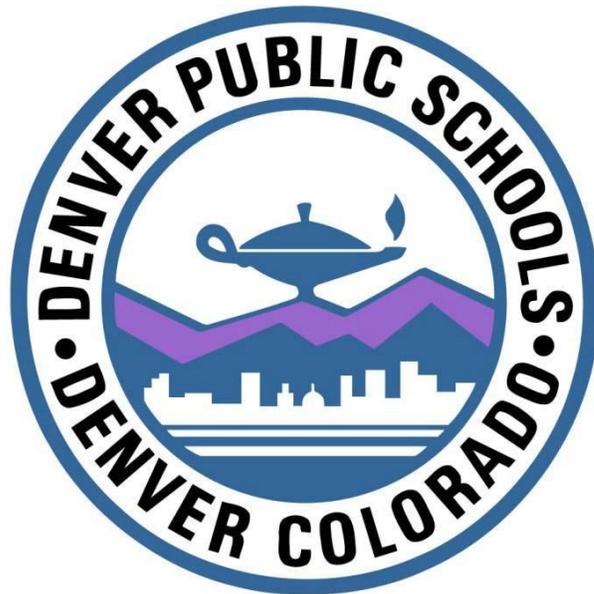


**INNOVATION SCHOOL APPLICATION RENEWAL**



**Summit Academy  
December 18, 2015**



# SUMMIT ACADEMY

Triumph.

At Summit our mission is to embrace **ALL** students with diverse academic and social experiences and cultivate them to be 21st century learners and positive community contributors by providing comprehensive support services and individualized pathways to post-secondary readiness in a safe, caring, and family oriented environment. Summit will individualize options through a proficiency based, data-driven, goal-oriented, rigorous, wraparound educational program. We aim to serve **ALL** students within a self-directed, self-paced model that provides an achievable track to graduate with a high school diploma or equivalent by offering *multiple pathways* for enrollment into postsecondary educational options. These include but are not limited to college, training, certification, and internship programs.

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## INTRODUCTION

### **SUMMIT ACADEMY-MULTIPLE PATHWAYS CENTER**

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**Date Submitted: 12-11-2015**

When Summit Academy opened its doors in August of 2010, it was clear to all staff members that 80% of what we currently do would be considered “innovative”. Being the only school in the state that utilized the Diploma Plus model, offering GED and Credit Recovery throughout the day and evening and building personal connections to re-engage students, it was obvious to us that what we do is unique and powerful. We knew we were in the business of changing lives. In September of 2010, the staff determined that Summit would develop a committee to oversee the innovation application with the understanding that this would be a research-based effort. The following staff members volunteered to participate on the committee:

- Margaret Ritchie-Yanez – ELA Interventionist: Structure and format of the application  
Reviewing all former applications in the district to determine what needed to be included.
- Scott Huyler – Criminal Justice: Research for all waivers and district policies
- Ana Gonzalez – Parent/Community Liaison: Development of CSC and consistent communication with parents regarding the innovative application
- Jil Washburn - Revisions
- Bernadette Apodaca – Office Manager: Research into current innovative schools and budgeting procedures for all aspects of innovative status
- Annette Zambrano – Principal: Vision and direction/people, time, money and flexibility. Inform staff of process and explain how being innovative will benefit our scholars.
- Jeff Wein – Feedback on revisions
- Allen Balczarek – Feedback on revisions

Currently, there are no members of the founding committee that are still employed at Summit working for the 2015-16 year. Based on the turnover in staff it is vital that we not only seek renewal of its innovation plan, but make significant changes to the plan that reflect the current mission and vision of Summit Academy.

Summit no longer utilizes the Diploma Plus Model for instruction. Summit now has a middle school and offers credit recovery on a trimester system for high school aged students. Student also offers concurrent enrollment course, AP classes, an AVID program and internships options for students.

Summit will pursue renewal of innovation status in order to fully implement its unique educational program, scheduling, staffing, and funding models. Obtaining innovation status will give Summit Academy the flexibility to make programmatic decisions closest to our students. In this way student outcomes are the sole responsibility of the school; restrictions presented by state statutes, district policy or collective bargaining agreement provision cannot be invoked as an excuse. It is the intention of Summit Academy to be completely innovative through its use of time, staffing, and budget. In this way Summit Academy will be able to completely meet the needs of its high-risk student population.

Summit Academy will provide a multiple pathway school for 6th through 12th grade students, including: 1) students looking for a smaller learning environment; 2) students needing positive adult relationship and social emotional support; 3) students transitioning back from residential treatment or correctional settings; 4) students needed targeted instruction; 5) students needing targeted advancement; 6) students needing a fresh start from traditional neighborhood schools; 7) young and close students (9th graders more than 30 credits behind); 8) young and far students (16 and 17 year olds two or more years off track); 9) old and close students (17+ year olds 30-120 credits behind); and 10) old and far students (18+ year olds two or more years away from graduation).

The district's definitions of MULTIPLE PATHWAY CENTERS are included in the following thirteen points and Summit Academy has met the criteria for all points:

- All MPC's should have a competency based curriculum that allows students to demonstrate mastery and accelerate their learning and earning of credits.
- All MPC's are to require students to participate in learning during extended hours – both after school and Saturday in very structured activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and soft skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- All MPC should require students to earn college credit as a part of their graduation requirements, either through concurrent enrollment or AP courses.
- All MPC's should connect all students to CTE courses
- All MPC's should have strong credit recovery programs and GED Plus programs – the Plus emphasizes college and career planning and entry over just earning a GED score. Students understand that the goal isn't just the score but the connection to postsecondary options.
- All MPC's should provide all students with strong support with college/career planning and have individualized learning plans for all students where students are very clear of their program required for graduation and when they graduate.
- All MPC's should have the highest expectations for student behavior and academic performance, value student voice, require student buy-in through the signing of a contract and not compromise on these expectations.
- All MPC's should have a robust admission process that tries to ensure students are committed to the learning plan developed for them and the extended hours to help ensure they graduate college and career ready.

- All MPC's should work to develop partnerships with community based organizations to help provide wrap-around services for students and families as needed.
- All MPC's should have strong relationships with the other high schools so that we are transitioning students from other schools to MPC's without them first having to dropout or having to be sent away. The lion's share of this work should be done each 2nd semester of each year beginning now so that MPC's are at least 80-85% of capacity by October and at capacity (schools may go slightly over) by December.
- All MPC's should hire teachers who are committed to the mission of the school and doing what's necessary to uphold the mission, high expectations, develop and contribute to a positive school culture, and build relationships with students and communicate with their parents.
- All MPC's must have strong tutoring and mentoring programs available to support students throughout the day and after school on day one – beyond – a classroom teacher, counselor, administrator who makes connections with the students beyond the school day and helps to ensure they are receiving the intensive supports MPC's are expected to provide.
- Teacher to student ratio does not exceed 20:1 in a school of 450 students and 15:1 is preferable in a school of 225.

Summit will implement both traditional instructional educational programs along with a blended learning instructional model including: Apex Learning, Edgeunity, ALEX, READ 180, Khan Academy, small group direct instruction and intervention, and collaborative group learning opportunities along with offering traditional pathways for middle school students and high school students. The Summit assessment system will include: state assessments administered annually, NWEA MAPS benchmark assessments administered twice a year, interim assessments created by the school and aligned to the DPS districts scope and sequence, school curriculum administered every 12 weeks, and formative assessments administered at the end of each learning segment to monitor progress, inform instruction, and provide continuous feedback to students. Assessments will be individually adapted for student's instructional needs.

Individualized Plans will ensure that each Summit student reaches rigorous academic and social/emotional goals through flexible scheduling and extended learning opportunities. Summit will offer extended days and extended school year. Students have multiple academic options including: concurrent enrollment, advanced placement, core content, interventions, credit recovery, CTE, electives, field experiences, and GED test preparation. In addition, Summit students are provided with wrap around services to support social/emotional and physical/mental health. Summit will provide multiple opportunities for professional learning and growth through professional development and evaluation structures for all staff.

Summit teachers will be provided with frequent observations and feedback on instruction by school leaders and peers. Based on individual performance goals, teachers will engage in individually focused professional development monthly. In addition, teachers will participate in weekly professional development, weekly data team meetings, and weekly instructional planning meetings with their content teams. The School Administration Team will lead weekly learning walks and monthly whole school professional development sessions based on school goals and student and teacher learning needs



## **INNOVATION: VISION & MISSION**

Summit Academy's mission is to embrace ALL students with diverse academic and social experiences and cultivate them to be 21st century learners and positive community contributors by providing comprehensive support services and individualized pathways to post-secondary readiness in a safe, caring, and family oriented environment. Summit will individualize options through a proficiency based, data-driven, goal-oriented, rigorous, wraparound educational program. We aim to serve all students within a self-directed, self-paced model that provides an achievable track to graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into post-secondary educational options. These include but are not limited to college, training, certification, and internship programs.

Summit's vision is that ALL students receive equitable access to become self-directed life-long learners who are critical thinkers. Students will have the skills to become future leaders, risk-takers, and productive, knowledgeable members of society in our ever-changing world. We are committed to empowering students to be competitive in a global community.

The Summit vision and mission directly support the DPS mission of providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. The Summit vision and mission embody the district's core values of Students First, Integrity, Equity, Collaboration, Accountability, and Fun.

This culture was intentionally designed to promote self-confidence and generate productive, capable and intelligent young members of the community.

Our goal for Summit Academy scholars is 100 % completion of our programs. The following includes standard design elements of the MPC model that require innovation status:

- A competency-based instructional model that requires students to demonstrate mastery of the standard, allowing them to accelerate grade-level competency and the earning of graduation credits
- A “Failure is Not an Option” approach to grading
- Extended day, week and year that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Redefined graduation protocol, increasing the standards for graduation by requiring students to demonstrate that they have earned college credit through either concurrent enrollment courses or through Advanced Placement courses
- An “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Human resource practices that ensures the very best teacher is in the classroom everyday
- Elective credits for community service, advisement, enrichment activities and employment
- Multiple pathways to graduation including a completion option, where students understand that the goal is not just their score on the test but the connection to post-secondary options
- Robust admission process that ensures students are committed to changing their behavior and successfully attaining their high school diploma by participating in a rigorous learning plan
- Partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed

The key to the success for the scholars at Summit Academy is the collaborative effort of all employees with the partnership between local community colleges, technical college programs and Summit Academy. This will include but not limited to: concurrent enrollment classes, ACCENT program, and special technical and online programs of studies.

### Targeted Student Population

Summit Academy will provide a multiple pathway school for 6th through 12th grade students, including: 1) students looking for a smaller learning environment; 2) students needing positive adult relationship and social emotional support; 3) students transitioning back from residential treatment or correctional settings; 4) students needed targeted instruction; 5) students needing targeted advancement; 6) students needing a fresh start from traditional neighborhood schools; 7) young and close students (9th graders more than 30 credits behind); 8) young and far students (16 and 17 year olds two or more years off track); 9) old and close students (17+ year olds 30-120 credits behind); and 10) old and far students (18+ year olds two or more years away from graduation). Summit will offer 225 multiple pathway seats to student's grades 6th -12th at full enrollment. The projected need in the 2016-2017 school year is 215 and will continue to grow until it reaches 225 students based on the size of the location for the school.

<b>Summit Academy Projected Enrollment</b>			
<b>GRADE</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>6</b>	20	20	20
<b>7</b>	20	20	20
<b>8</b>	20	20	20
<b>9</b>	50	50	50
<b>10</b>	40	40	40
<b>11</b>	35	35	35
<b>12</b>	40	40	40
<b>Total # students</b>	<b>215</b>	<b>225</b>	<b>225</b>

As a multiple pathway 6th-12th school serving non-traditional students, Summit currently serves disproportionately higher percentages of students eligible for free and reduced price lunch (FRL). Summit also serves a proportionately high percentages of English language learners (ELL) representative of the Southwest region. While students with disabilities receiving special education (SPED) is lower than other schools in the southwest region.

Summit Academy Current Demographics for 2015-16			
	FRL %	SPED %	ELL %
Middle School	98%	6%	50%
High School	80%	12%	37%
Total 6-12	85%	10%	41%

**School Culture & Student Engagement**

The Summit Academy culture will be collaboratively developed and implemented by Summit staff members, students, and families. The culture will reinforce norms and expectations for academic work, collaborative practices, behavior, and disciplinary actions and will include but not be limited to:

- o Shared core values that are posted and evident throughout the school
- o A contract outlining norms and expectations, with non-negotiables, for students, staff, and parents/guardians
- o Agreements with community partners for enrichment, CTE, and field experiences
- o A dress code conducive to academic excellence and professionalism
- o Flexible hours for participation and demonstration of mastery
- o No homework beyond classroom work completion, online or off-site work requirements
- o A point system to track attendance, participation, work completion, etc.
- o A Student Advisory Board and Student Discipline Court

**Systems and Structures**

Summit leadership team members will make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings could include informal visits to the student’s home to welcome them to the Summit community.

Summit staff members will participate in an **orientation** Summit specific prior to the start of the school year. The first part of the week will be focused on school culture and social/emotional supports for students. The second part of the week will be focused on instructional strategies and routines. Each year, staff will also participate in a **two-day team-building** encounter focused on solidifying commitment to the school vision and mission and bonding as a team.

Summit staff members will arrive before students and participate in a **Morning Check In**. Staff members will have an opportunity to share what is happening in their personal and professional lives and what supports they need that day with colleagues. They will also share successes and challenges they are experiencing at school and solicit support from their colleagues.

All staff members will **greet students** at the start of each class, making positive comments and having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment.

Summit instructional staff will engage in **weekly professional development**. Staff members will take ownership for facilitating professional development and will have multiple opportunities to take on additional leadership roles: instructional leaders, data team leaders, mentoring new teachers/staff, facilitating school committees, serving on the School Leadership Team, and developing and implementing new enrichment and electives for students. Leadership and advancement opportunities will support a pipeline of future leaders committed to the vision and mission of the school. Weekly, staff would participate in a minimum of 50 minutes collaborative Professional Learning and also have a minimum of 50 minutes for individual Professional Learning or planning offered daily.

All Summit students will participate in an **orientation prior** to the start of school or a mid-year enrollment. Orientation could include but not limited to: shadowing, school tours, setting norms and expectations as well as role playing and practicing routines and proactive social skills, pre assessments to establish current grade level, or mock schedule. During orientation, students will be assessed and will develop their Individualized Plan in collaboration with parents/guardians, teachers, and counselors.

**Enrichment Groups** will meet for two hours monthly during the school day focused around a variety of topics addressing social and emotional needs of students (e.g. grief counseling, anger management, etc.) and also in order to participate in clubs or other activities that they are interested in or might not have an opportunity to participate in with a traditional school day or because of person time commitments.

Students will be assigned to an **advisement class** with a designated advisement teacher. Students will check in with their advisement teacher daily at the beginning or end of the day. Each advisement teacher will be assigned around 10 students and will loop each year with their students. Students will engage in individualized reflection on what is happening in their life outside of school and what they will commit to be successful at school. Students will share concerns with the group and solicit feedback and support or a “shout out” about something that they are proud of. Students will also do a verbal check in with the advisement teacher about what support is needed to be successful that day. A stoplight system – red, yellow, green – will be used to prioritize the verbal check in time and ensure that students in need of support receive it. Advisement teachers will also facilitate role play and practice of positive social skills and conflict resolution.

Students will work with their advisement teacher and support staff to develop and commit to an **Individualized Plan** that includes the student’s academic history, interests, and goals and will be

used throughout the year to monitor student progress and guide instructional decisions and supports. These plans will be an extension of ICAP plans.

**Monthly Town Hall Meetings** of all Summit students and staff members will recognize and acknowledge individual and group accomplishments and progress toward individual and school goals. Town Hall Meetings will be collaboratively planned by Student Leadership and the School Leadership Team.

Summit parents/guardians will sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on a committee, etc.).

Every parent/guardian will be required to participate in Parent Conferences. If they cannot attend at the scheduled time at the school, an individual appointment will be scheduled. Parents/guardians will also be expected to access the parent portal either at home or at the school.

Summit will provide wrap around support for parents and guardians through community providers, programs, and trainings offered at the school and in community (e.g. ESL, resume writing, computer classes, etc.).

By design, Summit serves students who are at-risk as well as students that are in search of a smaller classroom learning environment to be successful. Summit's staffing model is 6:1. This ratio is important to maintain so that staff can adequately support the needs of individual students either with intervention or advancement. The Summit Academy culture will be focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Summit students will be better prepared to be successful inside of the classroom.

Obtaining innovation status will give Summit Academy the flexibility to make programmatic decisions closest to our students. In this way student outcomes are the sole responsibility of the school; restrictions presented by state statutes, district policy or collective bargaining agreement provision cannot be invoked as an excuse. It is the intention of Summit Academy to be completely innovative through its use of time, staffing, curriculum, and budget. In this way Summit Academy will be able to completely meet the needs of its student population and live everyday by the DPS values of "Student's First and Equity".

## EDUCATIONAL PROGRAM

Although the school is planning to continue to use district curriculum as resource, we intend to research alternative core and supplemental curriculum, which may be more effective with our student population. If it is determined that different curricula would likely improve student achievement, Summit Academy will complete the required DPS approval processes.

Summit will implement a blended learning instructional model in addition to teachers providing small group direct instruction and intervention and will structure collaborative learning opportunities based on individualized academic and social/emotional needs of students in the class. The three areas of instructional practice will include planning, learning, and monitoring. The planning phase will be a backwards design model that focuses on identifying desired results, determining evidence, and creating engaging authentic instructional experiences. Other forms of digital content and curricular materials selected or created by the teacher. The learning phase will focus on the gradual release of responsibilities from the teacher to the student. The learning phase will include providing a focused engaging lesson, guided targeted instruction, structured student collaboration, and independent practice. The monitoring phase will include formative and summative assessments. Weekly, data teams will meet to review student progress on individualized assessments of learning and to adjust instructional practices based on data. This will include re-teaching of concepts, acceleration of major themes, evaluation of student's Individualized Plans (IPs), and providing supportive wraparound services to students and families that are in need in order to overcome roadblocks that prevent academic success.

Summit's distinctive educational program includes key features that will lead to Student Success...

- 1 Students are First
- 2 Individualized Instructional Plan for all Students
- 3 Proficiency Based Model for Credits/Point System for Grades
- 4 Self-Paced Program and Flexible Scheduling which offers Possibilities for Early Graduation
- 5 Active Authentic Community Partnerships
- 6 Collaborative Decision Making
- 7 Equitable Access to Multiple Resources
- 8 Supportive/Wraparound Services for Entire Families
- 9 Participation in Enrichment Groups for all Staff and Students

These program components will promote active learning and student ownership that establish norms and build a school culture that results in: increased academic rigor; high expectations for student behavior; collaborative thinking structures; and, most importantly, all students, staff, and community members feeling valued and respected.

In addition, Summit's education plan includes DPS' Key Elements for Multiple pathway schools, several

of which will require waivers to implement:

### **Extended hours and schedule**

- Rigorous, accelerated competency-based curriculum
- Small school, strong culture focused on student needs, aspirations Enrichment activities and wraparound service
- Access to Advanced Placement, Concurrent Enrollment and Credit Recovery Academic Pathways and CTE (Career and Technical Education) Options
- Interview and Acceptance Process Separate from District traditional enrollment Process,
- Diploma granting

### **Curriculum**

Summit will use standards-based online curriculum content and assessments, along with district curriculum and will supplement with published online, and teacher-created resources as necessary to meet student academic needs and ensure that every student meets or exceeds the Colorado Academic Standards and Common Core State Standards. Summit will use the DPS adopted 6<sup>th</sup> -12<sup>th</sup> grade curriculum as well as supplements to the standard DPS approved curriculum.

Summit teachers will supplement the online digital instruction with lessons directed at pre-teaching and re-teaching of concepts and collaborative group projects for deeper understanding and application of learning. Teachers will use a variety of curricular materials, including DPS adopted resources, to pre-teach, re-teach, and extend student learning. The school will explore other online learning programs that allow for competency based learning.

### **Blended Learning**

In the blended learning model, students spend: 1) some of their time learning independently with adaptive software, 2) some of their time working in small collaborative groups, and 3) some of their time working directly with a teacher either individually or in small-group direct instruction. The amount of time participating in these groups will vary from student to student and based on individual needs, some students may not participate in each group during a single class period. Students assigned to each class will be working on their own Individualized Plan and will therefore not be engaging in the same digital content at the same time. Smaller class sizes of 5-20 students will support the blended learning model and allow teachers to provide targeted small group instruction. Additionally, Summit will staff core classes with a teacher and when needed provide teaching fellow or instructional paraprofessional to support the blended learning structures within the classroom.

### **Credit Recovery & Unit Recovery**

Credit recovery provides opportunities for students to retake classes and/or demonstrate competency in specific content standards for a class they previously failed. Credit recovery opportunities will be made available to Summit students using the standards-based digital curriculum and end of course assessments. Credit recovery options will be available during the school day, during extended learning time, and during summer session.

Unit recovery provides opportunities for students to collaborate with the original teacher to retake a

unit previously failed. Through unit recovery, students are required to demonstrate competency in the specific content standards for the respective unit(s) in order to earn credit for the original class. Unit recovery options will be supported by Summit's blended learning instructional model.

### **Advanced Placement Courses**

Currently we offer AP Human Geography but will look to grow with AP offerings each year to potentially include:

- Apex AP English Language and Composition
- Apex AP Statistics
- Apex AP Chemistry
- Apex AP Psychology
- Apex AP U.S. History
- Apex AP U.S. Government and Politics
- Apex AP Spanish Language

### **Concurrent Enrollment**

Concurrent Enrollment (CE) is a way for high school students to take college classes tuition free while in high school. Summit students who have concurrent enrollment in their IP will take the Accuplacer assessment to determine if they are eligible to take college level classes. Students may take up to two college classes per semester in content areas related to college and career goals in their IPs. CE classes count for both high school and college credit. DPS pays for tuition but not books and fees. If a student fails a class, they will be required to pay back the tuition. The goal is that all Summit students will graduate with a chance for college credit as an option. Summit will partner with Community College of Aurora (CCA), Community College of Denver (CCD), University of Colorado at Denver (UCD), and Emily Griffith Technical College to offer Concurrent Enrollment courses.

### **Scope and Sequence**

Summit teachers will map the documents to the Colorado Academic Standards including the Common Core State Standards and will supplement with teacher directed lessons when necessary to ensure that all key concepts are mastered and students graduate ready for postsecondary education and career options.

Summit unit plans will include standards-based content/language objectives. Content/Language Objectives (CLOs) are measurable statements that indicate what content students will learn and how they will demonstrate that learning through language functions and forms. Language functions are the purpose(s) of the communication, such as narration or persuasion. Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

Summit will be setup on a trimester model which allows for students to earn 25-35 credits per trimester. Every three weeks performance tasks/unit assessments will take place to monitor student growth and mastery of standards. All teachers will allow for a reteach week to cover any missed

standards that students were lacking based on teacher data trackers. Teacher's data tracker will be updated every three weeks and will become a running record used to monitor student's progress towards mastery of the standards.

### **Cultural Relevancy**

Professional training, planning, and support will be provided for teachers to build cultural competency. Teachers will develop lesson plans using culturally relevant materials and instructional approaches that specifically address the diverse needs of individual students.

Summit staff members, parents, and community partners, all of the adults in the school community, have an impact on our entire student body. All adults in the school community will understand that they look through their own lenses of bias based on their life experiences. The school culture of respect for individual differences will be developed through relationship- building among students and adults, not based on positional authority.

Every Summit student will be provided with the opportunity, access, and inclusion needed for them to reach their potential and graduate ready for postsecondary success.

At Summit Academy we offer intensive support for all students. Although our curriculum is aligned with standards, all classrooms operate from the lens of what's best for students individually. This occurs by offering each student:

- Differentiated instruction
- One-on-one support
- Interactive classrooms
- Personal connections with each student
- Wrap around services

We nurture the philosophy that if a student is not performing as expected, we will change what we are doing, and continue problem solving until we find what works. The staff at Summit works tirelessly to review data so that we can determine what it is telling us so that we can implement a School-wide system of academic support for each scholar.

It begins with:

- Assessment – All students take the MAP's exam before enrollment to determine the level of support needed. We offer intervention classes to honors classes based on student need.
- Foundational curriculum – We offer all district approved curriculum along with what we see fit for curriculum based on standards.
- Variety of Interventions – This could require double-dosing an intervention class and the grade level class so the student can apply what they are learning to higher level concepts.
- Systematic Assessment Plan – Students are assessed in MAP's three times a year, AccuPlacer, ACCESS, PARRC, CMAS the practice PSAT, SAT, ACT, etc.
- Data-based decision making process – Every 3 weeks, administration along with all teaching staff reviews data and collaboratively makes decisions regarding classroom instruction from the data.

The foundation of Summit Academy is the focus on ALL students. All students are given the same academic support and intervention as students on specialized academic plans. We provide the same support for our AP/Honors students as well for students enrolled in intervention classes. It is through the PBiS matrix that scholars are allowed the time they need to adjust to expectations. Compacts are signed at the time of enrollment and each student is given a 12-week probationary period and wrap around support to assist in eradicating habits which have kept them from succeeding in the past.

Student can earn a variety of different rewards for:

- Improving attendance
- Consistently adhering to the school dress code or rules
- Being to class on time
- Encouraging others
- Maintaining high grades
- Improvement in GPA
- Being an example of excellence

*\*Anytime and any way students demonstrate ability to move forward, break old habits, problem solve together, walk away from conflict or beat their last assessment score, they are rewarded. They can earn "E-Bucks" to purchase a variety of uniform shirts, snacks from the school store or, lunch with the principal.*

## **Behavior**

A clearly defined chain of responsibility will encompass the following:

- Compliance with the Summit Compact Agreement
- 3 minor offenses and date and time of 3 interventions tried
- Major offense or single incident of major defiance and noncompliance
- Administration responsible for informing classroom teacher of administrative decision in a timely manner

As a result of the culture we have developed, we have had very few discipline issues.

## **Restorative Justice**

The goal for restorative justice will be for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the restorative justice system, students will be held accountable to one another and Summit Academy community. They will begin to take ownership for their problems. All staff will receive basic training on Restorative Justice. The use of common language will be used throughout Summit Academy and issues will be addressed in floor community meetings as a model to students so they begin to internalize the process ("Own it-Fix it"). In the classroom, restorative justice issues will be addressed within advisement classes. Students who are responsible for having caused harm will repair the harm and take responsibility for their actions.

## **Timeline of Curriculum Development**

During the spring semester and into the summer, teachers will develop unit plans aligned to the Common Core State Standards DPS scope and sequence and Colorado Academic Standards. Unit plans will include direct instruction and collaborative group work designed in order to pre-teach, re-teach, deepen and extend student learning of critical content and language objectives. In addition, Summit teachers will have one week prior to the start of each school year and two half days (2 ½ hours) each month, and 50 minutes 3 days a week of common planning time together as content teams to analyze student data, develop supplemental lesson plans, identify curricular materials, and refine the instruction and assessment cycle

## Student Daily Activities

### **School Schedule & Calendar**

Based on student data, Summit could run on an extended year calendar. This would only occur if the student data supported this decision and it was best for the students at Summit. The SLC would vote and determine if an extended school year or day is needed. However, teachers will work more days per year and will have additional days of professional development prior to the start of the school year in addition to weekly professional development embedded into the weekly schedule.

### **Student Academic Schedule**

Summit students could attend an individualized flexible schedule with classes beginning as early as 7:45am and ending at 5:00pm if need be. Students will attend 7 hours' day and could receive an average of 400 minutes of academic instruction a day based on individualized plans. A typical student would receive an average of 240-330 classroom minutes Monday-Friday.

Language Arts and Math classes could be offered in 55 and 110 minute blocks based on student need. Students who participate in ELD, Special Education, or Interventions will have 45 minutes a day and also have a minimum of 50 minutes for each core area of English or Math instruction.

### **Extended Learning Time - ELT**

ELT will occur Tuesday-Thursday 3:15pm to 4:30pm. Each administrator would each have one day a week. Each teacher in the core areas will also have from 1-2 days assigned a week.

- 3:10pm-3:15pm – Afternoon Check-out
- 3:15pm-4:30pm – Tutoring, Reteaching, Assignment Completion, Credit/unit Recovery, and Counseling

All Summit students will have the opportunity to participate in extended learning time in all core content areas. Students may self-select or may be assigned participation by teachers or other school staff.

### **Enrichment**

On Mondays, students will participate in Enrichment Groups, Field Experiences, or Credit Recovery/Learning Labs from 12:00pm to 12:45pm in accordance with their IPs.

### **Teacher Schedules**

Summit teachers will work from 7:30am to 3:30pm daily. They will also work 7:30am to 4:00pm one day a week when Professional Learning occurs for whole staff. All teachers will work an additional hour from 3:30pm to 4:30pm one day a week, offering ELT extended learning opportunities during E Block.

All Summit teachers will have an average of 100 minutes a week for collaborative planning time with the other teachers in their content area. Once a month all staff will participate in staff

meetings and all staff will participate in committees weekly. All teachers will have an average of 50 minutes of individual planning time daily. In addition, Summit teachers will have 40 minutes a day for lunch.

All non-instructional staff will have flexible scheduling to include 8 hours a day based on student need, committees, and work duties. Leadership team members will rotate administrator responsibilities for E Block, each taking on one day per week, and also rotate coverage for any other student activities including: sports, clubs, dances, etc.

## Assessments

### **Progress Monitoring and Assessment State Assessments**

- o Summit will administer all required state required assessments:
- o WIDA Language Placement Test (W-APT) for new ELLs
- o WIDA Language Proficiency Assessment (WIDA-ACCESS) for identified ELLs
- o SRI READ assessments for students on a READ plan
- o State Academic Content Assessments (CMAS / PARCC)
- o Colorado ACT (11th Grade Only)

### **School Assessments**

#### **Benchmark Assessments**

The NWEA MAPS assessments will be administered at the beginning, middle, and end of the year to benchmark Summit student's progress against the standards and to triangulate data from interim and formative assessments. MAPS assessments will be given in reading, language, and math.

#### **Interim Assessments**

Summit teachers will create Interim Assessments to be administered approximately every 3-12 weeks to monitor student progress within the curriculum. Summit teachers will have the opportunity to participate in the district interim assessments which are aligned to the district curriculum materials and scope and sequence, but not be required to.

#### **Formative Assessments**

Scored and un-scored formative assessments will be used to give students continuous feedback. Within the low stakes assessments, give students a chance to engage with content at a personal

level while still demonstrating knowledge and skills to their teachers. Higher stakes practices create both formal, structured opportunities for students to show what they know and can do, as well as important opportunities for teachers to provide immediate feedback.

Partnerships are a critical component of the educational process. Our partnerships will provide coordinated, quality learning opportunities for our scholars that enable them to function more effectively in their future careers. Establishing partnerships requires identifying a common purpose. This is our goal. Starting with this goal in mind is as important as how we achieve the goal. Partnerships can range from informal cooperation to highly integrated systems. Summit Academy offers the opportunity for partnership organizations to enhance their image and their visibility in the community, an opportunity to observe how education is spending tax dollars to prepare future professionals, and the personal satisfaction of current employees who can assist in preparing productive citizens for college and career readiness.

### **GRADUATION READINESS**

#### **Graduation Requirements**

Summit graduation requirements will meet the district and state requirements and prepare graduating students for college and other postsecondary opportunities. In addition, in order to meet the Higher Education Admission Requirements (HEAR), Summit students will complete at least one unit of foreign language whenever possible.

Consistent with DPS Graduation Requirements (Policy IKF), Summit students who will not meet the General Program of Study requirements may have the option to graduate through one an alternative courses of study. The student's IP will indicate his or her course of study and associated requirements.

#### **English Language Learner Students**

Summit will provide an English Language Acquisition (ELA) program that serves English Language Learners (ELLs) through English as a Second Language (ESL/ELA-E) services, Supported English Content Instruction, and English Language Development (ELD) and ensures that ELLs receive content instruction that enables them to graduate from high school with the 21st century skills for success in postsecondary education and the workforce.

#### **Special Education Students**

Summit will provide special education services in accordance with the federal Individual with Disabilities Improvement Act and the state Exceptional Children's Education Act, that ensures that SPED students receive content instruction and support based on their IEP that enables them to graduate from high school with the 21st century skills for success in postsecondary education and the workforce. Summit will offer a continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education. Special education services provided to students with disabilities will range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic

interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, specially designed instruction by a special education teacher and/or service provider, individual and group counseling, etc.)

## GOALS

Summit Academy is a multiple pathways school, located in Southwest Denver that serves 6<sup>th</sup>-12<sup>th</sup> grades and also GED Plus students. Summit is not a neighborhood school and does not have a feeder school system. The typical high school student that enrolls in Summit is behind in credits in their neighborhood school and transfers to Summit in hopes of regaining lost credits and benefit from a smaller more individualized learning environment. The typical middle school student is in search of a smaller classroom environment to learn. Many of Summit Academy’s students and their families are living at or below the poverty level with 81.53% of our students eligible for Free or Reduced Lunch. Summit Academy High School consists of 20.1% ELA students, 92.5% minority and 10.4% SpEd Students. Summit Academy Middle School consists of 26.2% ELA students, 100% minority and 9.2% SpEd Students.

Summit Academy opened its doors in the fall of 2010 as a multiple pathway center for the over-aged and under-credited students. The mission then was to serve students who were at risk of dropping out in addition to students who had already dropped out within the Southwest Denver area. Our mission has evolved as stated above to embrace all students. Summit Academy is a 21<sup>st</sup> century school, with a strong focus on intervention, technology, and innovation. We are proud to offer multiple pathways for high school students to complete their high school graduation requirements, as well as programs for them to engage in internships, concurrent enrollment, and other post-secondary readiness opportunities. At Summit we believe in the power of what happens in a small learning environment. Summit Academy has been an innovation school for five years and uses the flexibility that innovation allows in a variety of ways to help us better serve students. Summit operates on a trimester that consists of a 7 period day, including an advisement period that provides support and progress monitoring for all students as well as an enrichment period which focuses on exploring student’s interests. Extended learning time is offered for all students. Our current enrollment is 253 students.

In October of 2013 we opened our Middle School making Summit Academy a 6-12 learning community. Opening a middle school within the High School created unique and challenging opportunities for recruitment of staff and students. We quickly found that a number of supports both behavioral and social emotional were needed to better meet the needs of our students and families.

Last year Summit also became a satellite for the districts GED Plus program. This program allows Summit to meet the need of our community and assists students on the path of earning a GED while receiving postsecondary plans and supports. The School Leadership Team met to analyze data supplied from the Denver Public Schools department of accountability, research and evaluation that pertained to Summit Academy for the 2014-2015 school year. Data available for the Summit team was limited.

### Academic Achievement:

TCAP	%Proficient or Above 2012- 2013	%Proficient or Above 2013- 2014	PARCC/CMAS 2014- 2015
Reading	16.2%	17%	
Math	1.5%	1.7%	2.1%
Writing	5.1%	5.7%	8.6%

Status for Reading, Writing, and math were trending upward pre PARCC/CMAS. With the transition to the new state tests Summit did not experience significant change in the transition

### Academic Growth:



MAP	% of students meeting growth 2012-2013	% of students meeting growth 2013-2014	% of students meeting growth 2014-2015
Reading	49.84	52.79	
Math	38.97	42.28	
Language Usage	53.5	57.65	

Growth on MAP's has been trending upward

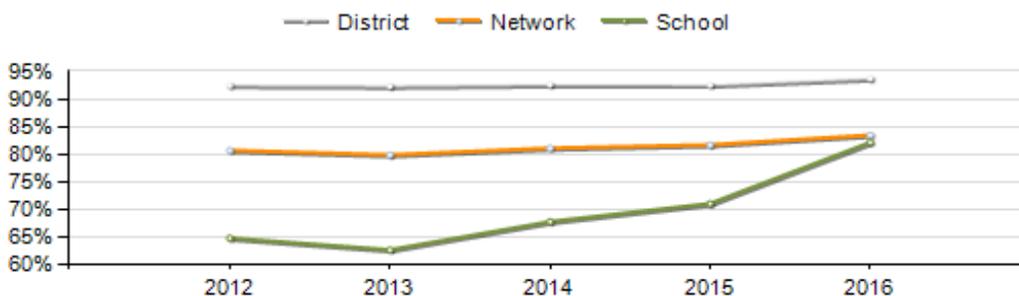
Grade	ACCESS MGP		
	2013	2014	2015
All Grades	47	59	29
06			24.5
07			29
08			24
09		62	67
10	48		44
11	39	49	92
12	86	49	26

ACCESS MGP has increased in 9<sup>th</sup> and 11<sup>th</sup> grade but decreased in the 12<sup>th</sup> grade.

**Student Engagement:**

Attendance Improvement	% meeting target 2012- 2013	% meeting target 2013- 2014	% meeting target 2014- 2015
Attendance Rate	78%	75%	71%
Student Satisfaction	93%	91%	95%
Parent Satisfaction	71%	75%	86%

**Average Attendance By Year**



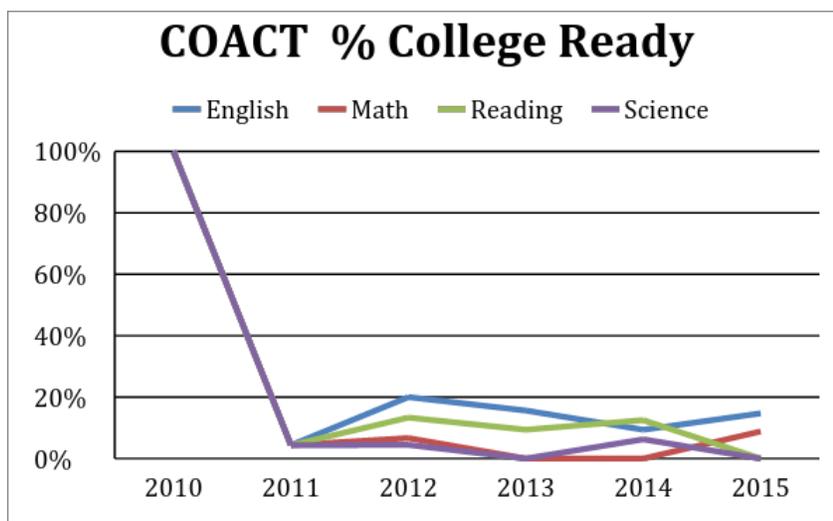
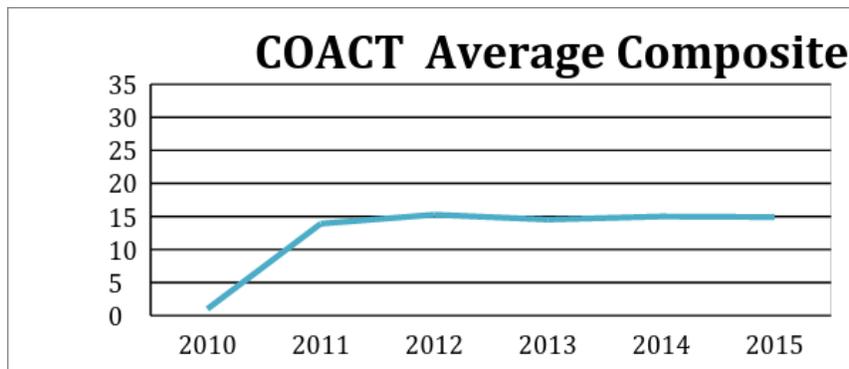
Average Daily Attendance: The state expectation is set at 86.2%, that expectation was not met. Summit had an average daily attendance rate of 71.1% missing the mark by 15.1%

Student Satisfaction Survey: The state expectation is set at 85%, that expectation was met. Summit had a Student Satisfaction rate of 94% hitting the mark by 9%

Parent Satisfaction Survey: The state expectation is set at 80%, that expectation was met. Summit had a Parent Satisfaction rate of 86% hitting the mark by 6%

**Post-secondary & Workforce Readiness:**

COACT	Average score 2012-2013	Average score 2013-2014	Average score 2014-2015
Reading	14.48	15.32	14.53
Math	15.71	15.20	15.43
English	11.76	13.48	12.91
Science	14.52	15.72	15.14



Trends have been sporadic on the COACT with both increases and declines with no discernible pattern.

## **STUDENT ENROLLMENT**

### **Student Recruitment & Enrollment**

As a multiple pathway school, Summit will recruit and enroll a majority of its students through referrals from schools and agencies rather than the majority of students being from the neighborhood. Therefore, the primary recruitment strategy will be to engage with and partner up with the southwest area elementary, middle and high schools and agencies that serve non-traditional students and share information about Summit Academy. Summit will work with DPS departments that support multiple pathways, community engagement, drop-out prevention and recovery, truancy, adjudicated youth, and poverty and homelessness, to identify and reach out to disconnected youth. Summit will work with community groups (e.g. faith-based organizations, Boys and Girls Club, Goodwill, United Way, WIC, etc.) to ensure that students and their families are aware of Summit Academy and the multiple pathways we provide. Additionally, Summit will recruit students through a variety of direct and indirect marketing strategies (e.g. door to door, open houses, flyers, website and social networking, DPS School Choice Enrollment brochure, DPS secondary school events, etc.).

### **Enrollment**

Summit will enroll students each trimester by individual appointments only. The enrollment process will include an application and a personal interview with the student and parent/guardian. The Summit enrollment process will ensure that the enrollment criteria are applied consistently to all applicants. Students who apply for enrollment will be required to participate in an orientation and sign a school/student/guardian compact prior to beginning classes. Once full, Summit will maintain a waiting list and will enroll students as space becomes available. Summit will not enroll students it cannot adequately serve including students with significant cognitive or emotional disabilities who require a district center based program or . Summit will work closely with the district and transitions team to ensure that every student has access to educational opportunities to support their growth and development and prepare them for post-secondary success.

### **Student Investment**

Each Summit student will have an Individualized Plan (IP) created collaboratively by the student, parents/guardians, and teachers. The IP will could include, but is not limited to:

- o Academic Plan
- o Academic Assessment Results
- o Portfolio of Academic Work
- o Career Plan
- o Community Service and Field Experiences
- o Professionalism/Behavior Plan

### o Student/Parent/Teacher Compact

Students will work collaboratively with teachers, support staff, and their parents/guardians to monitor and adjust their IPs to ensure that they reach their academic, social/emotional, and career goals. Summit students will have representation in the Student Leadership class that will take on a leadership role in planning student events and developing the student handbook. In addition, the Student Leadership class will oversee a student created student satisfaction survey administered each trimester and will make recommendations to the School Leadership Team on how to increase satisfaction levels. All Summit students will participate in a minimum of 20 hours of volunteer service learning. Students will also have opportunities to participate in peer to peer tutoring, mentoring, mediation, and the Student Discipline Court.

### **Student Attendance**

Summit's average attendance (enrolled minutes – absent minutes / enrolled minutes) will meet or exceed the SPF expectations for alternative schools with an 86% or higher. A Summit office staff member will be responsible for collecting and monitoring the daily student attendance data in Infinite Campus (IC) and providing daily reports to the administration. The office staff will make calls to parents or guardians. After a third consecutive absence, a Summit staff member in charge of attendance/discipline will contact the parents or guardians and make a plan, if necessary, to improve attendance. Every week on Friday, an attendance report will be run on all students from IC. Using the data from IC, the office support staff will produce a weekly report that categorizes each student's attendance as red/yellow/green. Summit staff that work directly with students outside of the classroom will use this report to follow up with individual students and develop attendance plans that include rewards and consequences associated with attendance.

### **Student Satisfaction**

Summit student satisfaction will reach beyond 85% positive responses in order to meet the SPF expectations. Summit non instructional staff will be responsible for distributing and collecting the annual DPS student satisfaction surveys. In addition, the school will develop and administer a student and parent satisfaction survey at the end of each trimester. The Student Leadership class will conduct a root cause analysis each trimester and will recommend action steps to increase student satisfaction.

### **Ongoing Parent/Guardian Involvement & Satisfaction**

Summit will partner with community organizations to provide parents/guardians with access to training and support at the school on a variety of topics such as: filing FASFA or taxes, resume writing, job/career opportunities, learning English, grief counseling, etc. In addition, Summit will partner with the community partners to assist students and families with accessing transportation to community events. Summit parents/guardians will participate in the development of Individualized Plans and will communicate about successes, concerns, and next steps via the weekly communication system. Parents/guardians will be expected to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, serving on a committee, etc.) and will be

encouraged to become involved in the school community. Every parent/guardian will be required to participate in all conferences focused on student learning and development. Summit faculty will teach parents/guardians how to access the parent portal at the school and will encourage them to use it between conferences to stay informed and involved. Summit parent satisfaction will reach at least 85% positive responses on the DPS parent/guardian satisfaction survey each year. Summit will exceed SPF expectations for parent response rates with more than 50% of parents/guardians responding to the survey. A support staff member will be responsible for distributing and collecting the DPS parent satisfaction surveys. Advisement teachers and student support staff will follow up with parents/guardians via parent teacher conferences, phone calls, and home visits to encourage parents to complete and return the surveys.

In addition to the DPS survey, the school will develop and administer a student and parent satisfaction survey at the end of each trimester to gather feedback and monitor progress. The School Leadership Team will conduct a root cause analysis, and recommend action steps each trimester to increase parent satisfaction.

## **HUMAN RESOURCE MANAGEMENT**

### **Leadership Team Personnel**

The Summit Academy leader will be able to articulate a vision for the school that includes all students attaining the 21st century skills needed to compete in a global market place, to advocate for themselves, and to contribute as competent educated members of society and will be a fierce advocate for students and their families. Additionally, the school leader will be the instructional leader of the school and will provide frequent feedback, coaching, and support to teachers and support staff and will be a licensed school administrator. The school leader will demonstrate leadership competencies including: culture and equity, instructional, human resource, strategic, organizational, and community leadership skills. The school leader will be committed to and passionate about supporting all students and ensure that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into post-secondary educational options. Cross training for leadership team members and distributed leadership responsibilities will provide opportunities for Summit to grow its own leadership and ensure smooth leadership succession.

### **Leadership Team Coaching & Evaluation**

The principal will be evaluated based on the DPS school leadership framework with modifications, if necessary, to reflect the unique features of the school.

The Summit Principal will use the DPS resources for coaching and professional development of school leaders (e.g. OSRI, ISs, CAO, etc.) as well as seeking other professional growth and development opportunities to support the successful implementation of a multiple pathway school.

The Summit principal will supervise, coach, and evaluate members of the leadership team including the assistant principal, administrative assistants, community liaison, and office manager. Leadership team members will facilitate and participate in weekly learning walks with teachers to observe and engage in collaborative discussions about instructional practices.

The principal and assistant principal will supervise and evaluate the teaching staff utilizing the LEAP framework for effective teaching. Administrative assistants will supervise and evaluate the student services personnel including student advisors, counselors, social worker, psychologist, CSOs and instructional paraprofessionals. The office manager will supervise and evaluate office support staff and general paraprofessionals. Community liaison will oversee and evaluate the impact of community partnership arrangements.

### **School Personnel Structure**

In addition to the leadership team discussed above, the Summit staff will include an instructional team and a support services team. The instructional team will be comprised of core teachers, electives teachers, ELA, special education, and intervention teachers, and pro tech teachers. The support services team will include student advisors, counselors, social worker, psychologist, CSOs, school nurse, office support staff, and paraprofessionals. The office manager will manage the budget, accounting, and business functions of the school under the supervision of the school principal. If at some point in the future the school increases its involvement in financial management (e.g. opens its own bank account to manage private grants and donations, etc.), the school may hire a business manager. The school will remain accountable to the district accounting office and will implement sound financial management and accounting practices. The community liaison will manage community partnerships and services provided to the school and may be supported by dedicated personnel donated by a community partner organization.

### **Salaries and Benefits**

Summit teachers' salaries will be based on the DPS salary scale. Summit teachers will have the option to participate in ProComp and could potentially receive additional compensation for additional duties or meeting growth goals. Leadership team, instructional staff, and support staff members will all be eligible for school determined performance incentives. The Summit leadership team members' salaries will be based on the DPS salary scale with additional stipends for extended time. Teachers and leaders who work in at Summit can receive additional stipends for extended time or duties.

### **Employment Policies**

Summit will utilize waivers to hire all personnel under annual contracts. Multiple Pathway schools have a tradition of struggling to recruit and retain experienced and effective teachers. Working with non-traditional students can be challenging and lead to higher rates of burn-out than other teaching positions. Summit will therefore look to recruit experienced and effective teachers, including DPS teachers who are ready to make a change in their professional lives. Summit teachers will be mission-driven and committed to going beyond the parameters of the school day and the school walls to do whatever it takes to support Summit students in reaching their academic and social/emotional goals. In turn, Summit teachers will be compensated for the additional time and responsibilities that are required of them and will receive significant coaching and support to help them to be successful and supportive of all students. Summit students could already be behind academically when they arrive at the school and therefore need teachers who are highly effective at teaching non-traditional students

to ensure that they are able to catch up academically and graduate prepared for college and career ready. Teachers who are not effective with Summit's at-risk student population may or may not be effective with other student populations. Based on the circumstances of the dismissal, Summit leadership will work with DPS HR to ensure that qualified teachers remain eligible for employment in another setting. Student support personnel including school counselors, social worker, psychologist, and paraprofessionals will be hired directly by the school, in collaboration with the district special education team. Summit will employ district assigned student support personnel. In a multiple pathway school serving some of the most at-risk students it is important to control who comes into the building and to adequately train all staff on the school culture and unique needs of the student population. In addition, more time will be allocated to student support services at Summit than is typically provided in other schools. Summit will hire non-licensed teachers with field experience and expertise, when appropriate, to teach elective, enrichment, CTE, concurrent enrollment and intervention courses. Summit school leader's will supervise, coach, and evaluate staff, under The school principal and assistant principal will be licensed administrators.

### **Operations - Transportation**

Summit students will have the opportunity to access public transportation at a free or reduced rate, depending on available funding. Summit will work together with community partners to arrange transportation to field experiences such as internships, mentoring, and community service. Summit will look to buy transportation vehicles (i.e. vans, bus) in order to provide students with options not only to get to school daily, but also in order to participate in school-wide activities/sports.

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

Summit will recruit and hire teachers who demonstrate the following characteristics: adept at building relationships with students and adults, culturally responsive, thick-skinned, can relate to what students are going through, high expectations for rigor and accountability, and a track record of success with similar populations of students. In addition to broad-based recruiting efforts, Summit will recruit teachers from the SW region who are familiar with the community and have demonstrated a commitment to serving its at-risk students. Additionally, Summit will recruit teachers from residential, treatment, and youth correctional facilities who are working toward completion of their teaching licenses and through partnerships with local college's and university's teacher preparation programs. Summit will post positions and advertise through DPS as well as other resources. Teachers who apply will be invited to participate in an open house event. Candidates will be divided into groups to engage in: 1) a discussion of student related topics, 2) speed interviews, 3) to prepare a lesson on the spot, and 4) to prepare a writing sample. Candidates will be observed and evaluated based on the cultural competency rubric by the Summit leadership team and district and community partners. Top candidates will be invited to an individual interview. Candidates who are invited to an interview will be interviewed by the appropriate selection team using interview protocols aligned to the school's vision, mission, and goals, the specific job description, and culturally responsive questions. Core teachers (English Language Arts, Math, Science, and Social Studies) will meet the federal definition of "highly qualified" and be licensed and endorsed to teach in their content area. Summit will seek a waiver to allow the hiring of non-licensed teachers, including community providers and other

specialized experts, to facilitate electives and enrichment classes. Summit will hire paraprofessionals interested in pursuing a teaching license or endorsement to support instruction and act as “teaching fellows” in core content classes, increasing the intensity of instructional support for students. Summit will also partner with teacher education programs that prepare secondary teachers in special education, reading interventions, or English language acquisition to identify and place teachers in training in these positions. Summit instructional paraprofessionals will also be qualified to substitute teach in order to reduce the need for external substitutes and to ensure continuity in school culture and expectations in every classroom, every day. Paraprofessionals will receive additional compensation for substitute teaching days.

**Non-Probationary Teachers Currently Employed by Summit Academy:**

Current teachers employed at Summit Academy who are of non-probationary status at the time innovation status is approved will remain as non-probationary teachers within the district provided they are in good standing. However, there are no longer teachers who fit in this category.

**New Teachers:**

All new teachers employed by Summit Academy following the approval of innovation status will be employed on annual contracts with Summit Academy and the Denver Public Schools, and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. The new teacher will have a right to end his/her work relationship with Summit Academy and the Denver Public Schools for any reason at any time. Summit Academy 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.

- 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.
- Be exempt from receiving direct placements 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; the school will hire teachers who meet the highly qualified requirements for all core content classes
- Create a professional development program that supports the Innovation Plan. 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, Colorado 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. The flexibility to staff the school with the most effective and committed teachers, afforded by the innovations in personnel policies, will allow Summit to reach its goals of high academic growth and achievement for all students. Teachers selected to teach at Summit Academy will participate in a robust selection process. Elements of the interview process may include: Teaching a lesson, responding to a set of data, writing a plan for next steps in using the data, a group interview, a formal face to face interview and robust reference checking. The job description and performance criteria for the interview will include evidence of strong mastery of content, student academic growth, collaboration and teamwork, impact in community, and project-based learning. Additionally, teachers will need to demonstrate a commitment to the Summit Academy program and participation in the collaborative learning community. Staff at Summit Academy’s compensation package will have as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. All full time employees at Summit Academy will participate in PERA. Should any staff or faculty member transfer from Summit Academy to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit.

### **School Performance Goals**

Each student will set individual achievement and behavior targets in their IPs. In addition to school wide goals for achievement, participation, and satisfaction, Summit will track how many students reach their individual goals with a goal of 80%. The school dashboard provided to the School Leadership Team quarterly, will include interim achievement targets for the whole school and disaggregated student populations (e.g. achievement, goal attainment, attendance, truancy, tardiness, dropout recovery, credit recovery, student satisfaction, parent satisfaction). If achievement goals are not met, corrective actions will include: whole school professional development; targeted observations, feedback, coaching and support; and personnel actions. If corrective actions are not sufficient to reach achievement goals, the School Leadership Committee may make recommendations for changes in educational programming, scheduling, or use of resources.

### **Progress Monitoring**

Summit content teams will meet weekly to analyze student achievement data from benchmark, interim, and formative assessments and to make adjustments to instruction and interventions based on data. In addition to ongoing communication with parents and students provided through IPs and daily logs, at the end of each trimester, individual student data will be reported to students and parents/guardians via in- person conferences, online parent portal, and printed report cards. The leadership team will conduct a Dashboard Review at the start of the school year and after the

completion of each trimester. The Dashboard Reviews will include analyzing student progress toward school goals by school, course, and student groups (e.g. ELL, SPED, FRL, age, credits, etc.). The school leader will report the dashboard data to the School Leadership Team and the school community during each trimester.

### **Cultural Competency**

To ensure that Summit staff members have the necessary cultural competencies to support Summit's at-risk and diverse student population, the school will implement the following strategies:

- Cultural competency questions will be included in the interview and hiring process
- School leaders will work with the Office of Student Engagement to develop questions and rubrics
- Professional development will be provided on culturally responsive instruction and cultural competency
- Instruction will be differentiated based on needs (equity = opportunity, access, and inclusion)
- Create multiple formats for dialogue and collaboration across cultures

Retention of Effective Teachers  
The Summit staff culture will support team-building and developing a healthy and fun work environment. Summit will provide effective teachers with multiple leadership development opportunities including facilitating professional development, participating on the School Leadership Team, and taking on a position on the School Leadership Team. Additionally, effective teachers will be eligible for ProComp and school based incentive pay. Summit has targeted a 90% retention rate based on teachers who have been invited to stay, an exceptionally high retention rate for a multiple pathways school. With an extensive hiring process, intensive professional development and supports, and a positive school culture and work environment, Summit will attract and retain the effective teachers that are necessary to reach its goals and will develop the school's future leaders.

### **Teacher Coaching**

Every teacher will receive weekly observations and feedback on their instruction, instructional planning, and use of student data. The principal and assistant principal will supervise and evaluate all of the teachers on the instructional team. Each teacher will be observed and receive feedback and coaching at least twice a month from their supervisor. Administrative instructional staff will provide additional informal feedback and instructional coaching to teachers based on individual professional growth plans. The leadership team will conduct monthly learning walks at various times of the day. Teachers will participate in learning walks individually or as a team during their planning time.

### **Teacher Evaluation**

Summit teachers will be evaluated using the DPS LEAP framework for effective teaching with modifications to ensure that the observation and evaluation rubrics align to the blended learning and multiple pathways models and that peer observers have corresponding expertise. The school principal and assistant principal will have the primary responsibilities for evaluating teachers. School leaders will conduct a minimum of one full observation as well as frequent partial observations and walk-throughs each year, providing teachers with ongoing feedback on performance throughout the year.

Additionally, internal or external peer observers will conduct two full observations for each teacher each year. As part of the LEAP evaluation system, teachers will set performance goals in collaboration with their supervisor at the start of the year. Individual teacher professional development will be aligned with individual goals and observations and coaching will be used to monitor progress and make recommendations for improvement throughout the year. The LEAP evaluation system is aligned with Colorado SB-191. DPS is currently piloting multiple measures of student performance to include in the student outcomes portion of the teacher evaluation system. When fully developed, student outcomes will comprise 50% of a teacher's evaluation. 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 may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may 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. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.

### **Professional Development**

Summit will provide multiple opportunities for staff members to engage in meaningful professional development through a variety of vehicles. Professional learning opportunities will be based on: 1) identified behavioral and academic needs of students; 2) the school's core values and goals; and 3) individual professional growth plans.

Professional Development opportunities will include:

- Individual Weekly Coaching
- Individual Monthly Professional Development Time Content Team Weekly Planning Meetings
- Content Team Monthly Data Team Meetings
- Content Team Monthly Instructional Team Meetings
- Whole School Monthly Professional Development
- Participation in Learning Walks with Leadership Team

Professional Development will be evaluated every trimester by the leadership team. Evaluators will consider: 1) student progress toward individual goals related to PD; 2) observations of changes in teacher behaviors related to PD; and 3) teacher feedback on PD. Results of evaluations will be used to improve future PD offerings.

### **Principal Hiring**

In the event that the current school principal vacates the position, the School Leadership Team (SLT) will be responsible for implementing the principal selection process. The school leadership team will select their two top candidates and make recommendations to the Superintendent. 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 leadership team selects final candidates; submits recommendation of two finalists to Superintendent for final selection; announce position acceptance to staff, students, parents, and community. Furthermore, Summit Academy will collaborate with DPS Human Resources Department to implement the selection process.

### **SCHOOL LEADERSHIP COMMITTEE**

Summit will assemble a School Leadership Committee (SLC) consisting of: multiple school leaders, cross content and grade level teachers, support services team member, parents/guardians, and key community partners from private and non-profit sectors with expertise in data systems, organizational development, finance, and fundraising. The SLC will take the place of the Collaborative School Committee (CSC) SLT and PC.

The SLC will twice a meet month, following the start of school and the end of each trimester assessment and reporting cycle. The SLC responsibilities will include:

- Advising the school leader on school business and operations
- Holding the school accountable for effectively carrying out its plan and reaching its goals
- Making recommendations on the school's educational program, budget, and systems
- Overseeing fund raising and finances to support innovative school programs
- Communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

The SLC will have three standing committees: Accountability, Instruction and Finance. Task Forces may be assigned by the SLC to carry out specific tasks according, appointing members based on individual expertise.

### **Leadership Succession Plan**

The Summit SLC will oversee the leadership succession management plan to assure continuity in the

implementation of the academic and operational aspects of the school plan in the event that the school leader leaves. The leadership succession plan will begin with designing a hiring process aligned to the school's mission, vision, values, culture, and systems. The SLC will convene a School Leadership Selection Task Force to develop the selection criteria and manage the interview process. Internal and external candidates will be recruited and interviewed. Summit leadership team members will have been cross-trained and will have had multiple opportunities to share responsibilities with the school leader. This shared leadership model is intended to develop a pipeline of internal candidates who are knowledgeable about school operations and are committed to the school's mission and vision.

### **Family and Community Engagement**

Only 75% of our current student population is living with parents or family. The rest are living independently, or have the support of an academic partner. Families/academic partners and community engagement is one of our highest priorities as reflected in our belief statements. We intend to empower families/academic partners and community members to become active stakeholders and supporters of our school vision. We view the support of all partnerships as essential for the success of our students. Our partnerships within the community are highly valued through intense work with the appointments to the School Leadership Team.

### **BUDGET**

Summit's multiple pathway model requires significantly more resources allocated to: 1) social/emotional, behavioral, and mental health services, and 2) academic interventions and support to support students in graduating with the knowledge and skills to succeed in postsecondary options. Therefore, Summit's budget includes more student services, intervention, and support personnel than traditional school's educational staffing of programs. Summit plans to budget based on actual salaries and use the difference between Summit's actual salaries and DPS average salaries to fund the implementation of its innovative school programming including but not limited to extended time stipends and performance-based financial incentives. Neither the average to actual cost savings or the extended time stipends and performance incentives are included in the budget worksheet but the two are expected to off-set each other. In the event that funding requirements are not met due to lower enrollment or budget reductions, Summit would reduce any necessary staff that would limit the impact to students in the classroom, then support staff. Summit's office manager will manage the school budget, purchasing, and accounting under the direct supervision of the school principal. The office manager will receive training in DPS policies and procedures. Summit's school leader will ensure that its budgeting, purchasing, and accounting practices are aligned with DPS policies and industry standards for sound financial management practices