

Wasson High School
Colorado Springs School District 11
Application to be Designated as an Innovation School

A. Mission Statement

To provide bold, innovative, and inspirational instruction that will develop students into productive, competent 21st century citizens.

Wasson High School is applying for status as a Colorado School of Innovation. A School of Innovation is an opportunity for educators to work with the community to experience an infusion of new ideas and educational solutions for the 21st Century. Innovative school reform pairs school-based management with school accountability and reciprocates with results in student achievement. The staff at Wasson High School and Colorado Springs School District 11 created this plan based on the following beliefs:

Innovation breeds inclusion

Innovation is the key to addressing a significant problem at high schools across the country: closing the Achievement Gap between minority and non-minority students (ASCD, 2008). Schools of Innovation reinforce the belief that high levels of academic ability are to be recognized as a universal civil right – a right that should not be compromised for fear of being stereotyped based on one’s identity or the social division to which one is assigned (NCREL, 2004).

Innovation leads to excellence

For students in historically low-performing schools, exposure to a high-performing learning environment is essential. When students successfully experience high expectations and joyful but rigorous challenges that are just beyond each student’s learning comfort zone, incredible academic results follow (Oregon Department of Education, 2005). To that end, teaching and learning in the classroom must reflect a balanced focus between the content that is expected to be mastered and the strategies that are essential to making sense of one’s experiences. (NCREL, 2004).

Innovation supports growth

Confident and competent teachers are essential to closing the achievement gap and creating truly innovative schools (Wenglinsky, 2002). If students are to be held to high standards, they need teachers who know the subjects and know how to teach the subjects. Yet large numbers of students, particularly those who are members of minority groups, are taught by teachers who do not have a background in the subjects they teach. Ongoing professional development is vital to student achievement (ASCD, 2008).

As a School of Innovation, Wasson High School will provide a rigorous, high-achievement learning environment for all students. We will support our teachers in becoming continual, explorative learners and outstanding, non-traditional educators. We will provide relevant learning experiences that extend the walls of our campus to include our local community, the state, the country, and even the world. Most importantly, Wasson graduates will be confident of their value to the global community and prepared to make a significant contribution to the world of tomorrow.

B. Innovations to be Implemented

Colorado Springs School District 11 will transform Wasson High School from a traditional learning model to a Colorado School of Innovation beginning in 2010.

Following current research and best practices for transformational schools, the existing curriculum and structure will be replaced with a multi-strand approach that encourages learning and growth for all students. Wasson High School will integrate a rigorous career and college-preparatory curriculum with the option for students to pursue a course of study in one of three comprehensive Academies: Arts, Law and Leadership, or Life Science. The academic environment will be supplemented to increase internal supports, safety, and school attachment – characteristics that have been shown to eliminate the achievement gap in public schools.

Incoming students will be filtered through a freshman preparatory program and year-long Innovation Academy. The Innovation Academy will offer a general studies curriculum that is enhanced by an extra study hour and data-driven academic supports, as well as three intensive nine-week preparatory sessions to introduce Wasson's upper-level Academies: Art, Law and Leadership, and Life Science. Students graduating from the Innovation Academy will have the option of either remaining in the rigorous General Studies program or matriculating into one of the Academies. Entrance to the Academies will be based on four factors: grades, attendance, citizenship and an interview or audition score.

The upper-level Academies and General Studies curriculum will allow students to prepare themselves for post-secondary pursuits through accelerated coursework, internships with community partners, service learning opportunities, and concurrent enrollment options. In addition, each strand will include career certification programs designed for those interested in the world of work immediately after high school.

Through a unique, "green" instructional model that emphasizes real world experience and partnerships with community organizations, Wasson will inspire students to become innovators prepared to solve the problems of tomorrow. Every Wasson graduate will produce an Individual Career Achievement Plan and Senior Project or Learning Portfolio designed to demonstrate their learning and answer the question, "What commitment can I make to the world?"

The curriculum at Wasson will be aligned to the AVID (Advancement Via Individual Determination) system of instruction, which is based on the premise that students of all abilities can succeed if held accountable to the highest standard, provided appropriate academic and social supports, and encouraged to participate in opportunities for learning enrichment. Wasson High School will also utilize District 11's Response to Intervention (RtI) strategies for creating appropriate learning interventions for all students – whether they are low-achieving or gifted.

In keeping with District 11's learning philosophy, the curriculum at Wasson High School is designed to be as rigorous and relevant as possible so that students will be prepared for the real world – whether that includes college or the world of work. Every student at Wasson will have the opportunity to perform at high levels, seek post-secondary opportunities, and become successful 21st Century citizens.

C. Programs/Policies to be Affected

1. Educational Programs

Wasson will develop and implement courses designed to meet the needs of our diverse population. As we adopt academies in the areas of Arts, Law and Leadership, and Science as well as career pathways, we must engage learners through relevant, exciting courses that address 21st Century skills, state standards, and district graduation requirements.

Students immersed in an Academy or Career Tech environment may be unable to take a traditional route toward graduation. For that reason, certain classes will be substituted for core content area requirements. For example, an art history class that meets the Colorado Model Content Standards for history will count as a history class required for graduation. These substitutions will be approved by a panel comprised of, but not limited to, building administration, district personnel, teachers, and community members.

Colorado School of Innovation (CSI) Prep – Summer Academy

Matriculating students will attend one or more “Wasson CSI Prep” programs in the summer between eighth and ninth grade to improve their skills in literacy, math, and science. The curriculum for these two-week programs will be project-based and taught by highly qualified teachers and volunteer adjunct faculty in a mentorship setting. Colorado School of Innovation (CSI) Prep will provide a general orientation to the distinctive curriculum at Wasson High School while preparing Wasson students to be successful in an academically rigorous environment. Students will be identified for participation in this program based on academic and social need through a collaborative process between middle school and Wasson High School staff. Moreover, students not identified for the program may choose to attend on a voluntary basis.

Freshman Innovation Academy

The Innovation Academy is an enhancement of Wasson's current Freshman Academy model, and will use a multi-pronged, interdisciplinary approach to address the individual learning needs of freshman students. Currently, 60% of Wasson's incoming freshmen are below proficient in reading, writing, and math. To prepare these students for upper-level coursework, freshmen will be assigned to teams of four core teachers (language arts, social studies, science, and math) that work together for the benefit of the students on their team. This approach helps the teacher to focus on a specific group of students and allows for stronger student-teacher relationships. The process also allows for teachers to use common planning times to address student issues and facilitates an interdisciplinary focus across all core content areas.

The curriculum will consist of quality core classes in English, science, math, social studies, foreign language, and health, as well as a series of nine-week exploratory classes that expose students to concepts and teachers from each of Wasson's upper-level Academies. The Innovation Academy will also include a required Freshman Seminar period that allows time for organizational skills, mentoring, and homework help each day, as well as a diverse system of dedicated freshman activities and clubs. Freshmen will also benefit from increased counseling opportunities and academic interventions as well as consistent academic and behavioral expectations.

Another addition to the current program will be the option for students to choose from a menu of nine-week seminars designed to introduce students to concepts from the Arts, Law and Leadership, and Life Science Academies. These seminars will be designed to allow students the opportunity to explore areas of interest prior to deciding which course of study, if any, they would like to pursue.

By the end of their freshman year students at Wasson, students will complete an Individual Career Achievement Plan (ICAP) and declare their intent to enter one of three upper-level Academies or remain in the general curriculum strand. As part of their ICAP, all students will be required to identify potential elective courses and internship/mentorship experiences that tie to their individual career or college path.

AVID

The AVID program at Wasson was initially designed for students in the middle range of academic achievement (GPA 2.5-3.5). The average GPA for Wasson AVID students is 3.61 as compared to an average GPA of 2.15 for the entire school. Most AVID students at Wasson are first generation college students, and many qualify for Free and Reduced Lunch – a federal measure of poverty.

Wasson High School will implement AVID curriculum and instructional strategies school-wide beginning in the 2010-2011 school year. To achieve this goal, a team of teacher-leader representatives from each of the core subject areas will develop a plan to expand the current AVID program while promoting equal access to a rigorous curriculum for all

students. These teachers will serve as advocates within their individual departments for the adoption of a rigorous course of study, tutoring supports, relevant reading and writing curriculum, and inquiry-based, collaborative instruction. All teachers at Wasson will participate in extended professional development opportunities that address the AVID system of instruction.

Within five years, Wasson High School will apply for status as an AVID Demonstration School, an honor which indicates strength of school culture and the implementation of a responsive educational system that anticipates student needs.

Upper-Level Academy Concept

Upper-level (sophomore, junior, and senior) students will have the option to pursue their education in one of three dedicated learning academies: Arts, Law and Leadership, and Science. The Academies will balance the rigor of a focused, college-preparatory curriculum with the relevance of real-world experiences. The Academies will be managed by an Academy Coordinator, and each will be advised by a Board composed of parents, teachers, and professionals from the local community. The Academies will offer enhanced opportunities for community interaction through mentorships, internships, career certification, concurrent enrollment, and Senior Project support.

Portfolio of Learning/Senior Project

Every graduating senior will produce a Portfolio of Learning or Senior Project. These products will be directly tied to a student's Individual Career Achievement Plan (ICAP), which is completed as part of the Innovation Academy, and will become part of the graduating student's portfolio in preparing for post-secondary work at the career or college level. Guided by homeroom advisors, the Portfolio and/or Project will become the culminating work of a student's unique educational experience at Wasson.

The Portfolio of Learning is a living document that encompasses the student's best work from their experience at Wasson. The Portfolio will be created at the direction of a course instructor or school counselor in direct collaboration with the student. A finished Portfolio might include samples of essays written, experiments performed, or artwork created. Professional standards will be strictly adhered to, and multimedia/electronic submissions will be encouraged.

The Senior Project will be approached in a two-semester sequence wherein student teams complete a substantial project sponsored by an institute of higher education, a nonprofit agency, or a corporate entity. Senior projects will be developed at the direction of the course instructor and mentors from the sponsoring organization(s). Each project will be completed by teams of two to four students building 21st century skills and will include, but not be limited to: identification of a real world issue or opportunity, working with the course instructor to identify and partner with sponsor organizations, sound research, thorough documentation of results, professional communication and presentation of the

completed project, and recommended next steps. In keeping with Wasson's commitment to community and its **green** theme, each student will be asked to address the question, "What commitment can I make to the world?" in their Portfolio and Projects.

Certificate Programs/Concurrent Enrollment

Through a partnership with Pikes Peak Community College and Penrose Hospital, selected students at Wasson High School can earn a career certificate in one of the following areas: Automotive, Biomedical Science, CAD Drafting, Catering, Early Childhood Education, Criminal Justice, EMT (Emergency Medical Technician), Energy Technology, Food Service Management, Graphic Arts, IT Administration, Marketing, Natural Resources, Teacher Cadet, or Water Distribution and Collection Systems

Students who wish to get a head start on their college careers may participate in concurrent enrollment programs with Pikes Peak Community College, CSU-Pueblo, CU Gold, or the University of Colorado at Colorado Springs.

Plan for Identifying and Serving Students with Disabilities

School District 11 has a strong Special Education system for students with disabilities. The special education program at Wasson High School will provide specialized services and programs to fit the unique learning strengths and needs of each student. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. As Wasson creates community partnerships, the Academy Coordinator will also seek programs in the arts, law and leadership, and science/math that will correlate with this mission. The special education programs will also include related services to help the child overcome difficulties in all areas of educational development.

The district complies with the Individuals with Disabilities Education Act (IDEA). The district complies with all requirements in IDEA by providing a free and appropriate education in the least restrictive environment possible.

All Wasson staff members are trained and required to use Response to Intervention (RtI) protocol. This is a framework for identifying and addressing the needs of students who lack academic or behavioral success in school. RtI provides individualized assessment and intervention processes using team problem-solving to identify and address student difficulties. RtI benefits each student when teachers use research-based interventions and regular progress monitoring. Students who significantly lag behind their peers either by their achievement level or their rate of learning may be eligible for special education services. Wasson staff will work with these students to give them the support needed. Eligibility for special education is determined according to state guidelines.

Wasson High School will include all special education teachers and specialists to be part of the planning of the transition into Wasson becoming a school of innovation and we feel the

innovation aspects will have a positive impact on enhancing an already strong special education program.

2. Assessment Plans

School District 11 currently has several methods for data collection and analyses – however, these tools are often underutilized at the school level. Teachers at Wasson will be trained in multiple levels of data input and retrieval, and coached as to how they can use such data to inform their teaching practice. District and school-developed common assessments in all content areas will be administered quarterly with improved data access to drive instruction and academic interventions.

3. Budget

Items Included in Current Costs

Wasson High School will strive to maintain a realistic and achievable budget to support its plans for revitalization. Several budget items will therefore be “phased in” over three years based on increased student enrollment numbers and the school district’s financial feasibility, including:

AVID: Using a cohort model, wherein lead AVID teachers coach their fellow staff members, will allow Wasson High School to implement AVID throughout the curriculum without increasing current AVID costs.

Response to Intervention: Response to Intervention programs and services are currently provided to Wasson High School through the school district; this model will continue, and be supplemented by the addition of one grant-supported FTE Interventionist to focus on freshmen and minority students.

Closing the Achievement Gap: Items under this heading will be provided for through grant funding provided by the CDE in 2010.

CSI Prep: Costs of implementation for the CSI Prep program will be phased in beginning in 2011-2012.

Innovation Academy: The Innovation Academy model will supplement the existing Freshman Academy at Wasson. Funding will continue to be provided by the school district at no additional cost.

Teacher professional development: The administrative staff at Wasson High School will restructure the existing professional development program to fit the new model of increased learning for all teachers. Supplemental programs such as the Culturally Responsive Teaching and Learning cohort will be provided for through grant funds.

Items to be Supplemented with Additional Funding

The following components will require additional funding from the school district and/or federal, state, and private grant sources:

“Green” plan components:

The grants department at School District 11 will assist Wasson staff in applying for competitive private grants to support “green” efforts such as energy-saving conversions, a comprehensive recycling program, and the installation and maintenance of community gardens.

Upper-Level Academies:

Arts – Wasson will purchase one Mac lab to supplement the digital and graphic arts curriculum and align to the educational opportunities provided at Galileo Middle School, at an estimated cost of \$50,000.00.

Law and Leadership – Wasson will purchase one mock courtroom for the Law and Leadership Academy, at an estimated cost of \$6,000.00 if constructed with labor from the school district.

Science – Wasson High School science courses will require the following: Physical Science textbooks and other instructional materials at an estimated cost of \$9,000.00. Earth Science textbooks and other instructional materials at an estimated cost of \$10,800.00. Life Science textbooks and other instructional materials at an estimated cost of \$5,000.00.

Additional supplies for all academies and 9-week seminars will be provided through supplemental grant funding.

TOTAL REQUESTED FOR ALL UPPER-LEVEL ACADEMIES:
\$80,800 in non-recurring costs

Certificate Programs/Concurrent Enrollment:

While some concurrent enrollment plans with Colorado Technical University and Pikes Peak Community College are paid for through the district, below are estimated costs for the **additional** Career Certificate programs Wasson will offer, beginning in 2011:

Biomedical Science - \$50,000.00 for the first year, \$25,000.00 annually thereafter

Criminal Justice – \$5,000.00 plus about \$500.00 in consumables annually

Emergency Medical Technician - \$20,000.00 for the first year, \$10,000.00 for the second year, \$1,500.00 in consumables annually thereafter

Water Distribution and Collection Systems - \$10,000.00 plus about \$1,000.00 in consumables annually thereafter

CAD – \$40,000.00 for the first year, \$1,500.00 annually

Drafting - \$12,000.00 for the first year, \$2,000.00 annually

TOTAL REQUESTED FOR ALL CAREER TECH PROGRAMS:
\$87,000 year one, **\$39,500** year two, **\$31,000** annually thereafter

Staffing Plan:

Two Master teachers to lead the Freshman Academy – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each {Note: One of these positions may be an FTE transfer}

One AVID Coordinator – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each

1.5 teachers to account for the reduction in course load for Master teachers – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each full time and \$31,375.00 part time

One FTE College and Career Counselor – calculated at \$49,762.00 annually + \$5,600.00 benefits + 14.85% taxes and PERA (\$7,389.00) = \$62,751.00 each {Note: This may be a Year 2 addition}

One FTE Academy Coordinator – calculated at \$73,452.00 annually + \$6,000.00 benefits + 14.85% taxes and PERA (\$11,798.00) = \$91,250.00

Two ESP to staff the dedicated study hall – calculated at \$12.51 hourly x 40 hours per week x 37 weeks (\$18,514.00)+ \$4,500.00 benefits + 14.85% taxes and PERA (\$3,417.00) = \$26,431.00 each (Note: One of these positions may be a Year 2 addition)

TOTAL REQUESTED FOR ALL ADDITIONAL STAFF POSITIONS:
\$274,558 year one, **\$426,491** years two and three

Performance Pay: School District 11 has identified and will pursue several potential funding streams to support the TAP program at Wasson High School. The district applied for a Teacher Incentive Fund grant to support TAP in June 2010.

Table 1: Estimated Additional Costs, Three-year Projection, Wasson High School

	Non-Recurring	Recurring		
	Year One/Two	Year One \$	Year Two \$	Year Three \$
General Fund				
Academy Costs				
Mac Lab	50,000			
Courtroom Costs	6,000			
Instructional Materials - Science	24,800			
Certificate Programs				
Biomedical	0	-	25,000	25,000
Criminal Justice	5,000	-	500	500
M - EMT	20,000	-	10,000	1,500
Water Distribution	10,000	-	1,000	1,000
CAD	40,000	-	1,500	1,500
Drafting	12,000	-	2,000	2,000
Staffing				
Teaching Positions				
- Freshman Academy (1.0 FTE)		-	62,751	62,751
- AVID Coordinator (1.0 FTE)		62,751	62,751	62,751
- Master Tchr Buyout (1.5 FTE)		94,126	94,126	94,126
- College & Career Couns (1.0 FTE)		-	62,751	62,751
ExecPro - Academy Coord (1.0 FTE)		91,250	91,250	91,250
ESP Positions - Study Hall (2.0 FTE)		26,431	52,862	52,862
TOTAL General Fund	\$167,800	\$274,558	\$466,491	\$457,991
		\$442,358		
Grants Fund				
- Freshman Academy (1.0 FTE)	47,851			
- Interventionist (1.0 FTE)	43,716			
- Culturally Response PD	39,440			
TOTAL Grants Fund	\$131,007	\$0	\$0	\$0

4. Staffing Plans

With the implementation of upper-level Academies in the Arts, Law, and Science, Wasson will require teachers with specialized experience in each of these areas. To supplement the existing staff, Wasson will hire adjunct faculty for each of the academies with advanced degrees and significant work experience in their area of expertise. Volunteers from the community will enhance these programs by providing their assistance to teachers throughout the year. For example, a professional dancer may lead a workshop in ballet, and a Division of Wildlife Employee might assist with conservation efforts. To increase overall student achievement in mathematics, Wasson will hire professionals in the field or university professors to teach upper-level mathematics courses.

Furthermore, Wasson High School will employ three tiers of teachers to ensure the success of its students and the confidence of its teachers:

- Career teachers are in the classroom full time and attend cluster meetings once per week. They typically teach one or two academic subjects at multiple grade levels.
- Mentor teachers are in the classroom 75% of the time, lead a cluster meeting once per week and observe and coach teachers routinely. They are assigned to one subject area or learning academy and have demonstrated exceptional teaching skills.
- Master teachers are in the classroom 50% of the time, lead several cluster meetings per week and observe and coach several teachers each week. They are “department chairs” with a mastery of their academic subject and exceptional teaching skills.

Wasson’s staffing model will be revised to reflect changes to the curriculum and student support system, using the formula ($\text{Enrollment} \times 6.2 / 4.6 / 29$). This formula adds 3.5 teachers to Wasson’s current staff allotment. These teachers will be assigned to the upper-level Academies (Art, Law and Leadership, and Science) to account for the integration of new classes to the curriculum as well as necessary program start-up support.

Additional staff will be required in the following areas:

Two teachers will lead the Freshman Innovation Academy.

Three additional Master Teachers will be hired with a 50% class load. Master teachers are responsible for Academy coordination, peer observation and review, team teaching, professional development, and Professional Learning Community management.

One Master Teacher/AVID Coordinator will support the integration of AVID strategies school-wide and coordinate professional development and coaching opportunities.

One FTE and one part-time general education teacher (total 1.5 FTE) will be hired to account for the loss of Master Teacher sections.

One FTE College and Career Counselor will support a culture of post-secondary readiness.

One FTE Academy Coordinator will be charged with the direction of all three Academies, including curriculum and community partnership planning, professional development, marketing, and recruitment.

Two ESP will staff a dedicated study hall and yet-to-be-determined extra-hours support methods. ESP staff will be supplemented by a rotating group of content-area teachers.

Total Staff Additions:

- 7.5 Teachers
- 1 Counselor
- 1 Academy Coordinator
- 2 ESP staff

Pending the passage of the innovation plan, Wasson High School seeks to restructure the following departments in preparation for opening academies: Performing and Visual Arts; Math, Science, and Social Studies. Teacher job descriptions will be rewritten by Colorado Springs School District 11 Human Resources personnel. Teachers will be required to re-interview for posted positions in the aforementioned departments. Non-probationary teachers not selected to return to Wasson will continue to maintain employment rights in the District. Probationary teachers not selected for a position at Wasson High School do not maintain employment rights in the District. The District may explore the development of a Memorandum of Understanding (MOU) with CSEA on behalf of Wasson High School to support restructuring. District 11 will use the following process for departmental restructuring:

1. Identify departments to restructure
2. Determine number of teachers assigned to each content area
3. Ensure teacher job descriptions for each position identified are accurate
4. Ensure Master Agreement articles have been followed or work with Joint Council to develop an MOU to accomplish tasks
5. Inform K-12 principals of Wasson's hiring plan
6. Communicate that positions will be posted to staff affected and let staff know timelines to interview.
7. Develop interview timelines to include posting positions, school interviews, making final recommendations for Board approval, notifying successful and unsuccessful candidates.

5. Professional Development

Wasson teachers will participate in 60 minutes per month of professional development. Additionally, the school schedule will be restructured so that all teachers and support staff can experience job-embedded professional development each week. The sessions will be customized to each teacher's individual level of confidence in their subject area and will provide teachers with exciting new "tools for the toolbox." Potential topics for these sessions include culturally responsive teaching, data-based decision making, curriculum development, team teaching, project-based learning, and 21st Century technology in the classroom. All teachers will participate in AVID strategies training.

Teacher in-services will begin with an update of educational best practices as outlined by current research, and will progress to the application of key teaching skills as they relate to content acquisition. To further enhance the level of team dynamics within each core group of teachers and to ensure the greatest level of customization by the facilitators, teachers will be divided by subject area in three to five separate groups over the course of one day.

Every teacher at Wasson will have an Individual Professional Learning Plan, developed in coordination with their department head and school administration. Teachers will work in a core group of 4-5 teachers who share the same subject area and/or students (in the case of the Freshman Innovation Academy) for peer review and shared development.

D. Improvements in Academic Achievement

The School Board of Colorado Springs School District 11 has established the following outcomes for student achievement. The revitalization of Wasson High School will allow Wasson's staff and students to meet or exceed each of these outcomes. As a result of the innovations at Wasson, the school expects to meet or exceed the following goals:

Board Outcome

Achievement Gap is eliminated between/ among all subgroups.

Wasson's Goal

Students from the major racial and ethnic groups at Wasson will meet or exceed the State's adequate yearly progress standard within three years

Participation in AP and Honors Courses by students from the major racial and ethnic groups at Wasson will increase by 50%

100% of Wasson teachers will design and use lessons based on Culturally Responsive Teaching Leadership training

Every D-11 student will graduate with post-Wasson High School: School of Innovation Application

Every student at Wasson will complete an

secondary and/or workforce readiness

Individual Career Achievement Plan (ICAP) and complete a Senior Project or Portfolio to demonstrate post-secondary readiness

Every student will show adequate growth to become or stay Proficient and/or Advanced

100% of Wasson students will score Proficient or Advanced on the 2014 CSAP

Every student will have at least one supportive adult involved in his/her education

Every student at Wasson will be supported by a team of core teachers and provided an academic advisor for support

District 11 students and staff will demonstrate the characteristics of the ACHIEVE graduate

Student's Senior Projects and Portfolios will be graded according to the ACHIEVE rubric

Teacher evaluations will be tailored to demonstrate ACHIEVE expectations

By 2014, Wasson students will outperform their peers by achieving higher growth rates and levels of proficiency on CSAP and ACT tests, higher attendance rates, and greater graduation and college placement rates as compared to other schools. Wasson anticipates that the overall student count will increase by 50%, the attendance rate will increase to 95%, and the graduation rate will increase to 90%.

E. Cost Savings and Increased Efficiencies

Wasson High School does not expect to see any cost savings or increased efficiencies through the implementation of this plan.

F. Evidence of Majority Consent

A school-wide staff vote was held on March 18, 2010. In that vote, school administrators voted unanimously to approve Wasson's plan to become a School of Innovation. Teachers approved the School of Innovation plan in a majority vote of 71% for, 28% against. The Building Advisory Council (BAC) approved the Innovation plan at its March 2010 meeting.

Please see addendum (A), Certification of Staff Vote for more information.

G. Evidence of Community Support

Please see addendum (B), Letters of Support

H. Waivers/Intent to Comply with Intent of Revised Statutes

Colorado Revised Statutes

To enhance the ability of Wasson High School to innovate, we request the following Colorado Revised Statutes be waived:

C.R.S.	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
22-63-203	<u>Teacher Employment, Compensation, and Dismissal Act of 1990—probationary teachers—renewal and nonrenewal of employment contract</u>	The school will treat all new-to-district teachers hired after the adoption of the innovation plan in accordance with state statutes as it pertains to probationary personnel. Teachers hired after the adoption of the innovation plan will not be able to attain non-probationary status at Wasson.	Non-probationary teachers hired from within the District or who were previously employed by the school will retain their non-probationary employment rights within the District and under the Act.
22-9-106	<u>Local Boards of Education – Duties</u> Local Board duties concerning performance evaluations for licensed personnel	The school will fulfill the requirements of state law when conducting teacher evaluations. The school will have the authority to designate personnel who do not have administrative licenses to conduct teacher evaluations.	School will use district evaluation procedures, which comply with state law, but adopt sub-standards so they are aligned with instructional programs at the school, as well as the teacher profile. School will permit instructional leaders (e.g. coordinators, TOSA) without administrative licenses to evaluate teachers.
22-32-109(1)(f)	<u>Board of Education – Required Duties</u> Local Board duties concerning		School will select teaching staff

	selection of personnel and pay		directly.
22-32-109(1)(n)(I)	Schedule and Calendar	Delegate authority to school to establish its own calendar	Schedule and calendar School will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule. Subject to district oversight.
22-32-109(1)(n)(II)(A) 22-32-109(1)(n)(II)(B)	Actual hours of teacher-pupil instruction and contact School Calendar	Delegate authority to school to establish its own calendar	Actual hours of teacher-pupil instruction and contact. See above.
22-32-109(1)(t)	Determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	School educational program is described in the Innovation Plan and Business Plan. School will be able to adapt its instructional program in alignment with state standards.
22-32-109(1)(aa)	Adopt content standards and plan for implementation of content standards	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Adopt content standards and plan for implementation of content standards. See above.

22-32-110(1)(h)	Local board powers concerning employment termination of school personnel	Delegates to the school the ability to discharge employees; the school will be responsible for complying with statutory due process expectations when applicable.	School has authority to prosecute tenure dismissal cases on its own; will seek the support of Human Resources when handling tenure dismissal cases.
22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment license required –Exception	The school will comply with federal law and regulation on Highly Qualified Teacher. The board delegates to the school the duty to identify employees as administrators.	School will verify to the district the qualifications of teachers for the purpose of complying with federal law and the schools will face the same sanctions as other district schools.
22-63-206	Teacher Employment, Compensation and Dismissal Act of 1990	Transfer of teachers – compensation	District will no longer make direct placement of teachers to the school, or direct placement within schools

District Policies

In addition, we request the following District Policies to be waived:

CSSD11 Board Policy	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
JH-R	<u>Student Absences and Excuses</u>	Delegates authority to the school to withhold credit for missing classes missing specified number of days and classes. School will develop provisions to allow for make-up absences, as	Wasson’s attendance policy will state that a student must not miss more than five days per nine week term for any reason, or credit will not be granted for the class.

		well as an appeals process.	
JKD/JKE	<u>Student Suspension/ Expulsion/ Denial of Admission</u>	Delegates authority to the school to require students to demonstrate their understanding and completion of the work. This delegation and rationale is aligned with current state statute. However, the District is currently in discussions with CSEA to look at a compromise solution which protects the rights of teachers to withhold some credit for suspensions.	<p>Student suspensions will be heretofore excused absences.</p> <p>Students suspended for any amount of time will be allowed to make-up work for full credit provided it is done within the time frame allowed under the current district policy.</p> <p>In addition, Wasson High School shall be allowed to suspend for a period not to exceed ten days without consulting Student Discipline Services.</p> <p>This measure will allow building administrators enhanced flexibility in addressing safety and climate issues.</p>
GCAA	<u>Instructional Staff Leaves and Absences/Sick Leave</u>		The Principal, with the assistance of Human Resources and the Wasson High School Building Leadership Team will write job descriptions which include essential job functions and

			responsibilities. The job descriptions will include any physical capabilities required for specific positions.
IJJ Section II	<u>Instructional Resources and Materials Selection and Adoption</u>	Delegate’s authority to the school to select its own curriculum and instructional resources.	The Principal and Building Leadership Team shall facilitate the selection of instructional resources and materials using a rubric-based assessment process. Reconsideration of instructional resources will continue to use the process as outlined in Policy IJJ.
JHCA	<u>Closed Campus</u>	Delegate’s authority to the school to determine if campus will be closed for safety reasons.	Wasson’s campus will be closed for lunch at the beginning of the 2010-2011 school years.
GCOA/GCOC/GDO	<u>Evaluation of Instructional Staff/ Evaluation of Administrative Staff/ Evaluation of Support Staff</u>	Wasson will utilize its own evaluation instrument which is aligned with its unique instructional programming, teacher profile, and the District ACHIEVE Model.	Wasson will use a collaborative process to generate an evaluation process and documents which directly address essential job functions and duties of administrative, teaching, and support staffs. The Wasson principal shall be evaluated on a yearly basis using a 360 degree process

			which includes input from key stakeholders, such as teachers, District personnel, parents, community members, and students.
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I. CSEA Master Agreements to be Waived

Wasson High School will utilize evaluation forms developed collaboratively through the Building Leadership Team and other teacher leaders. Any language in the current master agreement and memorandums of understanding between CSEA and Colorado Springs School District pertinent to the use of specific District evaluation forms shall be waived with the exception of the Notice of Deficiencies and Remediation Plan.

Article VIII Vacancies and Changes of Assignment B.1

Positions posted as vacant for the next school year shall remain open for a minimum of 5 work days and shall not be permanently filled during the posting period. The master agreement currently states a position should stay open for a minimum of 10 work days.

Article VIII Vacancies and Changes of Assignment B.5

Wasson High School shall seek and attain the most qualified, as gleaned from a comprehensive interview process, instructors for classes which are difficult to fill. Thus, employees which may not meet “highly qualified” status will be considered for temporary positions to teach specialized classes which cannot be taught by current instructors on staff.

Article XII Teacher Evaluation: Section F

Wasson High School will utilize its own evaluation instruments and criteria aligned with the Wasson High School Teacher Profile in conducting observations and related conferences.

Article XII Teacher Evaluation: Section E

All formal observations will be, at a minimum, forty minutes in length.

Article XV Teacher Stipends: Section B-Instructional Stipends

Wasson High School will determine the departments for which there will be designated department chairs.

J. Any additional information required by the local board of education.

Please see addendum (C) Wasson High School Business Plan.