Policies and Procedures

Policy BDFH- Collaborative School Committees

There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.

Purposes and Scope: The purposes and scope of a collaborative school committee shall be:

to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.

to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school.

to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.

Meetings of a collaborative school committee will be open to the public. Notice of these meetings will be posted in appropriate public places. A copy of the agenda will be publicly posted and made available one working day before the meeting and the minutes from the meeting will also be publicly posted and made available.

District Goals are aligned to *The Denver Plan 2020*

The SIP is now the UIP

Denver Plan 2020

Goal 1: Great Schools in Every Neighborhood

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's school performance framework

Goal 2: A Foundation for Success in School

By 2020, 80% of DPS third-graders will be at or above grade level in reading and writing, lectura and escurita (*baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16)

Goal 3: Ready for College & Career

By 2020, the 4-year graduation rate for students who start with DPS in 9th grade will increase to 90%

By 2020, we will double the number of students who graduate college and career-ready, as measured by the increasing rigor of the state standards.

Goal 4: Support the Whole Child

By 2015, a task force, including DPS staff, community partners and city agencies providing services to DPS students, will recommend to the Board of Education a plan to measure this goal and track progress.

Goal 5: Close the Opportunity Gap

By 2020, the graduation rate for African American and Latino students will increase by 25 percentage points.

Reading and writing proficiency for third-grade African American and Latino students will increase by 25 percentage points.

The collaborative school committee will not:

participate in the day-to-day operations of the school;

be involved in issues relating to individuals (staff, students, or parents) within the school;

be involved in personnel issues (School Personnel Committee will stand alone in the current DPS/DCTA contract).

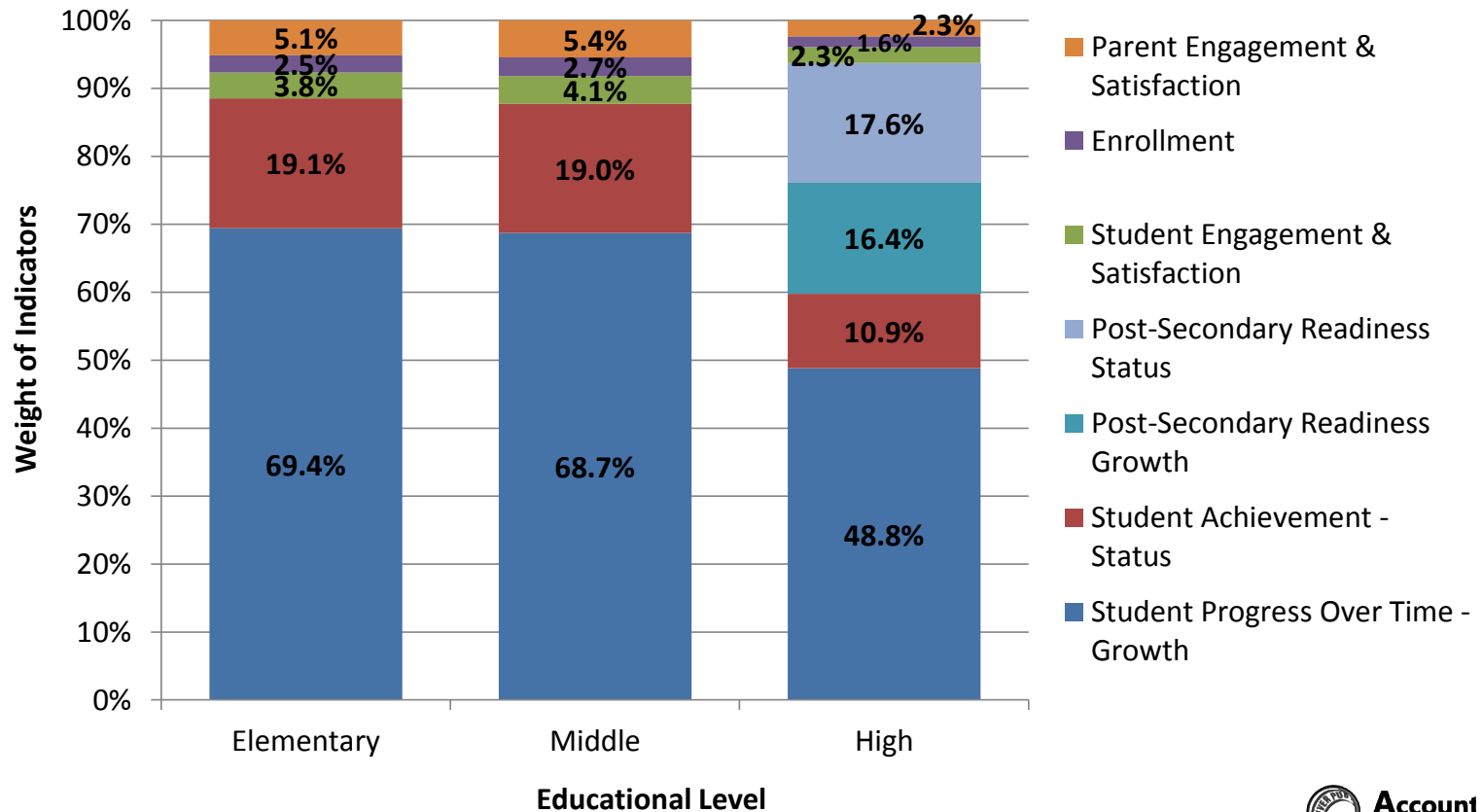# The Collaborative School Committee will:

- Focus on the UIP as its primary responsibility at the school
- Budget Approval
- Principal Evaluation (& selection)
- Discipline and Safety
- School Calendar
- School redesign

How do we do these roles better?

- Work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic & business leaders, service and neighborhood representatives and other community members
- Establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input
- Thoughts?
  - Community Meetings/ Town Halls
  - Open comment time within CSC meetings

School Performance Framework

2014 Weight of SPF Indicators by Educational Level

Legend:
- Parent Engagement & Satisfaction
- Enrollment
- Student Engagement & Satisfaction
- Post-Secondary Readiness Status
- Post-Secondary Readiness Growth
- Student Achievement - Status
- Student Progress Over Time - Growth

Elementary: 5.1%, 2.5%, 3.8%, 19.1%, 69.4%

Middle: 5.4%, 2.7%, 4.1%, 19.0%, 68.7%

High: 2.3%, 1.6%, 2.3%, 17.6%, 16.4%, 10.9%, 48.8%

Educational Level

Weight of Indicators

School Performance Framework
Denison's Current Rating is 72.55% (Meets Expectations)

Distinguished (80-100%)

Schools rated Distinguished are exceeding district expectations and have very high ratings in both Academic Growth and Academic Proficiency.

Meets Expectations (51-79%)

Schools that Meet Expectations are performing at the level that the district expects and have high ratings in either the Academic Growth or Academic Proficiency category, or the school has good ratings in both categories. Schools with this rating that have seen a decline in student performance from previous years receive increased instructional supports, such as assistance with enhanced training for staff.

Accredited on Watch (40-50%)

Schools are rated as Accredited on Watch when they are performing below the district's expectations. Improvement is needed on either Academic Growth or Academic Proficiency measures. Schools with this rating receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Watch schools that show a lack of improvement from previous years may be subject to interventions, such as replacement of staff or changes in the academic program.

Accredited on Priority Watch (34-39%)

Schools rated Accredited on Priority Watch are performing significantly below expectations and are expected to dramatically improve student achievement. Accredited on Priority Watch schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.

Accredited on Probation (up to 33%)

Schools rated Accredited on Probation are performing significantly below expectations and are expected to dramatically improve student performance. Accredited on Probation schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Probation schools require additional budget review, and the district provides additional financial resources and strategic planning supports to help the school improve. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.

STOPLIGHT SUMMARY SCORECARD

School Performance Framework 2013–2014

Denison Montessori School

	Enrollment	% FRL	% ELL	% SPED	% Minority
	432	60.6%	27.3%	11.1%	68.8%

SPF 2013–2014 Overall Score

Meets Expectations

	Earned Points	Possible Points	% of Points Earned	Stoplight
Overall	**111**	**153**	**72.55%**	**Meets Expectations**
Elementary School				
1. Student Progress Over Time – Growth	89	105	84.8%	Exceeds
2. Student Achievement – Status	17	30	56.7%	Meets
5. Student Engagement & Satisfaction	1	6	16.7%	Does Not Meet
Center-Based Program Offerings [1]				
6. Enrollment	3	4	75.0%	Meets
Enrollment Change [1]	0	0		0 Bonus Points
7. Parent Engagement & Satisfaction	1	8	12.5%	Does Not Meet

SPF Rating Cut-Off Points

	Accredited On Probation	Accredited On Priority Watch	Accredited On Watch	Meets Expectations	Distinguished
Overall					
SPF Rating	<33.5%	>=33.5% and <39.5%	>=39.5% and <50.5%	>=50.5% and <79.5%	>=79.5%
Indicators 1,2,3,4,6,7	Does Not Meet	Approaching	Meets	Exceeds	
SPF Ratings	<33.5%	>=33.5% and <50.5%	>=50.5% and <79.5%	>=79.5%	
Indicator 5	Does Not Meet	Approaching	Meets	Exceeds	
SPF Rating	<33.0%	>=33.0% and <50.5%	>=50.5% and <83.5%	>=83.5%	

Overall
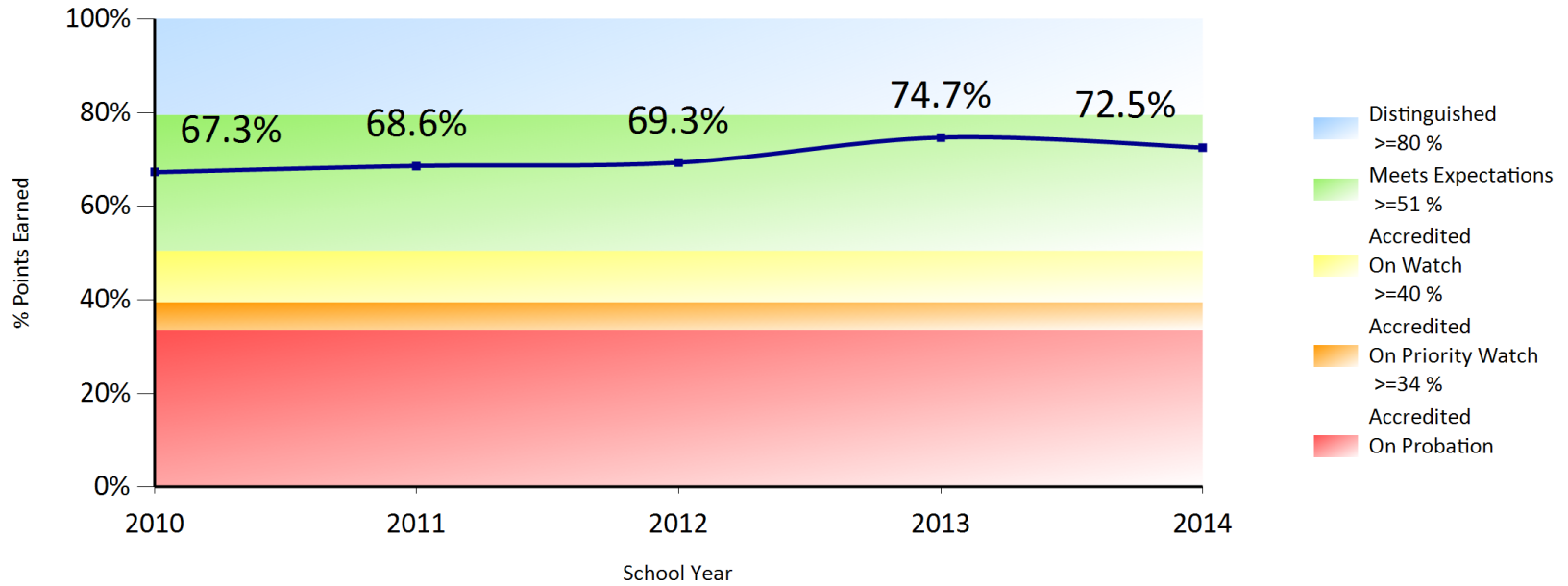
	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
	2010	2011	2012	2013	2014
% Points Earned	67.3%	68.6%	69.3%	74.7%	72.5%
Points Earned	109	105	104	118	111
Points Possible	162	153	150	158	153

Student Progress Over Time - Growth
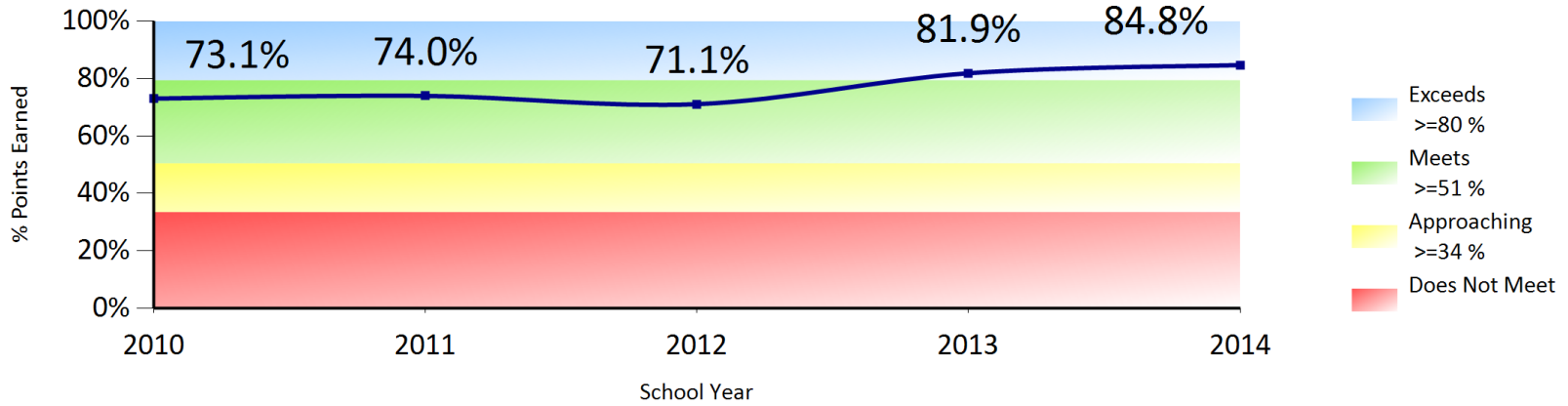
	Meets	Meets	Meets	Exceeds	Exceeds
	2010	2011	2012	2013	2014
% Points Earned	73.1%	74.0%	71.1%	81.9%	84.8%
Points Earned	76	74	69	86	89
Points Possible	104	100	97	105	105

Growth: Worth 69.4%

Student Achievement - Status
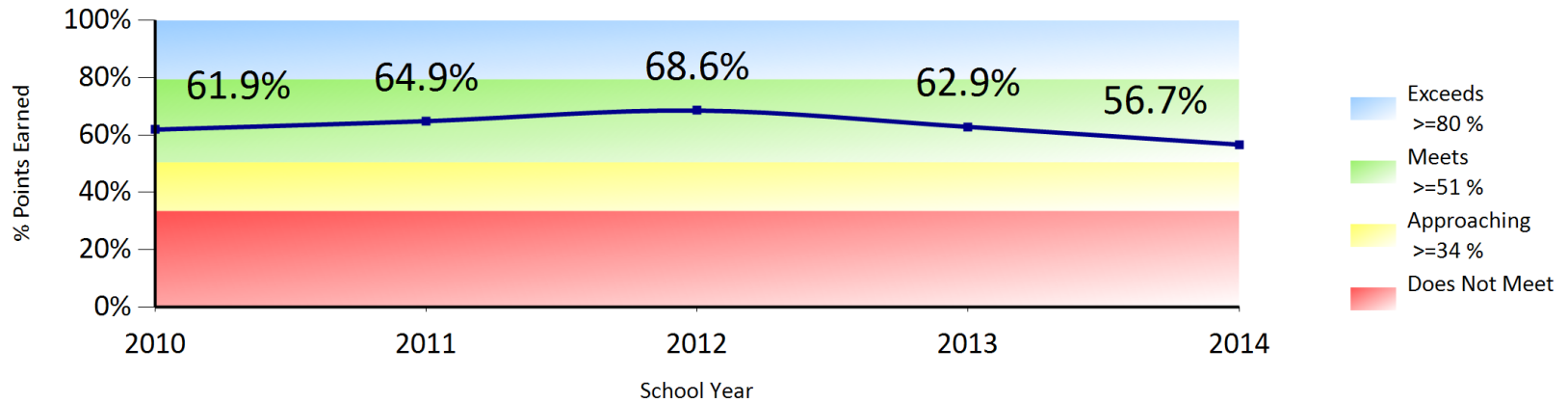
	Meets	Meets	Meets	Meets	Meets
	2010	2011	2012	2013	2014
% Points Earned	61.9%	64.9%	68.6%	62.9%	56.7%
Points Earned	26	24	24	22	17
Points Possible	42	37	35	35	30

Achievement: Worth 19.1%

Student Engagement & Satisfaction
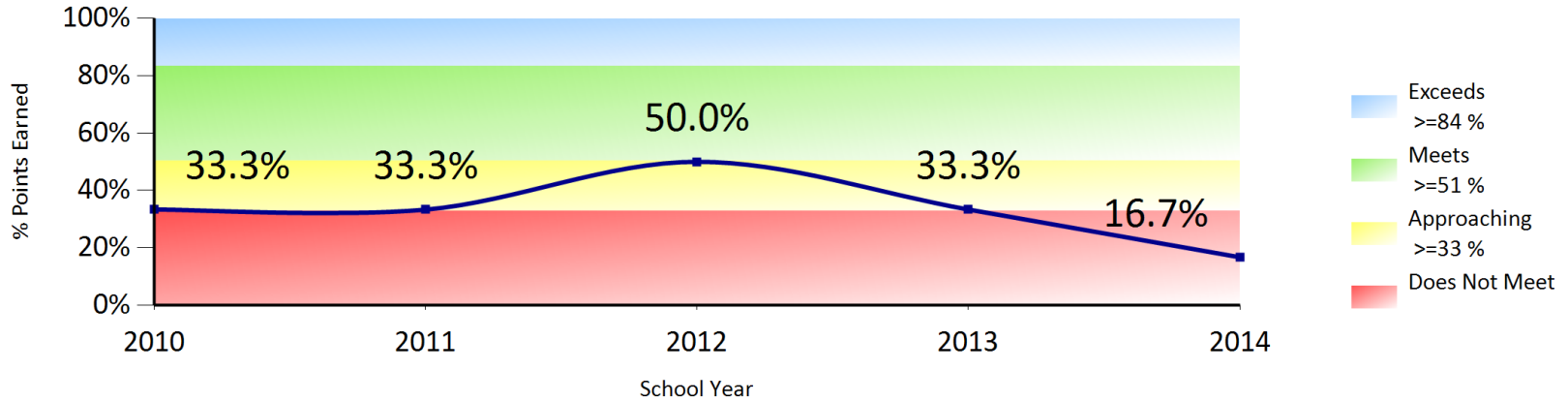
	Does Not Meet	Approaching	Approaching	Approaching	Does Not Meet
	2010	2011	2012	2013	2014
% Points Earned	33.3%	33.3%	50.0%	33.3%	16.7%
Points Earned	2	2	3	2	1
Points Possible	6	6	6	6	6

	School Prior	Comparison Group Prior	School Current
5.1.Attendance Rate	92.52%		93.09%
5.2.Student Satisfaction	86.85%		81.63%

Student Engagement & Satisfaction: Worth 3.8%

Enrollment
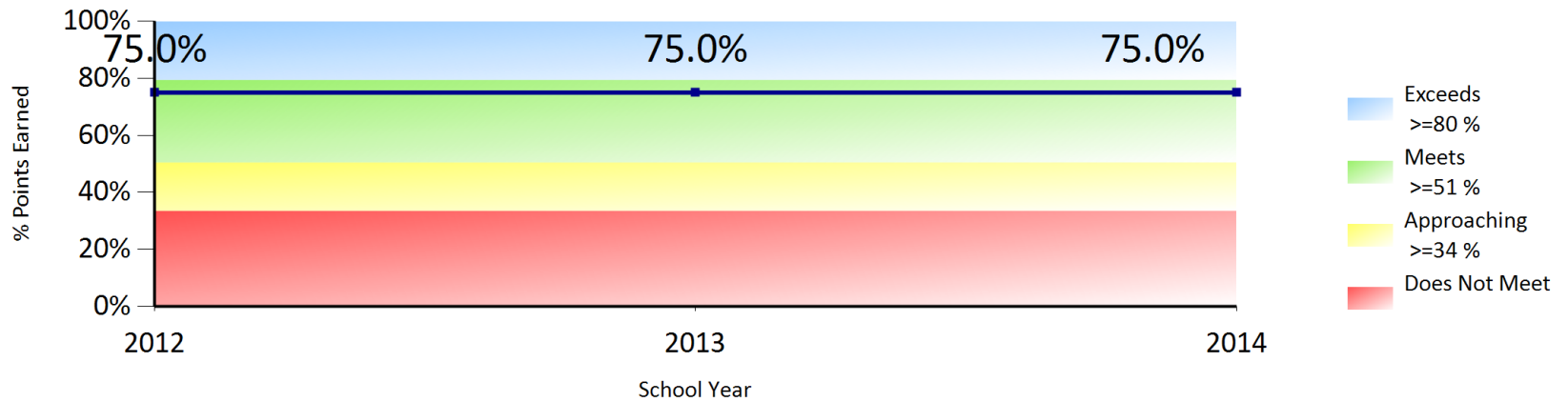
	Meets	Meets	Meets
	2012	2013	2014
% Points Earned	75.0%	75.0%	75.0%
Points Earned	3	3	3
Points Possible	4	4	4

Enrollment: Worth 2.5%

Parent Engagement & Satisfaction
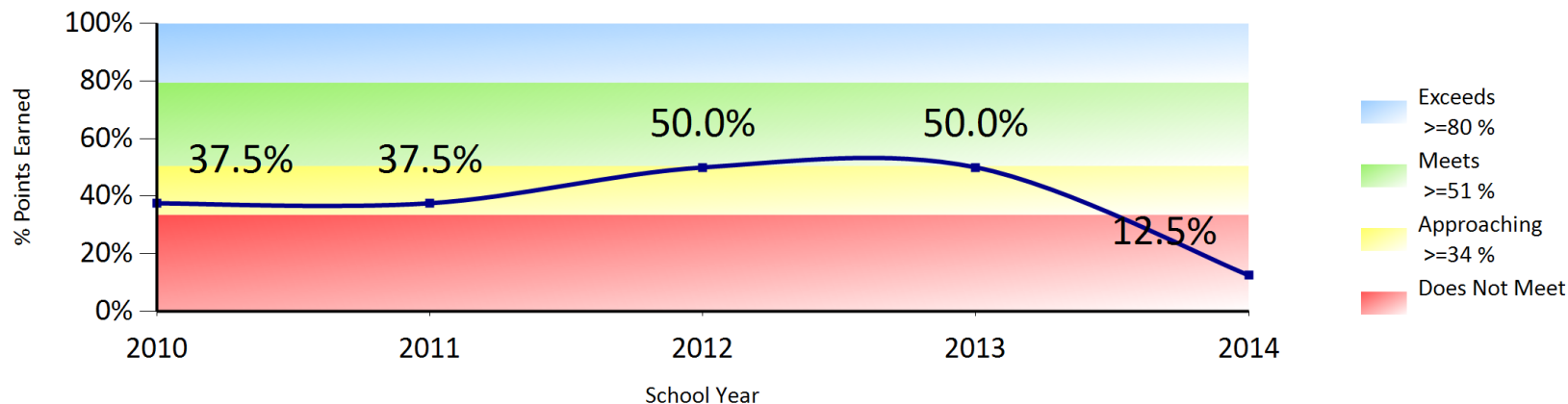
	Approaching	Approaching	Approaching	Approaching	Does Not Meet
	2010	2011	2012	2013	2014
% Points Earned	37.5%	37.5%	50.0%	50.0%	12.5%
Points Earned	3	3	4	4	1
Points Possible	8	8	8	8	8

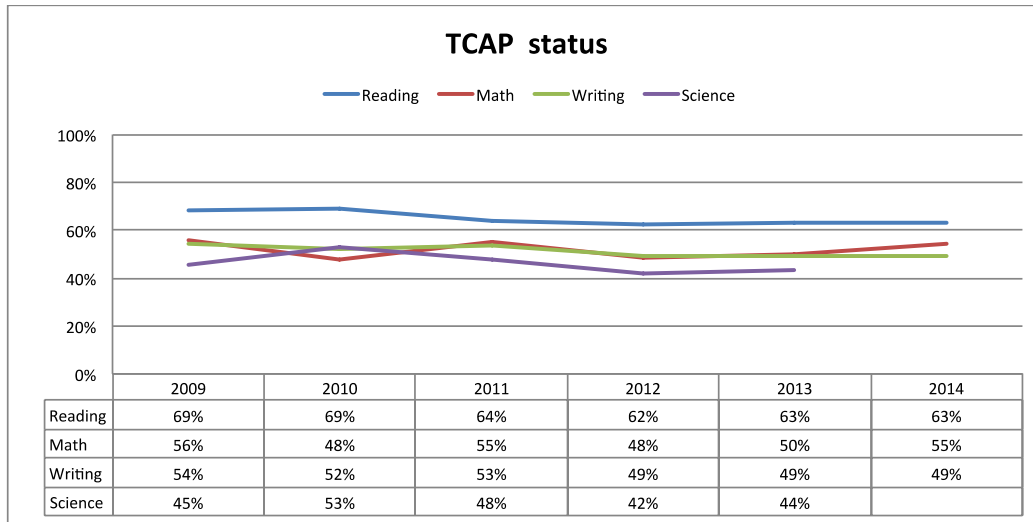|	School Prior	Comparison Group Prior	School Current
7.1.Parent Satisfaction Survey	81.93%		74.55%
7.2.Parent Satisfaction Survey Response Rate	75.73%		45.85%
7.3.Parent Satisfaction and Engagement*	79.35%		73.25%

Response Rate < 29.88%

Parent Satisfaction <7.38%

Parent Engagement <6.1%

Parent Engagement and Satisfaction: Worth 5.1%

TCAP Scores

Status

TCAP status

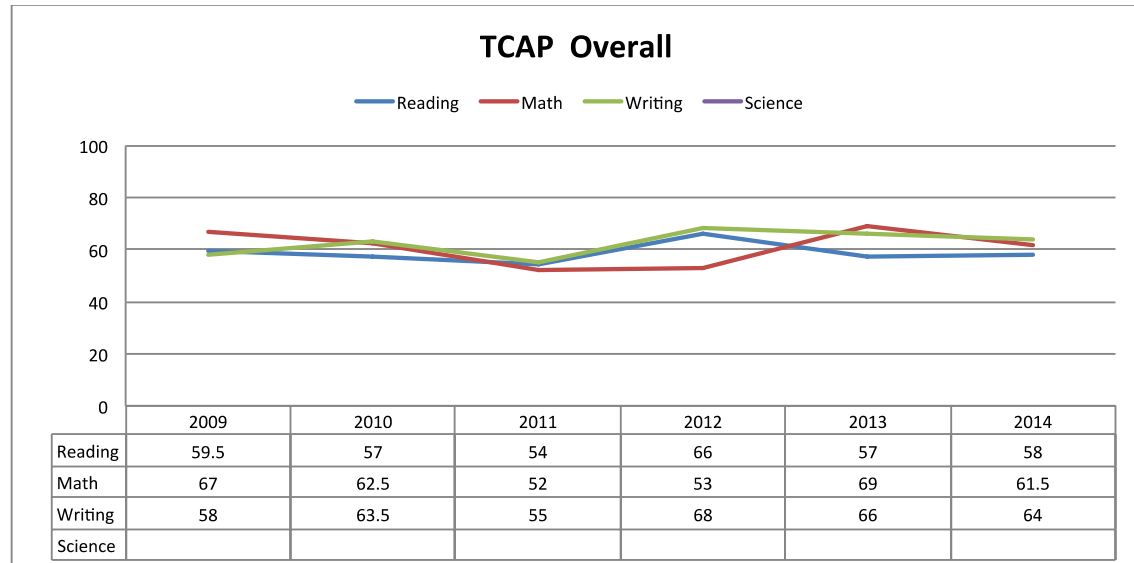|	2009	2010	2011	2012	2013	2014
Reading	69%	69%	64%	62%	63%	63%
Math	56%	48%	55%	48%	50%	55%
Writing	54%	52%	53%	49%	49%	49%
Science	45%	53%	48%	42%	44%	

Summary:
Status:
Same in Reading & Writing
5 percent Increase in Math
Growth:
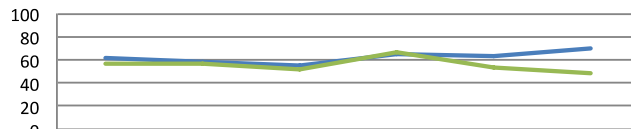Stable in Reading & Writing
7.5 point decrease in Math

Growth

TCAP Overall

	2009	2010	2011	2012	2013	2014
Reading	59.5	57	54	66	57	58
Math	67	62.5	52	53	69	61.5
Writing	58	63.5	55	68	66	64
Science						

TCAP Growth
English Language Learners (ELL)

TCAP Reading

	2009	2010	2011	2012	2013	2014
ELL	61	58	55	65	64	70
Non-ELL	57	56	51.5	66	53	48.5

TCAP Math

	2009	2010	2011	2012	2013	2014
ELL	70	60	47	58.5	68	68.5
Non-ELL	63	63	54	52	69	58

TCAP Writing
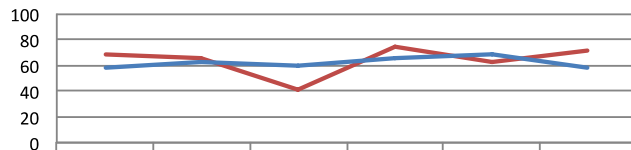
	2009	2010	2011	2012	2013	2014
ELL	68	65	41	74	62	72
Non-ELL	58	63	59	66	68.5	58

- ELL shows higher growth than Non-ELL in ALL subject areas

TCAP Growth
Free and Reduced Lunch (FRL)

TCAP Reading

	2009	2010	2011	2012	2013	2014
FRL	56	47	47	64.5	62	58
Non-FRL	70.5	61	55	67	51	58

TCAP Math

	2009	2010	2011	2012	2013	2014
FRL	56	51	49	48.5	70	61.5
Non-FRL	72	67	55	58	67	62

TCAP Writing

	2009	2010	2011	2012	2013	2014
FRL	60.5	60	43.5	66.5	69	65
Non-FRL	55.5	65	61	74	61	58.5
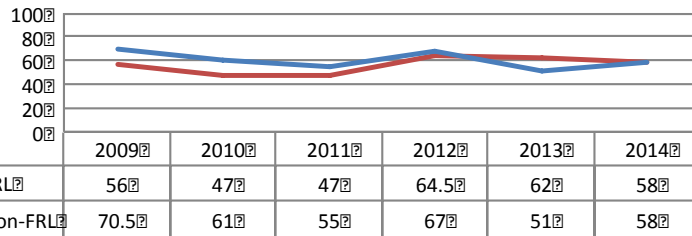
FRL and Non-FRL are the same in Reading & Writing
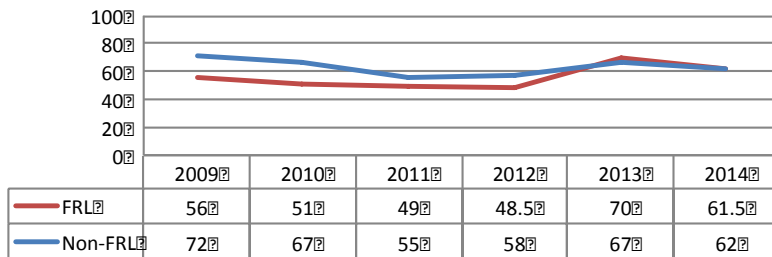
Non-FRL shows higher growth of 6.5 in Math

TCAP Growth Minority

TCAP Reading

	2009	2010	2011	2012	2013	2014
Minority	58	48.5	56	64	52.5	57.5
Non-Minority	70.5	65.5	45	76	63	62

TCAP Math
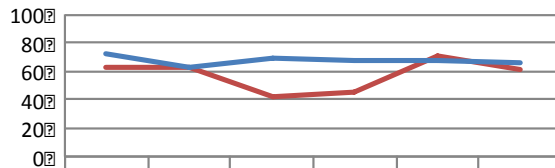
	2009	2010	2011	2012	2013	2014
Minority	62	62.5	42	45	70	60.5
Non-Minority	71.5	62	69.5	68	67.5	66.5

TCAP Writing
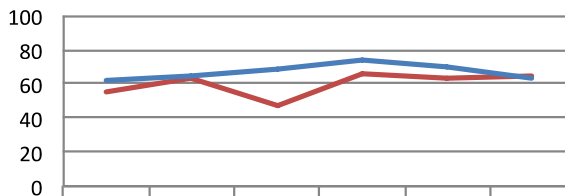
	2009	2010	2011	2012	2013	2014
Minority	55.5	63.5	47	66	63	64
Non-Minority	62	64	69	74	70.5	63

Minority shows lower growth than Non-Minority in all areas
Reading: 4.5
Math: 6
Writing: 1

TCAP Status
English Language Learners (ELL)
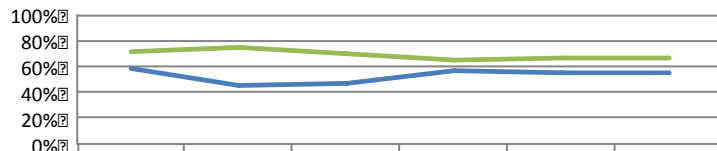
TCAP Reading

	2009	2010	2011	2012	2013	2014
ELL	58%	45%	47%	57%	54%	56%
Non-ELL	71%	75%	69%	65%	66%	66%

TCAP Math

	2009	2010	2011	2012	2013	2014
ELL	43%	39%	32%	43%	41%	40%
Non-ELL	59%	50%	61%	50%	53%	61%

TCAP Writing
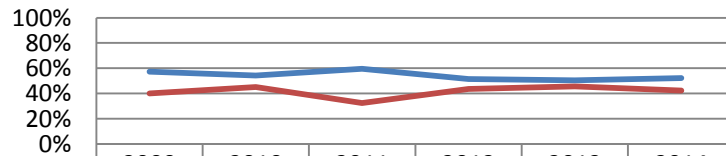
	2009	2010	2011	2012	2013	2014
ELL	40%	45%	32%	43%	46%	42%
Non-ELL	57%	54%	60%	51%	50%	52%

ELL shows lower status than Non-ELL in ALL subject areas
Reading: 10%
Math: 21%
Writing: 10%

TCAP Status
Free and Reduced Lunch (FRL)

TCAP Reading

	2009	2010	2011	2012	2013	2014
FRL	37%	46%	47%	53%	52%	47%
Non-FRL	86%	85%	78%	75%	83%	88%

TCAP Math

	2009	2010	2011	2012	2013	2014
FRL	26%	30%	39%	39%	38%	36%
Non-FRL	73%	59%	67%	61%	71%	83%

TCAP Writing

	2009	2010	2011	2012	2013	2014
FRL	28%	37%	33%	35%	38%	33%
Non-FRL	69%	63%	70%	69%	69%	74%
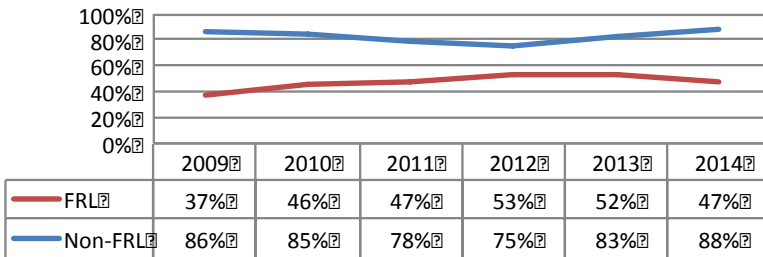
FRL shows lower status than Non-FRL in ALL subject areas
Reading: 41%
Math: 47%
Writing: 41%

TCAP Status Minority

TCAP Reading

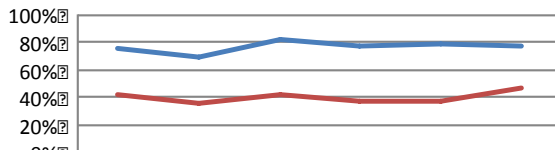|	2009	2010	2011	2012	2013	2014
Minority	58%	61%	56%	54%	53%	56%
Non-Minority	83%	82%	82%	83%	88%	82%

TCAP Math

	2009	2010	2011	2012	2013	2014
Minority	42%	35%	41%	37%	38%	46%
Non-Minority	76%	68%	82%	77%	79%	77%

TCAP Writing

	2009	2010	2011	2012	2013	2014
Minority	44%	44%	41%	40%	37%	39%
Non-Minority	68%	67%	78%	70%	79%	77%
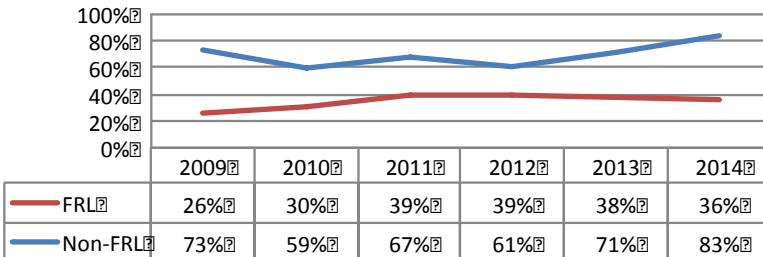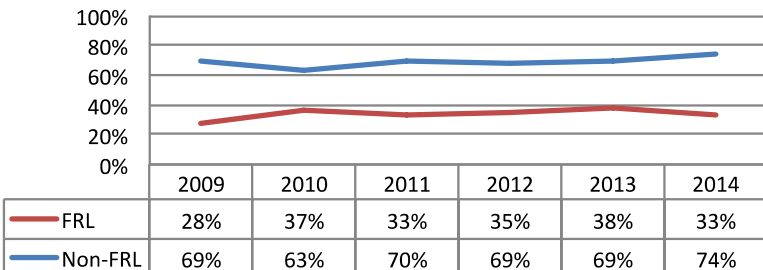
Minority shows lower status than Non-Minority in ALL subject areas
Reading: 26%
Math: 31%
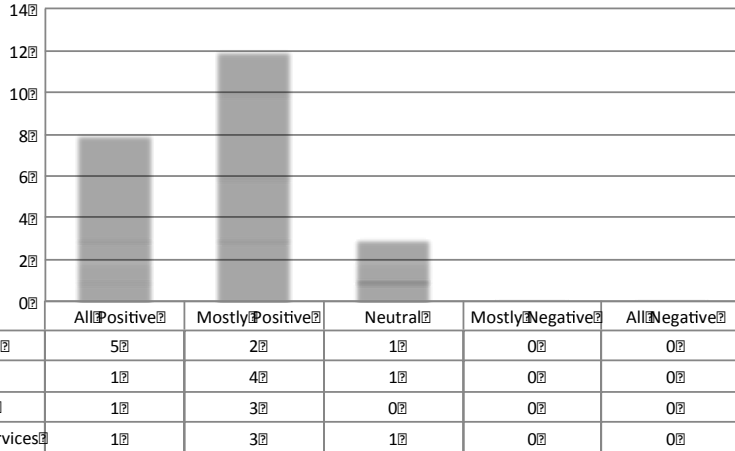Writing: 38%

Unified Improvement Plan

- In process of revising
- Root cause analysis of our status scores.
- Focus on Minority student Gap
- 3 Focus Areas
  - Literacy
  - Math
  - School Culture
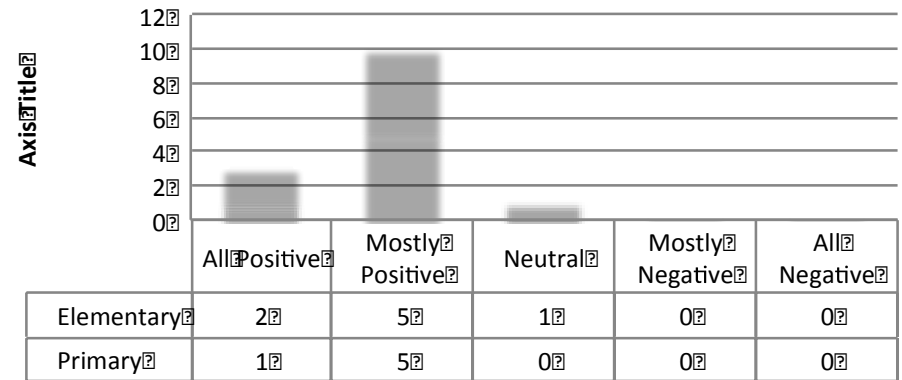
Extended Learning Time

- 100% of our elementary students have an uninterrupted classroom time of 90 minutes (in which no one is pulled from the classroom)
- 92% of our students are participating in a 3-hour work period (not being pulled for intervention from 9-12)
- All Parent-Teacher conferences will be double in length this year. 30 minutes versus 15 minutes
- Teachers are meeting for 90 minutes as grade level teams around authentic Montessori assessment, student data, and grade level needs
- Students are in enrichment classes. Lower Elementary 1x per week; Upper Elementary 2x per week.
  - Lower Elementary: Orff Music, Shakespeare, Soccer, Computer Skills, Habitat
  - Upper Elementary: Orchestra, Puppetry, Flag Football, Soccer, Computer Skills, Yearbook, Habitat
  - Will being 2nd round of enrichments in November
  - Working on Surveying students on their experience with enrichments
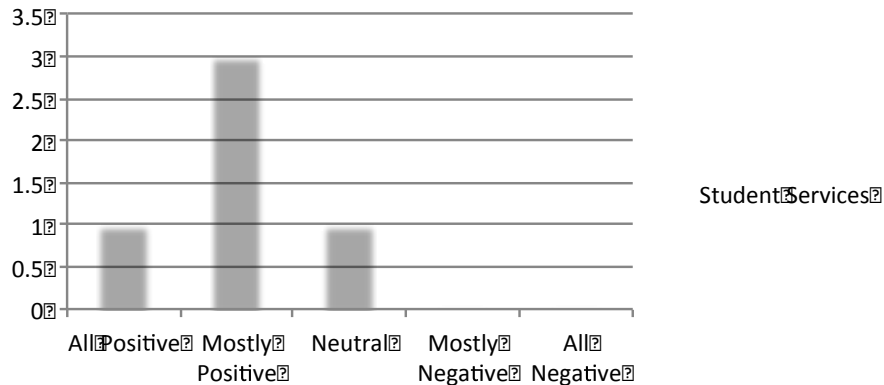
Teacher Survey Results

## My feelings regarding the 90 minutes of uninterrupted work time for ALL students are:

	All Positive	Mostly Positive	Neutral	Mostly Negative	All Negative
Elementary	5	2	1	0	0
Primary	1	4	1	0	0
Specialists	1	3	0	0	0
Student Services	1	3	1	0	0

My Feelings regarding having time to meet with my whole grade level team during the student contact day are:

	All Positive	Mostly Positive	Neutral	Mostly Negative	All Negative
Elementary	2	5	1	0	0
Primary	1	5	0	0	0

My feelings regarding late morning and afternoon intervention times are:

Student Services

My feelings regarding afternoon specials times are:

Specialists
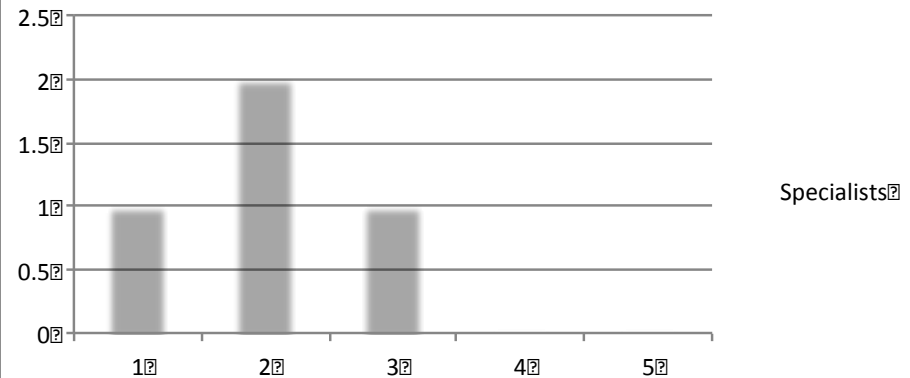
Next Steps

- Will continue to work with teachers teams to make the tweaks necessary for success
- Will meet with Transportation Department in November to discuss earlier bus routing
- Will inform parents prior to First Round Choice of new time
- Goal is full implementation (8:30-4:00) for 2015-2016

PARCC/Testing/Montessori Assessment Update

Celebrations!

- The Assessment waiver has eliminated Fall and Winter Interims, not just for us but for ALL DPS Montessori schools
- All DPS Montessori schools are participating in Montessori specific short cycle assessment network (SCAN)
- The AMI/CCSS Mapping project has been released and can support our SCAN work
- Denison, through 2012 Bond Money, has 160 chrome books that are being used by the students and will be used to lessen the personnel burden of testing
- Montessori Workspace is being utilized by multiple Montessori schools within the district. Tim and Jim are working to ensure it aligns to our unique DPS needs
- We have created a testing and napping room (108)
  - ABCC testing (music and pe) was done with little interruption to the non-testing students because we were able to use the testing room so students could stay in their classrooms and the library remained open
  - One grade will continue to be able to test at a time, leaving the other students in their classrooms with their teachers.

2014-2015 DPS Assessment Calendar

DENVER PUBLIC SCHOOLS — Discover a World of Opportunity™

Year at a Glance Assessment Calendar — Elementary/K-8 Schools

2014 — **2015**

Assessment, Research & Evaluation

	August	September	October	November	December	January	February	March	April	May
State Required Assessments		W-APT - 8/25 - 5/22								
		DRA2/EDL2 8/25 - 9/26			Kinder DRA2/EDL2 12/1 - 2/18				DRA2/EDL2 4/8 - 5/15	
			TS Gold Checkpoint 10/27				TS Gold Checkpoint 2/2			TS Gold Checkpoint 5/11
						ACCESS for ELLs 1/12 - 2/13		CMAS (PBA) 3/9 - 3/27	CMAS (S&SS) 4/14 - 5/1 Gr. 4,5,7,8	CMAS (EOY) 4/27- 5/22
Literacy		Fall Reading/Writing DPS Interim -or- ANet -or- SCAN (Gr 1-8) 9/29-10/10 STAR optional for Kinder	Interim Scoring and Makeup week Oct. 13-17	Mid-year Reading/Writing DPS Interim -or- ANet -or- SCAN (Gr 1-8) 12/1-12/12 STAR optional for Kinder	Interim Scoring and Makeup week Dec. 15-19		**Optional** February SCAN/ANet Test 2/9 - 2/27		EoY Reading/Writing DPS Interim (Gr 1-8) 4/27-5/8 STAR optional for Kinder	Interim Scoring and Makeup week May 11-15
Math		Fall Math DPS Interim -or- ANet -or- SCAN (K-8) 9/29-10/10		Mid-year Math DPS Interim -or- ANet -or- SCAN (K-8) 12/1-12/12					EoY Math DPS Interim (K-8) 4/27-5/8	
Science & Social Studies		Fall Science & Social Studies DPS Interim (6-8) 9/29-10/10		Mid-year Science & Social Studies DPS Interim (6-8) 12/1-12/12					EoY Science & Social Studies DPS Interim (6-8) 4/27-5/8	
ABCC ‡ PE (Gr. 5,) Music (Gr. 2,)		Year-Long: Pre	ABCC windows occur when teachers see NEW students. This may be different than the grading schedule used at a school.							Year: Post

Winter Break — *Spring Break*

State Assessment - CMAS (PBA) and (EOY) are PARCC Math and English Language Arts assessments. CMAS (S&SS) are the State's science and social studies online assessments.

Required District Assessments - ‡ABCC (Assessments Beyond the Common Core) are content areas with no state accountability tests. For more information, see the ARE website.

Please note, some assessments (e.g., NAEP, GT testing, AP testing, etc.) for select populations are not included in this calendar.

8/19/14

2014-2015 Denison Assessment Calendar

2014 Year at a Glance Assessment Calendar Elementary/K-8 Schools **2015**

Assessment, Research & Evaluation

	August	September	October	November	December	January	February	March	April	May
State Required Assessments		W-APT - 8/25 - 5/22								
		DRA2/EDL2 8/25 - 9/26			Kinder DRA2/EDL2 12/1 - 2/18				DRA2/EDL2 4/8 - 5/15	
			TS Gold Checkpoint 10/27				TS Gold Checkpoint 2/2			TS Gold Checkpoint 5/11
						ACCESS for ELLs 1/12 - 2/13		CMAS (PBA) 3/9 - 3/27	CMAS (S&SS) 4/14 - 5/1 Gr. 4,5,7,8	CMAS (EOY) 4/27- 5/22

Winter Break **Spring Break**

Literacy	EoY Reading/Writing DPS Interim (Gr 1-8) 4/27-5/8 — STAR optional for Kinder
Math	EoY Math DPS Interim (K-8) 4/27-5/8
Science & Social Studies	EoY Science & Social Studies DPS Interim (6-8) 4/27-5/8

Interim Scoring and Makeup week May 11-15

ABCC ‡ PE (Gr. 5,) Music (Gr. 2,)

Year-Long: Pre

ABCC windows occur when teachers see NEW students. This may be different than the grading schedule used at a school.

Year: Post

State Assessment - CMAS (PBA) and (EOY) are PARCC Math and English Language Arts assessments. CMAS (S&SS) are the State's science and social studies online assessments.

Required District Assessments - ‡ABCC (Assessments Beyond the Common Core) are content areas with no state accountability tests. For more information, see the ARE website.

Please note, some assessments (e.g., NAEP, GT testing, AP testing, etc.) for select populations are not included in this calendar.

8/19/14

School Performance Framework
Denison's Current Rating is 72.55% (Meets Expectations)

Distinguished (80-100%)

Schools rated Distinguished are exceeding district expectations and have very high ratings in both Academic Growth and Academic Proficiency.

Meets Expectations (51-79%)

Schools that Meet Expectations are performing at the level that the district expects and have high ratings in either the Academic Growth or Academic Proficiency category, or the school has good ratings in both categories. Schools with this rating that have seen a decline in student performance from previous years receive increased instructional supports, such as assistance with enhanced training for staff.

Accredited on Watch (40-50%)

Schools are rated as Accredited on Watch when they are performing below the district's expectations. Improvement is needed on either Academic Growth or Academic Proficiency measures. Schools with this rating receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Watch schools that show a lack of improvement from previous years may be subject to interventions, such as replacement of staff or changes in the academic program.

Accredited on Priority Watch (34-39%)

Schools rated Accredited on Priority Watch are performing significantly below expectations and are expected to dramatically improve student achievement. Accredited on Priority Watch schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.

Accredited on Probation (up to 33%)

Schools rated Accredited on Probation are performing significantly below expectations and are expected to dramatically improve student performance. Accredited on Probation schools receive intensive instructional supports, such as enhanced, targeted training for staff, consultation on curriculum and assistance using data to increase student achievement. Accredited on Probation schools require additional budget review, and the district provides additional financial resources and strategic planning supports to help the school improve. These schools are subject to interventions that may include changes to academic programs or school staff or implementation of school-turnaround strategies.

TCAP Opt Out
What it means to Teachers and What it means for Denison.
From FAQ on Opt-out website: http://parentingoverpolicydougco.weebly.com/opt-out-of-parcc.html

Will opting out/refusing state mandated tests affect the funds my school receives causing teachers to lose their jobs and my school to close down?

- No! This is one of the biggest myth's circulating about the opt out movement! Refusing to allow your child to be tested does not affect a school's funding at all. However, it can affect the school's accreditation.

So, if in 2014, 90% of students in a school test, they drop one level that year. Then in 2016, 85% of students in that same school test, we drop another level...am I understanding it correctly?

- No. If your school has a performance rating it would become an "improvement school" or worst case, fall into "turnaround" status. Only if the rating drops to "improvement"and testing is less than 95% would it become a priority improvement school. You would only drop 1 performance level from what the test scores indicate.

At Denison
158 Students will be Testing in 2014/15 School Year
5% of testing students= 7.9 students

What happens to schools that drop to "improvement" or "turnaround" status?

- For individual schools in priority improvement or turnaround status, there is a five-year calendar, and many, many options exist for schools that find themselves in turnaround status. It is a five year process. At the five year mark a school must significantly change its programming, could be taken over by the state or be closed. Changes are made throughout the entire five years, and include plan of action by the principal, School Advisory Committee, district, and in a charter school, the governing board. There are requirements for parental engagement meetings, and detailed written plans of action via the Unified Improvement Plan.

What does it mean if a school loses its accreditation and what if accreditation loss is only due documented cases of students who opt out/refuse these tests?

- It can't be. There are levels of accreditation and a school will only drop one accreditation level for not reaching the 95% student participation threshold. This is a school threshold, not grade level.

Teacher Impact
Top Performing Schools (blue or green)$2,480.97
Exceeds Expectations $2,480.97

2014-'15 ProComp Payment Opportunities

http://denverprocomp.dpsk12.org/

Component of Index $38,765.182	Knowledge and Skills			Comprehensive Professional Evaluation			Market Incentives		Student Growth			
Element	Professional Development Unit	Advanced Degree and License	Tuition and Student Loan Reimbursement	Probationary	Non-Probationary	Innovation Non-Probationary	Hard to Serve School	Hard to Staff Assignment	Student Growth Objectives	Exceeds CSAP Expectations	Top Performing Schools	High Growth School
Description of Element	Providing ongoing professional development tied to the needs of our students is a central strategy to help you expand your skills, improve student performance, and advance your career with the district	Compensation for Graduate Degree or Advanced Licenses or Certificates	Reimbursement for tuition or for outstanding student loans.	Increases for new teachers based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Designed to attract teachers to schools with a high free and reduced lunch percentage.	Designed to attract teachers to roles with high vacancy rate and high turnover	Incentive paid for meeting student growth objectives.	Teachers whose assigned student's growth in CSAP scores exceed district expectations	Teachers in schools designated as a "Top Performing School" based on the DPS School Performance Framework	Teachers in schools designated as a "High Growth School" on the DPS School Performance Framework
Eligibility and Payout	Base building for PDUs paid if 14 or fewer years of service. Non-base building if more than 14 years of service at time of payment	Paid upon receipt of documentation that the license or certification is active and current	Paid upon receipt of evidence of payment for and satisfactory completion of coursework; $4,000 lifetime account; no more than $1,000 per year	Requires Satisfactory Evaluation: If unsatisfactory, ineligible for CPE increase	Payable only to teachers who have a formal evaluation during service credit years 1-14	Teachers receive 1% of index increase for a satisfactory annual evaluation during years 1-14 if have not received a 3% of index CPE increase in the past two years	Teachers currently serving in schools designated "Hard to Serve".	Teachers currently serving in designated "Hard to Staff" positions	Base building when 2 SGOs are met, non-base building when only 1 SGO is met during prior school year [4]	Paid based on assigned student CSAP growth; Paid based on results from prior school year.	Paid based on performance during the prior school year.	Paid based on performance during the prior school year.
Affect on Base Salary	Base Building [2]	Base Building	Non-Base Building	Base Building	Base Building	Base Building	Non-Base Building	Non-Base Building	Base Building [4]	Non-Base Building	Non-Base Building	Non-Base Building
Percent of Index	2%	9% per degree or license. Eligible once every 3 yrs	N/A	1% every year	3% every three years	1% every year if no 3% in past 2 yrs	6.4%	6.4%	1%	6.4%	6.4%	6.4%
Dollar Amount	$775.30	$3,488.87	Actual expense up to $1000/yr, $4000 lifetime	$387.65	$1,163	$387.65	$2,480.97 $206.75/mo	$2,480.97 $206.75/mo	$387.65	$2,480.97	$2,480.97	$2,480.97
Hourly rate increase	$0.527	$2.370		$0.263	$0.790	$0.263			$0.263			
Builds pension and highest average salary	Yes	Yes	No [3]	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Payment Type and Frequency [6]	Monthly installments upon submission of proper documents	Monthly installments upon submission of proper documents	Up to $1000 per year upon submission of proper documents	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Monthly installment upon completion of service each month	Monthly installment upon completion of service each month	1 objective: Paid lump sum. 2+ objectives: Paid in monthly installments	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment

CSC Purpose and Scope

- Purpose and Scope:
  - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.
  - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.

- The CSC will:
  - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;
  - act as the School Improvement and Accountability Council (SIAC) for the building;
  - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;

The Denver Plan 2020

http://denverplan.dpsk12.org/

Goal 1: Great Schools in Every Neighborhood

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's school performance framework

Goal 2: A Foundation for Success in School

By 2020, 80% of DPS third-graders will be at or above grade level in reading and writing, lectura and escurita (*baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16)

Goal 5: Close the Opportunity Gap

By 2020, Reading and writing proficiency for third-grade African American and Latino students will increase by 25 percentage points.

Under the purpose and scope of the CSC and the Goals set forth by the *Denver Plan 2020*:

How do we, as a CSC, communicate the importance of student participation in all State mandated standardized assessments to our school community?