monitor student progress. Individual assessment results are reported to students and used by content level teams in weekly data meetings to determine progress and design instruction for individuals and groups of students. Students who are below proficient on short cycle assessments will be assigned to an intervention class. We will also dedicate 1 PLC each week to data-driven instruction and SLOs, followed up by collaborative team planning on Wednesdays to plan instruction based on our discussion of data.

We will target our bottom 12% and our top 5% in our data and instructional meetings. Data meetings will look at school-wide data by populations (race, ELL, SPED, grade level), interim assessments (Anet, Curriculum Assessments), and student work samples from all content areas.

Short Cycle: The short cycle assessments take the place of beginning, mid and end of year district course assessments and district interim. Stoplight assessments, designed to measure mastery of CCSS, are administered every six weeks. In addition, intervention teachers assess students using valid and reliable diagnostic assessments to determine specific learning needs and to group students for intervention. We will also look at behavioral data once per month with our MTSS team to ensure we are putting in supports for our students with behavioral challenges and monitor implementation of restorative practices.

Summative: State and PARCC summative assessments will be used to evaluate student growth and achievement by school and student sub-groups. Summative assessment data will be used to evaluate the educational program and to schedule students for instruction the following year. Students who are below proficient on state assessments of reading, writing, or mathematics will be required to take an intervention class.

We will follow the Schoolology data assessment protocol. The Dean of Instruction facilitates assessment meeting agendas, protocols and maintains assessment google docs.

E. Promotion & Retention Policies

NCAS will follow district and state promotion and retention policies inclusive of timely communication to parents and students.

b. Graduation Requirements

NCAS follows all district policies and state statute for graduation requirements, except that the High School will waive out of physical education in order to prioritize the arts. Final confirmation of graduation will be on Capstone each May.

F. Supplemental Programming.

At NCAS, we believe in taking a whole child approach to educating learners adopting a “triple E” philosophy (Enrichment, Electives, Extended learning). Given this commitment, student engagement in extra-curricular activities as enrichment is a priority and expectation. Extra-curricular activities consist of a number of clubs and sports. Students have a large menu of clubs to choose from inclusive of: ACT/SAT prep, Urban Debate, JROTC, Yearbook, Student Council, Student Ambassadors Program, National Honor Society, Travel Club, Gay/Straight Alliance, Peace Jam, Anime Club, History Day Club, Kreative Club, Art Club, Girls on the Run, Art magazine, Slam poetry club, Mathletics, Drumline, and more. Sports include: football, soccer, softball, tennis, golf, volleyball, cross-country, basketball, wrestling, swimming, baseball and track.

If you plan to offer summer school, describe the enrollment numbers, any selection criteria for participation, what student needs will be addressed and if it will require any additional funding.

We do not plan to offer summer school at this site.

G. Community Partnerships (optional).

As the FNE Denver arts hub, deliberate local and national partnerships are essential to bringing our mission and vision to life. Partnerships include:

1. *DPS Turnaround School Network:* Currently NCAS is one of the pilot schools in this process of tiered support wherein the schools with the highest needs receive the most intensive support to help them reach their urgent student achievement goals.

2. *DPS Career Connect:* This service offers students relevant courses while connecting them with partner companies and higher education institutions for hands-on workplace experiences and mentoring. The program equips graduates with high-demand skills and leads to opportunities for continued education and careers in Colorado’s highest-growth, highest-opportunity fields. NCAS has especially benefitted from the support offered around integration.

3. *Community College of Aurora:* CCA is a unique, diverse community that offers quality education on campuses in Aurora and Denver and through online classes. This partner supports our pathways and concurrent enrollment in the NCAS high school.

4. *Aurora Cultural Arts District*: This group fosters partnerships of creative enterprises, individuals, local businesses, area residents and the City of Aurora with a mission to enhance the district's neighborhoods and market it as a destination through a variety of cultural and educational experiences. NCAS currently partners with the ACAD for summer programs.

5. *The Boys and Girls Club of Denver*: As one of the most well-known youth organizations in the country, Boys & Girls Clubs provide young people with opportunities to engage in programs that help them achieve academic success, take charge of their health by building healthy habits that will stick with them throughout their lives, and foster the skills they need to become leaders in their communities. NCAS currently has a Boys & Girls Club to support after school activities and care.

6. *University of Northern Colorado Center for Integration of Arts*: CIAE provides research and professional development in arts learning centered in multi-disciplinary explorations. The Center brings nationally known artists and educators to Colorado to engage with local teachers, artists and the community to develop new and viable ideas in the arts and classroom practice. They offer resources for trans-disciplinary learning, leadership training, facilitated planning and arts workshop opportunities for Colorado teachers, administrators, artists and arts education advocates. CIAE helps NCAS with teacher internships, art integration workshops and teacher recruitment.

7. *Think 360*: Artists can design a single or double workshop that ties into school curricular goals, complements the work being done in the classroom and engages children in interactive, fun and creative activities. Like part-time residencies, these programs can take place during the school day or during out-of-school time. Additionally, Think 360 residency programs integrate work of a chosen arts discipline with a variety of educational aims, and artists work together with educators in program design and implementation. NCAS has engaged in workshops as well as residency programs.

8. *Denver Urban Debate League*: This entity is dedicated to improving educational and life outcomes for underserved students in the Denver metro area's public schools by providing unlimited opportunities for students to learn and achieve through competitive debate activities. For the last five years nearly 100% of DUDL seniors of graduated from high school on-time and DUDL graduates have gone to enroll at such institutions as the University of Denver, Yale, MIT, and Northwestern Law School.

9. *Friends First*: The STARS mentoring program through this organization encompasses positive youth development classroom curriculum, school assemblies, community-based trainings, and youth leadership conferences. This partner educates and mentors teens through positive youth development, character education, and leadership training. An emphasis is placed on refraining from high-risk behaviors (like alcohol, tobacco, and drug use; early sexual activity; and violence) that could impact their potential for future success. Friends First equips youth with a strong sense of Character, Competence, Confidence, Community, and Compassion in their pursuit of healthy relationships and rewarding futures.

10. *Alpha Phi Alpha Fraternity*: -The "Go-to-High-School, Go-to-College" program, established in 1922, concentrates on the importance of completing secondary and collegiate education as a road to advancement. Statistics prove the value of this extra impetus in making the difference in the success of young African-American men, given that school completion is the single best predictor of future economic success. Through the Go-to-High-School, Go-to-College educational initiative, young men receive information and learn strategies that facilitate success. Alpha men provide youth participants with excellent role models to emulate. NCAS is looking into a similar partnership with Omega Psi Phi to support young women. In addition, NCAS plans to reinstate membership with the national Arts School Network with the goal of making it to the exemplary school list. Arts Schools Network is a non-profit association founded in 1981, dedicated to its mission to provide leaders in arts schools with quality resources, support, and networking opportunities. In order to tap into the national arts community, NCAS is exploring partnerships with the following entities:

11. *The Kennedy Center for Performing Arts*: The Kennedy Center's Partners in Education program is designed to assist arts organizations throughout the nation to develop or expand educational partnerships with their local school systems. The primary purpose of these partnerships in the arts is to promote the professional learning of teachers. Professional learning, resource development and technical support are offered. The Kennedy Center is focused on ways to support innovative teaching with the arts, and meet changing trends in education and to accommodate the ever-evolving impact of technology in our lives.

12. *Project Zero at Harvard University*: Along with a plethora of arts based professional development resources, Project Zero offers online courses geared toward practitioner-based professional development for participants around the world. Courses start throughout the year and offer a certificate of completion for the time participants contribute towards the course.

Finally, in addition to the above partnerships, NCAS has many others established or in the beginning phases of partnership: The DPS imaginarium, Liberty Global, Redline gallery, Mizel museum, NAAM, MTI, Molinaspeaks.com, Earthly force, The Princeton Review, and more.

Section III. TEACHING

A. Instructional Strategies

Some school-wide instructional strategies will vary from the middle school to the high school in order to ensure developmental appropriateness and meet the unique goals of each school. For instance.

That being said, our goal throughout the NCAS system is for teachers to consistently provide students with clear learning goals and focused, purposeful instruction. In order to ensure this focus, all teachers will be expected to follow and implement adopted teaching strategies featured in each curriculum while adapting for cultural relevance and integration of the arts.

As a community arts school, teachers are expected to purposefully infuse arts integration into daily lesson planning. For instance, incorporation of Visual Thinking and Artful Thinking Strategies (Project Zero⁴) are requisite for fostering creative thinking and problem solving that promote reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints. In order to keep arts integration relevant and fresh to students, teachers can pick from a variety of integration strategies such as SCAMPER, Starter Phrases, Reverse Brainstorming, Change Matrix, NUP, Avatars, Visualize-Draw-Write , VTS and Talk Show to name a few (Drapeau, 2014; Yenawine, 2013⁵).

In tandem with arts integration strategies that will foster student motivation and creative thinking for NCAS students, Culturally Responsive Teaching (CRT) methods (Gay, 2010) and Critical Pedagogy (CP) (Duncan-Andrade & Morrell, 2008⁶) are quintessential to meeting student needs. CRT answers the “how” of teaching. Geneva Gay (2010)⁷ focused not only on what to teach *to* students, but also how to teach *through* students’ race, class and ethnicity. Critical pedagogy answers the “why” of teaching and thus reflects teachers’ conceptualization of the institution of education and their beliefs about their own and students’ roles in the educational process. Critical pedagogy is ultimately concerned with providing students an emancipatory education through which students reflect upon the world and take action to transform it (Freire, 1970⁸), which bolsters our mission wherein students are activists. During the 2016-2017 school year, faculty are reading Duncan Andrade and Morrell’s (2008) *The Art of Critical Pedagogy* while

⁴ <http://www.pz.harvard.edu/topics/arts-aesthetics>

⁵ Yenawine, P. (2013). *Visual thinking strategies: Using art to deepen learning across school disciplines*. Boston, MA: Harvard Education Press

⁶ Dunacan-Andrade, J. and Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in Urban schools*. NY: Peter Lang.

⁷ Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice* (2nd ed.), Teachers College Press, New York, NY.

⁸ Freire, P. (1970), *Pedagogy of the Oppressed*, Seabury Press, New York, NY.

developing collective and personal plans for direct implementation of featured strategies. NCAS will include an annual book study connected to CRT and CP critical teacher dispositions and practices.

As there is no “one size fits all” approach to these practices, the heart of CRT and CP require teachers to know the learning preferences, biographies, hopes and dreams of their learners. Hence, as discussed in the Culture Section, NCAS teachers are expected to collect formative data inclusive of student biographies and learning preferences, in tandem with traditional academic data. Analysis of these data will inform the specific strategies that teachers will implement that ensure clear, relevant and focused instruction. CRT practices that will be universal to NCAS will include planning for listening, speaking, reading and writing objectives in content instruction, identifying key vocabulary, ensuring both lesson delivery and content are relevant to students lived experiences, activating prior knowledge, connecting new learning to prior knowledge and affirming learning. CP strategies will include providing students with multiple perspectives and opportunities to examine academic problems for fairness or inequities, consider issues from more than one perspective, and contemplate multiple solutions and consequences--all strategies that are bolstered through the arts. Ultimately, NCAS teachers will build up their skills to be able to engage students in youth based participatory action research wherein students determine school based and community problems, collect data, propose and strategically lead change, measure results and present findings through the arts. These planning and delivery requirements, in tandem with arts integration, will offer students rich and engaging opportunities to gain knowledge and skills in a fashion that is relevant, pushes critical thinking, fosters student ownership and taps into artistic creativity.

All NCAS teachers will use a common lesson planning template and follow a collaborative process. Our process will begin with use of the backward design process to ensure that units are purposefully designed and mapped to ensure students reach specified standards. In addition, teachers will incorporate research-based arts integration essentials⁹ into daily planning. This includes ensuring that the learning principles of constructivism are clearly incorporated; a formative assessment wherein students construct and demonstrate understanding of the lesson objectives; engagement with the creative process and opportunity to construct and demonstrate understanding through an art form; clear connections are drawn between the arts and content curriculum that are mutually reinforcing; and evolving objectives that build upon student interests and needs. Furthermore, teachers are expected to co-plan by department and with arts specialists based upon regularly collected and analyzed formative and summative data detailed below.

As articulated in our vision statement, NCAS faculty utilizes feedback, reflection, collaboration, intentional planning, and the use of data as essential components of the instructional model at NCAS. Thus, a culture of assessment is fundamental to meeting our goals. We refer to the SQR, SPF and UIP collectively as the foundations for big picture goal setting that leads to backward mapping and shared development of strategic goal setting with regular benchmarks. In addition, the schoology data assessment protocol informs our practice. Our culture of assessment entails daily, weekly, and short cycle and summative data collection, analysis and adjustment.

⁹ Kennedy Center

Daily: All teachers are expected to collect and immediately analyze exit tickets that inform next steps. This formative assessment data is inputted into infinite campus to track and respond to trends.

Weekly: Our ILT meets weekly in order to ensure that we make real-time adjustments to practices. The ILT includes both school Principal's, Assistant Principal's, Dean of Instruction, Dean of Students, Senior Team Leaders for all core academic content areas, and the school counselor. Findings from ILT meetings inform weekly professional development and weekly coaching cycles. In addition, teachers administer weekly formative assessments to monitor student progress. Individual assessment results are reported to students and used by content level teams in weekly data meetings to determine progress and design instruction for individuals and groups of students. Students who are below proficient on short cycle assessments will be assigned to an intervention class. We will also dedicate 1 PLC each week to data-driven instruction and SLOs, followed up by collaborative team planning on Wednesdays to plan instruction based on our discussion of data. We will target our bottom 12% and our top 5% in our data and instructional meetings. Data meetings will look at school-wide data by populations (race, ELL, SPED, grade level), interim assessments (Anet, Curriculum Assessments), and student work samples from all content areas.

Short Cycle: The short cycle assessments take the place of beginning, mid and end of year district course assessments and district interim. Stoplight assessments, designed to measure mastery of CCSS, are administered every six weeks. In addition, intervention teachers assess students using valid and reliable diagnostic assessments to determine specific learning needs and to group students for intervention. We will also look at behavioral data once per month with our MTSS team to ensure we are putting in supports for our students with behavioral challenges and monitor implementation of restorative practices.

Summative: State and PARCC summative assessments will be used to evaluate student growth and achievement by school and student sub-groups. Summative assessment data will be used to evaluate the educational program and to schedule students for instruction the following year. Students who are below proficient on state assessments of reading, writing, or mathematics will be required to take an intervention class.

The Dean of Instruction facilitates assessment meeting agendas, protocols and maintains assessment google docs.

B. Teacher Coaching (and Teacher Leadership Roles)

As a fundamental part of our culture of assessment, teacher coaching and support occurs weekly for each teacher at NCAS. The administrative team, along with the Senior Team leaders, are responsible for conducting observations and feedback cycles with all teachers. Teachers are expected to immediately implement coaching feedback into their practice. We rely upon the RELAY protocol for weekly coaching cycles along with 4 LEAP partials and 2 Full LEAP evaluations. In tandem with monitoring student data, the weekly ILT meetings will include reporting on action steps in order to target PD and coaching emphases.

As a fundamental part of our culture of assessment, teacher coaching and support occurs weekly for each teacher at NCAS. The NCAS administrative team and STL's conduct weekly observations and feedback cycles with all teachers. In tandem with monitoring student data, the weekly ILT meetings will include reporting on action steps in order to target PD and differentiated coaching emphases.

Both student data and data gathered from LEAP evaluations drive our Professional Learning Community planning. Weekly RELAY coaching cycles offer each teacher a bite sized actionable step to implement every week. In tandem with monitoring student data, the weekly ILT meetings will include reporting on action steps in order to target PD and coaching emphases.

C. Teacher Professional Development

Teacher professional development is a priority at NCAS in order to meet goals outlined in our vision and mission. Along with weekly data cycles, NCAS has an early release on Wednesdays for Professional Development focused once per month on Arts Integration, Collaboration with the 'Warrior' network, MTSS/Restorative Practices and one 'Gotta Get it Done' session. The ILT team collaboratively determines specific monthly PD sessions based upon student academic and behavioral data in tandem with teacher coaching data.

NCAS leadership members are each assigned 4 teachers to offer an extra level of targeted support and professional development relative to student attendance, behavior, and our bottom 12% of learners. In order to assess the effectiveness of PD, school leadership evaluates exit ticket data entered into Infinite campus and determines specific "look for's" that the ILT focuses on during weekly coaching cycles.

During the academic year, teachers engage in 4.5 hours of professional development each week. NCAS professional development includes a 2.5 hour weekly session during Wednesday early release. These sessions are focused on the following rotating cycle:

1st Wednesday: Arts Integration

2nd Wednesday: Collaboration with the Warrior network

3rd Wednesday: "Gotta Get it Done" focused on immediate needs

4th Wednesday: MTSS and Restorative Practices

In addition content-specific PLCs take place on Monday, Wednesday, and Fridays during second period for 75 minutes. Finally, Fridays are reserved for focused PD in response to school needs that arise during observations. The PD Calendar is updated for teachers on Google Drive.

Prior to opening for the 2017-2018 school year, NCAS faculty will participate in a retreat that will be guided by implementation of this innovation plan. This three-day retreat will be focused on the broader school culture aimed to ensure all practices align with the NCAS vision and mission. We will aim to refine our Restorative practices including preparing more stakeholders in the training and process. We also will plan for incorporation of peer mediation into the model.

D. Teacher Evaluation

NCAS will continue to use LEAP to evaluate its teachers. As mentioned above, ILT will conduct 4 LEAP Partials and 2 Full LEAP evaluations for each teacher. NCAS will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor. Consistent with the DPS LEAP evaluation system, the principal, the assistant principal, deans, senior team leaders will be involved in the evaluation process. Teachers will be provided with differentiated professional development and support as determined by their supervisor. If teachers demonstrate a need for additional support with instruction they will be placed on a growth plan. Ineffective teachers will not be retained. NCAS will not have remediation policies and procedures. Dismissal procedures will be consistent with the NCAS at-will employment policy.

E. English Language Learners

Identification Process.

NCAS will function as an ELAS resource school. To ensure that our students are accurately identified as English language learners, parents/guardians will fill out the DPS Home Language Questionnaire during the registration process. This paperwork will be collected and entered into our database by the NCAS Student Support Manager during registration. We will ensure that if the parent/guardian completing the form has any questions they have the opportunity to get assistance from trained and knowledgeable staff members familiar with our ELA supports and the Home Language Questionnaire. Parent/guardian responses from the questionnaire will determine the student's identification as an English language learner. The school will provide parents notification of the HTQ, purpose and goals in their language when registering their child. The ELA video will be shown and Principal designee will be available to answer parent/guardian questions about the ELL identification process. The school will notify parents about their provisional placement pending the assessment results within 30 calendar days of the registration or 15 days following the enrollment. The school will seek translation services from the district to provide parents the materials needed in their home language.

Assessment and Placement.

If the parent/guardian answers indicate a second language presence, we will follow-up through administration of the W-APT within 10 days, but no later than 25 calendar days after registration and will provide ELL services within 30 days of arrival. Parents will be notified about the placement in a Language Instruction Educational Program (LIEP) via letter or meeting within 15 calendar days but no later than 30 days following enrollment.

A fully qualified ELA-E teacher (State-endorsed in teaching the culturally and linguistically diverse, has earned a Masters or Doctorate degree in teaching the linguistically diverse, or has completed the approved District ELA-E training) will be responsible for the management of the ELA program with oversight and support from the school's principals?????. This teacher will lead our Instructional Services Advisory (ISA) Team that will meet monthly to review student data and collect a body of evidence that will be used to determine placement. Data and information collected through this process will be shared with parents in making such decisions.

The ISA team will also monitor student progress and be available to teachers and parents who have concerns or questions regarding their student. This important aspect of NCAS ELA monitoring can be summed up in seven steps:

1. Review services for newly identified English Learners.

2. Monitor identification of English Learners to check inappropriate identification and placement.
3. Review English Language Proficiency and Academic progress of all English Learners (including those who have declined services).
4. Identification of English Learners in need of intervention to address the student's instructional needs through collaboration with the teaching team.
5. Review English Learners information/data with recommendation to the ELA department in regards to the re-designation of English Learners.
6. Review English Learner student information/data with recommendation to the ELA department regarding the reentry of ELL's into the program.
7. Recommendation to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent/guardian.

With guidance and supervision from the School Leadership Team, the Student Support Manager shall be responsible for ensuring HLQs are on file for all students, parent choice (PPF) matches student placement, designating core content teachers per school ELA program needs, nominating ISA team members and establish monthly ISA team meetings, establishing monthly PAC meetings, identifying DAC representative, reviewing ELL lists to ensure proper placement of students at a minimum of 96%, establishing L1 support with Spanish materials, and ensuring a minimum of 45-minute of daily ELD instruction.

When all this information is collected, the ISA team will review, analyze, discuss, and reach a consensus to determine if the student is performing satisfactorily or not. If the student is not being successful, we will gather information from teachers to learn why the student is not making satisfactory progress and what actions have been put into place to help the student succeed. A meeting with the student, teacher, and parent/guardian will take place. Our ELA designated lead will support teachers in ensuring appropriate accommodations are in place for all ELA students. This person will also support classroom instruction through push in and small group lessons when needed.

We will effectively implement our ELA program at NCAS by ensuring that our students are grouped correctly and are able to transition from one level to the next based on a body of evidence. We will use the WIDA standards to measure the progress of ELL students. Our ISA Team will monitor student progress in English language proficiency and core content areas by collecting a body of evidence, which will include ACCESS scores, PARCC scores, and reading and writing samples as well as:

- Completion of the Denver Public Schools English Language Acquisition Department English Language Development Profile form
- Classroom data
- Report card grades

ELL students will be monitored on a monthly basis through gathering and analysis of a writing sample that is embedded into their regular coursework. In addition, on a weekly basis, teachers will also informally assess students as part of regular data gathering and RtI team meetings and

professional development. The results will be analyzed and discussed during team planning. The data will indicate what we have to cover and how we will differentiate and pull students into targeted intervention.

Program Design and Curriculum.

In accordance with the consent decree, NCAS will work with DPS ELL experts in order to ensure that we are in alignment with district priorities and operating within state law, but most importantly best serving our English Language Learners in an inclusive and supportive environment that prepares students for career or college moving forward.

The English Language Acquisition (ELA) Program provides ELL students with the English language skills to meaningfully and equally participate in the Mainstream English Language Instructional Program as defined by the Consent Decree. Each student will receive grade-appropriate content instruction that is designed to enable them to perform at grade level, reach their full potential, and be on track to graduate prepared for college and career readiness.

Classroom instructional strategies based on best practices will include but not limited to:

- SIOP strategies such as building background knowledge
- Comprehensible input
- Scaffolding techniques
- Various question types based on the new Bloom's Taxonomy
- A balanced reading and writing program to include reciprocal reading
- Use of graphic organizers, and mental models, word walls
- Kegan strategies to provide cooperative learning
- Frequent opportunities for interaction and discussion

Additionally, our arts based model will allow for multiple forms of expression that naturally facilitate access to the curriculum for EL's.

Teaching.

Along with a highly qualified ELA teacher, all NCAS teachers will partake in ELA training to satisfy requirement of district ELA-E certification.

The Dean of Academics will be responsible for the oversight of effective implementation of the ELA program, will consult with the ELA District Office, and will request any needed support or training.

In order to ensure that we meet the non-academic needs of EL's and their families, we will provide all written communication in English and Spanish as well as translation at school events. In addition, our educational philosophy requires a deliberate school culture that takes into account a whole child perspective that is intentionally welcoming, supportive and inclusive to our EL community members.

Exiting/Redesignation.

NCAS will implement a collaborative plan for determining whether a student is to be exited/redesignated in accordance with district requirements. The process shall include meaningful collaboration and information about student progress with the parent(s) of students

based on a body of evidence and consistent with CDE standards including ACCESS scores, PARCC scores, and reading and writing samples. Students that are redesignated as Mainstream shall be monitored by the ISA Team for at least two years to determine if additional ELA program services are needed.

F. Students with Disabilities

NCAS uses its Multi-Tiered Systems of Support (MTSS) process and special education teacher to identify students with disabilities. A teacher may refer a student to the MTSS or grade-level team, and the team, after collecting necessary data and implementing multiple interventions, would determine if the student would need to be referred for a special education evaluation. This process will be supported by our data team and weekly student focused meetings with identified staff members. Parents/guardians may also request a special education evaluation.

NCAS will provide students with disabilities the appropriate accommodations, interventions, and special education services to meet their individual needs. Students with mild or moderate disabilities will receive support from a licensed special education teacher. The special education teacher will work with core academic and arts teachers to provide appropriate instructional strategies and accommodations as well as providing direct intervention services to students as needed. We will use a push-in model as much as possible, with pull-out reserved for direct interventions in accordance with IEP goals.

NCAS will continue to offer 2 center-based programs for students with disabilities who have significant cognitive disabilities. The center-based program will be staffed by licensed special education teachers. Along with teaching academic, behavioral and life skills, our center based programs will strive to incorporate arts based methods found to support the learning and expression of students with significant disabilities such as use of multiple forms of representation (Eisner, 1994¹⁰).

Other student services, such as counseling, social services, psychological services, and health services will be determined by NCAS and provided by licensed personnel.

G. Gifted and Talented Students

NCAS identifies Gifted and Talented (GT) students using the multiple criteria and assessments made available by the district. Students who are gifted and talented will have opportunities to take advanced course offerings and/or compacting of curriculum. Advanced Learning Plan Guidelines would be utilized to work with clustered and flexible groups and accelerated coursework will be available for students that meet criteria for both Gifted and Talented and Highly Gifted and Talented. Partnership work with colleges, universities and performance venues will be developed to support GT students. Cross grade clustering, extended and/accelerated coursework and performance challenge during and beyond the school day would be provided through the school and partnership with community apprenticeships. (e.g. Destination Imagination, Math Olympics, Debate Team). Aforementioned data monitoring and professional development will include regular evaluation of the effectiveness of the gifted and talented program. Additionally, implementation of restorative practices, arts integration, CRT

¹⁰ Eisner, E. (1994). *Cognition and Curriculum Reconsidered*. Teachers College Press.

and CP will aid in improving the representation of traditionally underrepresented student cohorts in the NCAS G&T programs.

H. Multi-Tiered System of Supports

All students that are not yet proficient in reading, math or English language development will receive an intervention during the school day in place of a second arts class. Students will be assessed throughout the year to determine what intervention is needed.

Data teams will analyze assessment data during weekly data team meetings. Teachers will identify which students are not meeting growth targets and adjust their instruction accordingly. Our current data team structure is based on the Data Driven Instructional Model. We will examine data in six week cycles for our short term assessments. We will analyze interim data and make concrete instructional adjustments based on targeted areas for growth.

We will also analyze our intervention data on a bi-monthly basis to determine if our interventions are working to meet student growth goals. Our MTSS team will analyze intervention data for specific students who are identified through the MTSS process.

Reading and math interventions will be available to all students and if the need is present students will receive two intervention classes during the school day. Intervention class assignments will change quarterly based on student data. Specific interventions will be adjusted by the intervention teacher based on weekly progress monitoring data.

Students in need of behavior interventions will be embedded into our aforementioned Restorative practices model and PBIS and in order to ensure closure of achievement and opportunity gaps.

I. School Schedule & Calendar

High School

Monday/Thursday/Friday			Tuesday			Wednesday Early Release		
Period 1:	7:45-8:35	50 mins	Period 1:	7:45-9:00	75 mins	Period 5:	7:45-9:01	76 mins
Period 2:	8:39-9:28	49 mins	Period 2:	9:04-10:21	76 mins	Period 6:	9:05-10:22	76 mins
Period 3:	9:32-10:21	49 mins	Period 3:	10:25-11:41	76 mins	Creative Learning	10:26-11:26	60 mins
Period 4:	10:25-11:14	49 mins	Period 4:	11:45-1:00	75 mins	Period 7	11:30-1:00	90 mins
Period 5:	11:18-12:07	49 mins	Lunch	1:00-1:45	45 mins	Lunch	1:00-1:30	30 mins
Period 6:	12:11-1:00	49 mins	Period 8:	1:45-3:15	90 mins	Staff Time	1:30-2:00	30 mins
Lunch	1:00-1:45	45 mins				PD/Meeting	2:00-3:30	90 mins
Period 7:	1:45-2:28	43 mins						
Period 8:	2:32-3:15	43 mins						

Middle School

Period 1	7:45-8:36	51 min
Period 2	8:38-9:29	51 min
Period 3	9:31-10:22	51 min
Period 4	10:24-11:15	51 min
Lunch 5	11:17-11:55	38 min
-Advisory 6	11:57-12:30	33 min
Period 7	12:32-1:23	51 min
Period 8	1:25-2:16	51 min
Period 9	2:18- 3:09	51 min

J. Class Size

Due to the nature of the arts-infused curriculum, class sizes at NCAS are smaller than the DPS average. Each core class is approximately 25 students. Intervention classes are provided to smaller groups of students that allow for individualized instruction and support.

Section IV. LEADERSHIP

A. Leadership Team Personnel

Rhonda Juette will continue as the principal of Noel Community Arts Middle School with Debbi Blair-Minter continuing as the Interim High School principal. Both school leaders have a long time track record as exceptional leaders in the district with many years of experience. Along with a strong track record as a school leader and capacity to collaborate across the middle and high school, The NCAS leader must have a passion for the arts and how the arts can transform public education in the FNE region.

Connected to our vision and mission, the advisory committee has determined the following priorities for NCAS leaders:

- Ensure teachers have sufficient planning time and professional development around curriculum development, lesson/unit planning, around arts integration.
- Provide clear guidance around capstones in all subjects and hold all accountable to high quality lessons/units/and capstones that are standards aligned and ensure student artistic expression.
- Ensure staff have resources for arts integrated lessons/units/capstones.
- Ensure recruitment, hiring, and retention of high quality arts focused staff.
- Ensure a plan for phase-in of a clear arts program in HS and Arts Integration in MS which includes access to curricular resources and quality lessons/materials for new teachers and new to arts integration teachers.
- Ensure teachers have targeted and collaborative planning time before the school year begins to develop quality unit/lesson/capstone planning.

In addition to our current leadership structure, NCAS will hire an arts director, another ILT and work toward having a mix of academic and arts focused counselors. It is vital that as a community arts school that an Arts Director is hired. This leader will be tasked with public relations outreach, targeted fundraising to support the arts, and ensuring deliberate arts alignment across content areas and grade-levels.

In the event that a current school principal vacates the position, the Board of Advisors, which includes the school Instructional Leadership Team ILT, a business community representative, two core teachers, two arts teachers, one paraprofessional, the business/office manager, and five parent representatives, will determine if there is an ideal candidate within the NCAS leadership pipeline. Our goal is develop a leadership pipeline wherein deans, assistant principals and teachers are capable to continues professional growth should they so desire.

The Board of Advisors will be responsible for implementing the principal selection process. The school Instructional Leadership Team ILT will select their two top candidates in consultation with the Board of Advisors 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.

Preferred Qualifications

- Over three years as a principal

- Proven track record with turnaround schools
- Art Infusion background
- Shows strong commitment to school community
- Bilingual
- Demonstrates innovative thinking and multiple approaches to educational programming
- Strong alignment with current mission and vision

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

The selection process will include: a faculty meeting 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 of DPS website and other related sources; development of interview questions and selection criteria rubric based on job description and input on criteria; application screening and scoring; reference checks on top candidates; conduct interviews including performance tasks; host a public symposium for finalists; conduct site visits to finalists current schools; school Instructional Leadership Team ILT selects final candidates; submits recommendation of two finalists to Superintendent for final selection; announce position acceptance to staff, students, parents, and community.

As with any successful school, parents and the community will be critical to the success of NCAS. Parents and community members must be engaged on myriad levels from strategic oversight to hands-on involvement. On the parent/guardian front, ALL NCAS parents will be actively involved in the school. NCAS envisions parent engagement in the following three areas:

1. Board of Advisors
2. Parent Outreach Committee
3. Student and Parent Engagement
4. Arts Steering Committee

The NCAS BOA will engage 5 NCAS parents to be part of this group. The BOA will include 2 middle school parents and 3 high school parents who will represent the larger school body. Additionally, the BOA will engage 1 NCAS business community member to support school to community partnerships.

In addition to parents providing strategic consultation on the BOA, NCAS will engage parents on a tactical level through the Parent Outreach Committee (POC). The goal of the POC will be to engage parents in proactively communicating NCAS's progress, challenges and successes to all stakeholders, and actively soliciting their feedback and participation in dramatically improving student achievement. In addition, the group will work to further engage more parents through seminars, workshops and other events that support academic achievement. It will provide a larger number of parents the opportunity to get involved with the school at a leadership level. The communication specialist will oversee this committee and its initiatives.

The POC will work on a variety of projects ranging from event planning to public relations activities to retention efforts to providing regular volunteer support within the school. The POC will serve as support for the BOA, the Instructional Leadership Team ILT and the communication specialist. The POC will meet on a monthly basis with meetings in between as needed (for specific events, planning, etc.) The POC will be open to all NCAS parents, but the school will strive to have a consistent group of at least 12-15 parent leaders.

B. Leadership Team Coaching & Evaluation

NCAS will work toward becoming a National SAM innovation project school to support our continued leadership development. SAM is a person or team of school staff members who meet with the principal each day to schedule instructional leadership time, reflect on impact and develop a First Responder™ structure in the school. In addition, NCAS will leverage the district resources for coaching, professional development and evaluation for and of all members of the leadership team. Our Deans will participate in District curriculum coaching. Finally, as a community school, we plan to leverage partnerships as an important aspect of leadership professional development.

NCAS leaders are invested in continuing the standard district-offered professional development and using the LEAD framework for evaluation, goal setting and continuous professional development.

NCAS leadership will utilize the MS Culture Rubric adopted from RELAY to guide team conversations. We will also rely on the Student Perception Survey as a tool to guide goal setting and professional development

C. School Personnel Structure

As mentioned above, we are adding an Arts Director and additional STL's in both the Middle and High School based on funding from the TIG which will be added upon confirmation.

High School

FTE	Position
1	Social Worker HS
0.2	PE Department/Athletics
1	Director of Academics HS
1	Spanish
1	Language Arts/ELD
3	ROTC
1	HS - Principal
1	HS - Assistant Principal

Middle School

FTE	Position
1	STL - Language Arts/ Social Studies
1	STL - Math
1	STL - Science
2	Math
2	Social Studies
2	Language Arts
2	Science
1	Art

.5+.5	Science/STL
.5+.5	Physics/STL (Math)
1	Photography/Film
1	English 1/1 CPT
0.5	Math STL
1	Dance
1	Dean of Instruction
1	Social Studies
1	HS Math
.5+.5	Restorative Justice (MS/HS)
1	DPD - Resource Officer
1	Digital Arts HS
1	MI for HS
1	Instrumental Music
1	Language Arts
1	ROTC
1	Drama/Theatre
1	Choir
1	Dean of Students
1	HS - Academic Counselor
1	School Technology Partner
1	Prevention/Intervention Specialist
1	Language Arts
1	Geometry
1	Biology
1	Language Arts
1	Algebra II/ Pre-Calculus
1	HS - SPED
1	Principal's Secretary

1	Art 360 Teacher Resident
1	PE
1	Principal
1	Assistant Principal

1	HS - MI Center
1	Credit Recovery
1	Math - SPED Team Specialist - HS
1	Visual Arts (MS/HS)
1	ROTC
1	Geography
1	Math Fellows HS
1	Math Fellows HS
1	Math Fellows HS
1	Math Resource - Coordinator
1	Math Intervention Teacher
1	Math Intervention Teacher
1	ELA-S Resource Teacher
1	ELA-S Para
1	ELA-S Para
1	ELA-S Para
	Support Staff
	School Psychologist
	Occupational Therapist
	Physical Therapist
	Safety & Security
	School Based Therapist
	Speech/Language Pathologist
	School Nurse
	Community Health Care Advisor
	Facility Manager

D. Teacher Recruitment and Hiring

To meet the needs of all students and to achieve the academic performance goals NCAS requires maximum flexibility to design and implement human resource policies and procedures that align

with the vision, mission and education plan of the school. Specifically, we are looking for teachers who are flexible, believe in collaborative learning and critical thinking, love the arts in general and celebrate what students bring to the class. NCAS 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 statute and the DPS/DCTA collective bargaining agreement, including but not limited to, waiver of the Teacher Employment, Compensation and Dismissal Act of 1990 Employment Status. Teacher's employment with NCAS and the Denver Public Schools will be "at-will" and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. The teacher will have a right to end his/her work relationship with NCAS and the Denver Public Schools for any reason at any time. NCAS 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 and as articulated in the waiver replacement policies contained in this plan. Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at NCAS will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at NCAS if they do not secure a position through mutual consent.

NCAS is requesting maximum flexibility to:

- Recruit and hire all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post all vacant positions and recruit and hire all staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not receive direct placements of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles and responsibilities to any job.
- Establish the calendar, work year, work week, work day, job assignments, class size and teaching loads to align with the Innovation Plan.
- Create a governance and leadership structure that aligns with the Innovation Plan.
- Engage contractors and/or part-time staff to teach specialized courses without the requirement of state licensing, and potentially, "highly qualified" criteria under ESEA (formerly NCLB).
- Create a professional development program that supports the Innovation Plan. The School will have the option to participate in District-provided professional development.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance and extra work time, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations that will support the school's culture as described in the Innovation Plan.

Such flexibility will be limited only by federal law, and the statutes, Collective Bargaining Agreement provisions and District Board policies not waived in this application. Effective teachers are the single most important factor in raising student achievement, especially with

low-achieving students. The flexibility to staff the school with the most effective and committed teachers, afforded by the innovations in personnel policies, will allow NCAS to reach its goals of high academic growth and achievement for all students^[1].

^[1] Conventional estimates of the variance in teacher effectiveness at driving student achievement range from 0.15 to 0.24 standard deviations per year in math and 0.15 to 0.20 in reading (Rockoff 2004, Hanushek and Rivkin 2005, Aaronson et al. 2007, Kane and Staiger 2008).

E. Teacher Retention

As teacher retention is an essential contributing factor to school and student success, our target retention rate will be 85%. We will begin by ensuring that teachers on our team are completely invested in our mission, vision and are passionate about the arts. NCAS culture will emphasize lifelong learning and the relentless pursuit of excellence; therefore, the leadership of NCAS will fully support the wellbeing and career goals of its faculty and staff. We will prioritize participatory pedagogies and the building of a culture of mutual respect so that teachers are empowered and validated at NCAS. Participatory pedagogies, or teacher action research has been found to keep teachers fresh and motivated in their work, while simultaneously effecting positive student outcomes. A culture of mutual respect requires dedicated time for relationship building and open communication.

At the start of every school year, faculty and staff will meet individually with a member of the SLT to discuss their goals related to the school year and to their own professional growth. Each faculty member will develop an Individual Professional Development Plan (IPDP) that covers at least a 3-year period and serves as a framework for the teacher's individual professional development and informs collective PD. As part of the plan, the SLT will seek 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.

NCAS teachers who participate and implement professional development will have the opportunity to train other teachers in the building; thus, developing capacity in others and an organizational 'leadership pipeline'. Excellence in teacher performance will be recognized and celebrated at monthly meetings.

Section V: Governance & Finance

A. Governance:

The School Leadership Team and Collaborative School Committee are merged into the Advisory Board. The Advisory Board will comply with State Law on School Accountability Committees.

The membership of the Advisory Board will include the School's ILT, 1 business/ community representative, 2 core teachers, 2 arts teachers, 1 paraprofessional, 1 business services manager, and 5 parents representatives - 2 middle school and 3 high school.

The Advisory Board shall have the following responsibilities:

- Meet at least once a quarter
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 including advising on the school's annual budget, advising on the school's master calendar and schedule, making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities
- reviewing academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly.
- Making recommendations for improvement based on trends and concerns that emerge.
- Supporting the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals.
- Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists)

Instructional Leadership Team ILT

- The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations from the Advisory Board.
- The school Instructional Leadership Team ILT will include: the principal(s), the assistant principal(s), and three teacher leaders, selected by the principal(s). The Instructional Leadership Team ILT will make decisions about hiring and dismissal of staff, including the new leadership in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team ILT will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team ILT will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team ILT will be held accountable by the principal.

B. Budget Priorities

- 5 year balanced budget based on projected enrollment.
- Enrollment projections provided by the District Planning and Analysis department for the next first five years
- Budget priorities include are fully funded.
- In addition to revenues outlined in the budget projection, we budget based on actual versus average teacher salaries, recuperating approximately \$1150,000 in school based discretionary funding to support the innovation plan.

Revenues

- Revenue will be generated from Student Based Budgeting including supplemental and mill levy funding for specific programs and services.
- As part of this Innovation Plan we are seeking a TIG in the amount of \$450,000 over the next 2.5 years which will fund additional supports to implement the arts integration model.

Expenses

- The majority of expenses are related to instructional staffing with a small percentage going towards administration.

Financial Management

- NCAS participates in the District “School Budget Analyst” program. This person will perform most duties related to the budget in cooperation with the Principal and the Financial Partner.

Contingency Plan

- In the event that the school only enrolls 80% of the projected student population the school would work to maintain core priorities within the plan while making reductions in the following areas:
 - Reduce staff proportional to the enrollment/funding decline. This will be made in partnership with the Advisory Board based on school priorities.
 - Reduce Non-salary expenses proportionate to the 20% reduction in PPR while maintaining core non-salary expenses

Section VI: WAIVERS

Waivers Requests and Replacement Policies DPS, DCTA, and Colorado State Statutes

**Table I – NCAS District Policy Waivers
Analysis of DPS Policy Considerations Called for by the Innovation Plan**

Policies Waived	Areas of Impact	Replacement Policies and/or Practices
<p>BDF-R4: Collaborative School Committees</p>	<p>School Governance</p>	<p>The School has been granted waivers from Article BDFR-4 described in the Innovation Plan, the School Leadership Team and Collaborative School Committee will be replaced with the Advisory Board. The Advisory Board will comply with State Law on School Accountability Committees.</p> <p><u>The membership of the Advisory Board will include</u> the School’s ILT, 1 business/ community representative, 2 core teachers, 2 arts teachers, 1 paraprofessional, 1 business services manager, and 5 parents representatives - 2 middle school and 3 high school.</p> <p><u>The Advisory Board shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meet at least once a quarter ● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 including advising on the school’s annual budget, advising on the school’s master calendar and schedule, making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities ● reviewing academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. ● Making recommendations for improvement based on trends and concerns that emerge. ● Supporting the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals. ● Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists) <p>Instructional Leadership Team ILT</p> <ul style="list-style-type: none"> ● The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource allocations based on recommendations from the Advisory Board.

		<ul style="list-style-type: none"> The school Instructional Leadership Team (ILT) will include: the principal(s), the assistant principal(s), and three teacher leaders, selected by the principal(s). The Instructional Leadership Team (ILT) will make decisions about hiring and dismissal of staff, including the new leadership in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team (ILT) will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team (ILT) will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team (ILT) will be held accountable by the principal.
KHBA: Sponsorship Programs	Budget	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities.
GCF/GDF: Professional Staff Recruitment & Hiring	Human Resource Management: Hiring	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply

		<p>through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.</p> <p>The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements)</p> <p>Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA). Core content areas under ESEA include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music).</p> <p>The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. Background checks will be administered using the existing systems and processes for the district. The School shall conduct reference checks.</p>
<p>IKE/ IKE-R: Promotion, Retention and Acceleration of Students</p>	<p>Graduation and Promotion</p>	<p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ Act. The principal, deans, teacher, and parents will 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. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <p>If the NCAS Instructional Leadership Team ILT approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Instructional Leadership Team ILT. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>

Table II – NCAS Collective Bargaining Agreement Waivers

Definition of School Year (Article 1-7)	Calendar & Schedule	<p>The term “school year” as use in these Articles shall mean the school calendar as it is established by the innovation school with input from the CSC. This definition will include both an identification of days and a typical daily schedule.</p>
Grievance (Article 7): Establish Dispute Resolution Procedures	Human Resource Management: Dispute Resolution	<p>The School has been granted waivers from Article 7.</p> <p>The School will develop a dispute resolution process that permits association representation of faculty members and an avenue to appeal to the Superintendent’s designee.</p> <p>Disputes between faculty members and the District may be brought directly to the Superintendent’s designee. The faculty member is entitled to representation by the Association.</p> <p>NCAS will follow the District’s Basic Fairness and Due Process Guidelines in issuing corrective action.</p>
Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	Calendar & Schedule Human Resource Management: Staff Assignments Human Resource Management: Teaching Load Human Resource Management: Leadership Structure	<p>The School has been granted waivers from Article 8.</p> <p>The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.</p> <ul style="list-style-type: none"> ● No later than 60 days before the end of the school year, the ILT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. ● Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. ● A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. ● In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract. ● The School has the authority to establish preferred class sizes and teaching loads that support the Innovation Plan. ● Teachers will be compensated for additional days via a stipend that

		<p>is determined by the principal in consultation with the Advisory Board annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the ILT in consultation with the Advisory Board annually, as part of the adoption of the school calendar.</p> <ul style="list-style-type: none"> • Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the Advisory Board, to include extended student time as well as additional collaborative planning and professional development time.
<p>School Leadership Team (Article 5-4)</p>	<p>Governance & Human Resource Management: Leadership Structure</p>	<p>The School has been granted waivers from Article 5-4 described in the Innovation Plan, the School Leadership Team and Collaborative School Committee will be replaced with the Advisory Board. The Advisory Board will comply with State Law on School Accountability Committees.</p> <p><u>The membership of the Advisory Board will include</u> the School’s ILT, 1 business/ community representative, 2 core teachers, 2 arts teachers, 1 paraprofessional, 1 business services manager, and 5 parents representatives - 2 middle school and 3 high school.</p> <p><u>The Advisory Board shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meet at least once a quarter • Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 including advising on the school’s annual budget, advising on the school’s master calendar and schedule, making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities • reviewing academic, organizational, and financial data and evaluate progress toward performance and implementation benchmarks quarterly. • Making recommendations for improvement based on trends and concerns that emerge. • Supporting the Instructional Leadership Team ILT in securing resources and developing community partnerships necessary for success and will hold the Instructional Leadership Team ILT accountable for reaching implementation and achievement goals. • Recommending at least 2 final candidates to DPS for the principal position (when a vacancy exists) <p>Instructional Leadership Team ILT</p> <ul style="list-style-type: none"> • The school Instructional Leadership Team ILT will make adjustments to the educational programming, scheduling, staffing, and resource

		<p>allocations based on recommendations from the Advisory Board.</p> <ul style="list-style-type: none"> The school Instructional Leadership Team (ILT) will include: the principal(s), the assistant principal(s), and three teacher leaders, selected by the principal(s). The Instructional Leadership Team (ILT) will make decisions about hiring and dismissal of staff, including the new leadership in the event that the current principal leaves the school. They will also make decisions about educational structures & schedules, educational programs, community involvement, and budget and resource allocation. The Instructional Leadership Team (ILT) will meet once a week to discuss and plan professional development for teachers, monitor calendars, update policies and shape the school culture. The Instructional Leadership Team (ILT) will continually cultivate new leaders and help ensure that the teachers that serve NCAS students are the most dedicated, reflective and effective in facilitating student learning. The Instructional Leadership Team (ILT) will be held accountable by the principal.
<p>Teacher Evaluation (Article 10/PAR MOU): Describes the Evaluation Process for Teachers</p>	<p>Human Resource Management: Teacher Evaluation</p>	<p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement will list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant</p>

		<p>Principal. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. 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.</p> <p>10-5-3: Formal full observations are recommended to last one class period (typically 45-60 minutes) and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.</p>
<p>Article 11: Complaints Against Teachers/ Administrative Leave/Corrective Action</p>	<p>Human Resource Management</p>	<p>The School has been granted waivers from Article 11. All employees at NCAS are at-will employees. In issuing corrective action, the School will follow the District Basic Fairness and Due Process guide.</p>
<p>Assignments, Schedules and Transfer (Article 13-7 & 13-8 & 13-10): Describes District and School Procedures for Transfer and Reassignment of Teachers</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>	<p>The School has been granted waivers from Article 13. NCAS waives Article 13 to permit “real time hiring of teachers” – i.e. post positions and hire as vacancies become known.</p> <p>13-7. The innovation school will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> ● It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. ● In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. ● The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers (with the exception of ADA placements). <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to determining probationary or non-probationary status.</p>

		<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, the school leader shall establish a hiring committee which will be constructed by the principal in consultation with the Advisory Board to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>13-10. The principal, with consultation from the Advisory Board, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal and the principal will make RIBS decisions based on school determined criteria including performance and professionalism.</p>
Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force	Human Resource Management: Staffing	The School has been granted waivers from Article 20. NCAS will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.
Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time	Human Resource Management: Staff Assignments	The School has been granted waivers from Article 25. Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's SLT. The SLT shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.
Summer school teaching positions (Article 14): Restricts Hiring Process and Moves Decision-Making for Hiring Teachers Offsite (14-1-1-1,	Human Resource Management: Hiring & Staff Assignments	The School has been granted waivers from Articles 14-1-1-1, 14-1-1-2, and 14-1-1-3. The School has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.

14-1-1-2, 14-1-1-3)		
Extra Duty Comp (Article 32): Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation	<p>The School has been granted waivers from Article 32.</p> <p>The School has the authority to determine its own compensation structure for additional work. Compensation will be agreed upon and communicated in advance. Extra hours will be at the employees hourly rate.</p> <p>The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</p>

Table III – NCAS State Statutory Waivers

Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel	Human Resource Management: Teacher Evaluations	<p>The School has been granted a waiver from Section 22-9-106.</p> <p>The school's evaluation system will meet the standard provisions of SB 191.</p> <p>The School may use or adapt all or certain components and resources of the District's evaluation program.</p> <p>The School will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.</p> <p>NCAS will implement the district licensed personnel evaluation system (LEAP) that complies with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.</p> <p>Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team.</p> <p>Evaluators of school personnel will receive an CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school.</p> <p>The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.</p>
Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation	<p>The School has been granted a waiver from 22-32-109(1)(f).</p> <p>The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206).</p> <p>The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</p>

		<p>Pursuant to state law, the DPS board will delegate duties related to selection of teachers and determination of compensation to the innovation school. The principal, in consultation with the school Instructional Leadership Team ILT, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the ILT shall determine the rate of pay during the budget cycle each Spring for the following year, no later than March 15.</p>
<p>Section 22-32-109(1)(g): Handling of Money</p>	<p>Budget</p>	<p>The School has been granted a waiver from Section 22-32-109(1)(g). The School has the authority to manage its receipt of money and will meet performance expectations provided by the District. The District may conduct an annual audit and require the School to provide quarterly trial balances to the Office of Budget. In accordance with the innovation plan, NCAS may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at NCAS. The school will account for all moneys that it receives directly and will report to the budget partner.</p>
<p>Section 22-32-109(1)(n)(1): Schedule and Calendar</p>	<p>Calendar & Schedule</p>	<p>The School has been granted a waiver from Section 22-32-109(1)(n)(1). The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. In accordance with the innovation plan, NCAS's ILT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement. School has the authority to determine the number of professional development days and days off or late starts/early releases. No later than 60 days before the end of the school year, the ILT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or</p>

		<p>other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>
<p>Section 22-32-109(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</p>	<p>Calendar & Schedule</p>	<p>In accordance with the innovation plan, NCAS’s ILT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.</p>
<p>Section 22-32-109-(II)(B): School Calendar</p>	<p>Calendar & Schedule</p>	<p>The School has been granted a waiver from Section 22-32-109(II)(B). The School has the authority to create its own annual calendar. The School’s annual calendar will meet or exceed the minimum standards for the District and state.</p> <p>No later than 60 days before the end of the school year, the NCAS ILT, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.</p>
<p>Section 22-32-109(1)(t): Determine</p>	<p>Education Program</p>	<p>The School has been granted a waiver from Section 22-32-109(1)(t). Following the District’s approval process, the School can request the flexibility to adopt an educational program, including selecting curriculum</p>

Educational Program and Prescribe Textbooks		<p>and textbooks.</p> <p>The School's education program will meet or exceed the minimum standards of the District and state.</p>
Section 22-32-109 (1) (aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program	<p>The School has been granted a waiver from Section 22-32-109(1)(aa). Following the District's approval process, the School can request the flexibility to adopt an educational program, including selecting curriculum and textbooks.</p> <p>The School's education program will meet or exceed the minimum standards of the District and state.</p> <p>In accordance with the innovation plan, NCAS will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to NCAS the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.</p>
Section 22-32-109(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development	<p>The School has been granted waiver from Section 22-32-109(jj). In accordance with the innovation plan, NCAS ILT and the district evaluator shall jointly determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.</p>
Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals	<p>In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader.</p> <ul style="list-style-type: none"> All dismissals that occur during the school year must follow procedures established in District policy GDQD and regulation GDQD-R. Teachers may be non-renewed at the end of the school year for a lawful reason.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-Licence Required-Exception	Human Resource Management: Hiring and Teacher Qualifications	<p>The School has been granted a waiver from Section 22-63-201. The School will comply with federal laws regarding teacher qualifications. NCAS will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The School may offer positions to non-licensed teachers and/or administrators at NCAS as necessary to implement the school's innovation plan provided the teachers or administrators are highly qualified by federal standards. The board delegates to the School the duty to identify employees as</p>

		administrators.
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>	<p>The School has been granted a waiver from Section 22-63-202. The School has the authority issue its own employment offer letters. The School's employment offer letter will outline the terms of employment and will meet the minimum standards outlined in the innovation school offer letter template provided by the district.</p> <p>All teachers are hired with at-will status, even if they acquired non-probationary status in the District prior to being hired at the school. "At will" means teachers may be dismissed mid-year or at the end of the year for a lawful reason. Termination of all staff during the school year will follow the dismissal procedures outlined in the DPS Board Policies GDQD and GDQD-R. If an employee intends to resign from his/her employment with the District, the employee shall give written notice of his or her intent at least 30 days prior to the date that he or she intends to leave his/her position.</p> <p>Dismissal at the end of the year will be done through the non-renewal process. DPS Board Policies GDQD and GDQD-R do not apply in this situation.</p> <ul style="list-style-type: none"> ● Teachers do not acquire or lose non-probationary status while at the school. ● Teachers leaving employment at the school and transferring to a position in another District school shall be subject to the District's policy regarding transfers from innovation schools in determining their probationary or non-probationary status. ● Teachers who are reduced or non-renewed from the school will not be entitled to a Limited Term Assignment with the District. ● All teachers who are not invited back for the next school year shall be notified in writing no later than May 1 the prior year. ● Any teacher who works at (NCAS) who intends to resign must give notice to the school of his/her intention to resign at least 2 weeks prior to the last day the teacher intends to work. <p>The principal has the authority to make employment offers to qualified candidates at any time. The School will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment.</p> <p>The School has the right to refuse the placement of teachers in Limited Term Assignments. The School may be required to accept transfers that are being placed under the District's compliance with the American's with Disabilities Act (ADA).</p>

<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract</p>	<p>Human Resource Management: Dismissals</p>	<p>The School has been granted a waiver from Section 22-63-203. All employees at NCAS are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation</p>	<p>Human Resource Management: Direct Placement of Teachers</p>	<p>The School has been granted a waiver from Section 22-63-206. The School is not subject to the transfer of teachers within, into or out of the school by the District; the School’s leadership has the authority to make all decisions regarding transfers within the School.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Human Resource Management: Dismissals</p>	<p>The School has been granted a waiver from Section 22-63-301. All employees at NCAS are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and Judicial Review</p>	<p>Human Resource Management: Dismissals</p>	<p>The School has been granted a waiver from Section 22-63-302. All teachers are at-will employees. The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School’s Employee Handbook. All employees at NCAS are at-will employees. Whenever a teacher is dismissed during the school year, that teacher will be afforded the process outlined in DPS Policy GDQD/r for classified employees. However, GDQD/r does not apply to the school leader’s decision at the end of a school year regarding which teachers will return to the school for the following school year. All teachers who are not invited back shall be notified in writing no later than May 1 the prior year.</p>

<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule</p>	<p>Human Resource Management: Compensation</p>	<p>The School has been granted a waiver from Section 22-63-401. The School has the authority to determine its own compensation system for all employees, including adjunct faculty. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp. Salaries will be set prior to the school year starting.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-402: License, Authorization of Residency Required in Order to Pay Teachers</p>	<p>Human Resource Management: Compensation</p>	<p>The School has been granted a waiver from Section 22-63-402. The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403: Payment of Salaries</p>	<p>Human Resource Management: Compensation</p>	<p>The School has been granted a waiver from Section 22-63-403. The school will use the district salary schedule for determining pay for teachers and staff. The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to Advisory Board and HR to ensure sustainability, transparency and equity.</p>