

The Denver Plan

Last Updated: 2/1/06



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Mission

We believe that over the next decade Denver can lead the nation's cities in student achievement, high school graduation, college and career preparation, and college matriculation. We will not consign our children to a second rate education. We have a lot of work to do. The pages that follow are Denver's plan for educating her children and closing our achievement gaps.

The Denver Plan is a living document. As such, it is incomplete; it is purposefully unbound and unburdened by clever pictures or graphics. In these pages, we begin to address the education of our children from pre-kindergarten through high school. We welcome Denver's thoughts about early childhood education and college access, and we challenge the city to consider the education of her children from birth through college. The Denver Public Schools belongs to the people of Denver, and we need the people of Denver to lend their ambition to our schools.

The foundation of the Denver Plan is to ensure that all our children can read and write in English. But we want much more than that. We want to create composers and engineers; artists and scientists; multilingual citizens and leaders of our democracy.

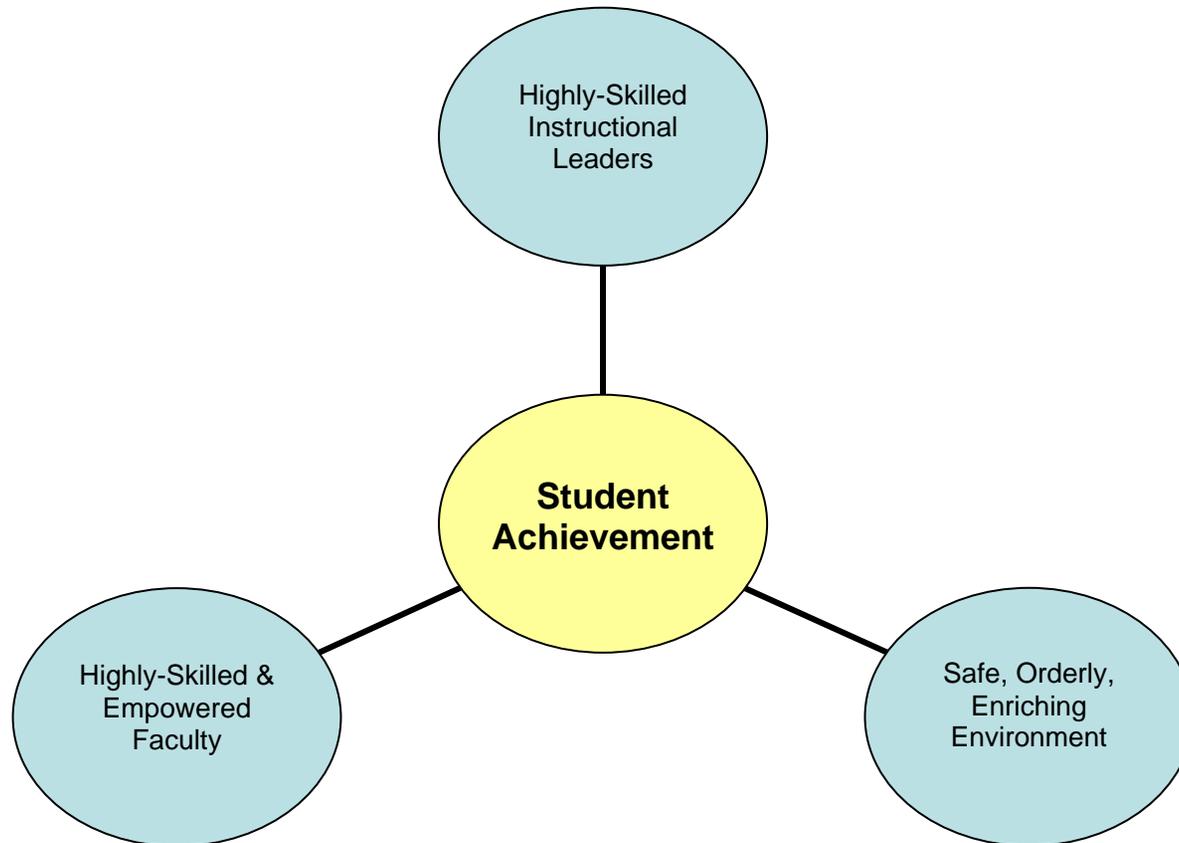
Within limits, we do not believe in programs or the latest fads. We believe in the professional development and support of our teachers and our principals and the use of data to determine the progress our students are making. We insist on the highest expectations for all our students.

In the end, this generation of Americans will be judged by how well we prepare the next generation, without regard to skin color, language, or socioeconomic status. In Denver, we prefer that this preparation not be left to chance. We want to build on our strengths as a great American city to ensure that every one of our students reaches his or her full potential. We believe that our democracy depends on nothing less, and we are committed to preparing Denver's next generation of students to assume leadership in this world.

Denver Goals for Student Achievement

- Denver Goals:**
- I) Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.
 - II) Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.
 - III) Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

The Denver Plan

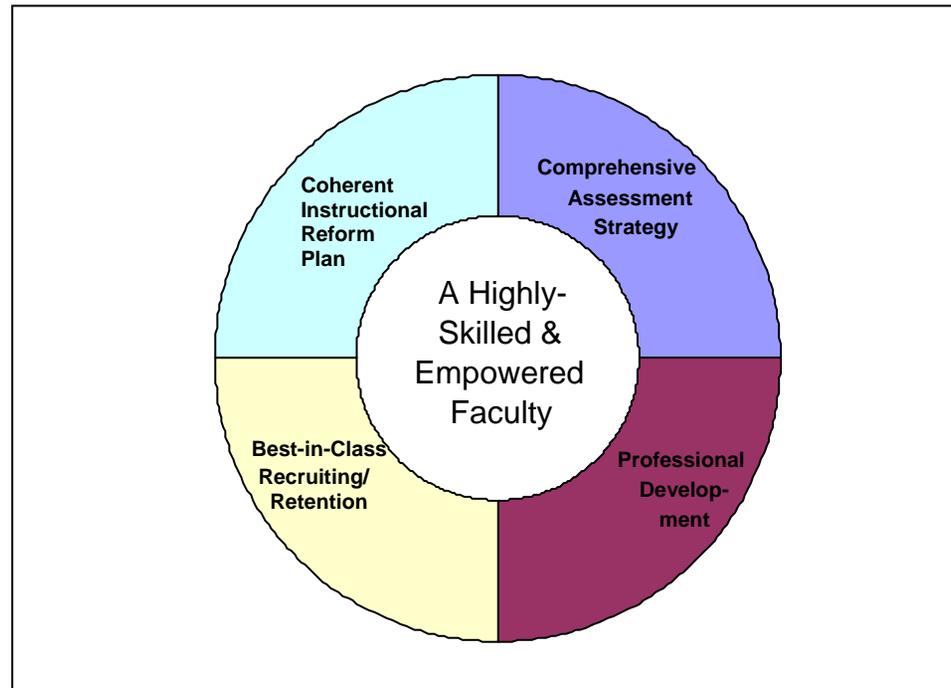


Relentless Pursuit of Student Achievement

Denver Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Components:

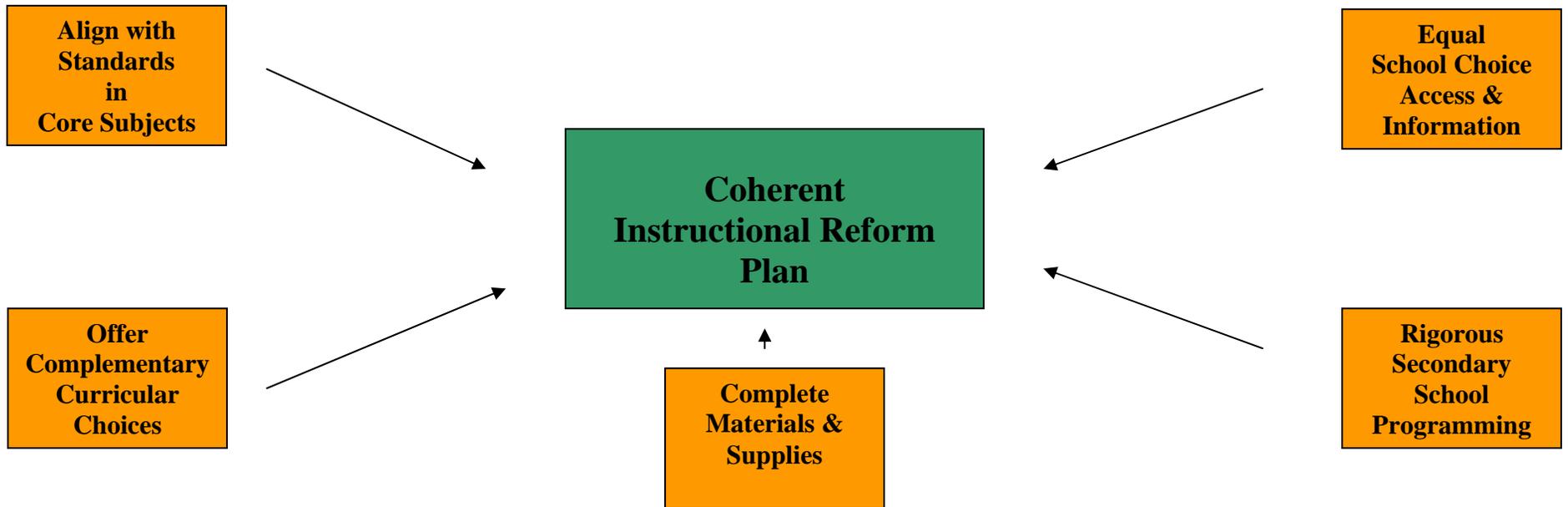
- A) A coherent Instructional Reform Plan will set high academic expectations for all students and align curriculum, instruction, assessment, and professional development to Colorado’s defined state standards and college entrance requirements.
- B) Differentiated professional development opportunities for faculty members will support the Instructional Reform Plan and enhance teaching practices in all DPS classrooms.
- C) Differentiated professional development opportunities in diversity training will prepare faculty members to deal with issues of race, gender, and class.
- D) A comprehensive assessment strategy will provide teachers with timely information regarding the growth of each student and allow teachers to differentiate instruction.
- E) A best-in-class organization will recruit, hire, develop, and retain highly qualified teachers, principals, and support staff.



Denver Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component A: A coherent Instructional Reform Plan will set high academic expectations for all students and align curriculum, instruction, assessment, and professional development to Colorado’s defined state standards and college entrance requirements.

- Objectives:**
- 1) All students will engage at every grade level in a rigorous course of study in the Denver Public Schools and, upon graduation, will exceed state performance standards in four core subject areas (literacy, math, science and social studies); be prepared to succeed in college/other post-secondary opportunities; and be critical thinkers.
 - 2) Students will select from compelling curricular choices that balance and complement core subjects.
 - 3) All students will complete a rigorous course of secondary school instruction in grades six through twelve.
 - 4) All students and teachers will have access to appropriate and complete classroom materials and supplies.
 - 5) All DPS families will have equal access to and make informed choices among schools – including neighborhood schools – that are aligned in their core instructional program, but unique in their ability to meet community needs and interests.



Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component A: A coherent Instructional Reform Plan will set high academic expectations for all students and align curriculum, instruction, assessment, and professional development to Colorado’s defined state standards and college entrance requirements.

Objective 1: All students will engage at every grade level in a rigorous course of study in the Denver Public Schools and, upon graduation, will exceed state performance standards in four core subject areas (literacy, math, science and social studies); be prepared to succeed in college/other post-secondary opportunities; and be critical thinkers.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Reorganize area offices with eight Instructional Support Teams that can support the Instructional Reform Plan by focusing on specific concentrations and working with fewer schools**.</p> <p>Concentrations might include, but will not be limited to the following:</p> <ol style="list-style-type: none"> 1) High Schools 2) Middle Schools 3) Alternative Schools <p>**Any reorganization will result in similar or decreased central administration cost to the district.</p>	<ul style="list-style-type: none"> o Finalize organizational structure by 12/2005. o Outline job descriptions and post vacancies for new team positions by 2/2006. o Complete hiring by 3/2006. o Identify school networks that will correspond with organizational support by 3/2006. o Provide training to team by 5/2006. 	<ul style="list-style-type: none"> o New instructional team will be in place consistent with the proposed timeline. o The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan). o District personnel will be organized in accordance with district priorities.

<p>b) Replace existing literacy and math coaches with highly-qualified facilitators who will provide teachers with relevant humanities and math/science support in every school; support will be based on enrollment and specific student needs.**</p> <p>**To the extent that appropriately qualified facilitators can be identified.</p>	<ul style="list-style-type: none"> ○ Recruit and hire facilitators in conjunction with the teacher staffing cycle. ○ Assess need for facilitator support in individual schools by 3/2006. ○ Provide professional development by 7/2006. ○ Complete facilitator assignments by 8/2006. 	<ul style="list-style-type: none"> ○ Humanities and math/science facilitators will be assigned and in place consistent with the proposed timeline.
<p>c) Reorganize the English Language Acquisition (ELA) Department to ensure that the focus is on both instructional and compliance issues.**</p> <p>**Any reorganization will result in similar or decreased cost to the district.</p>	<ul style="list-style-type: none"> ○ Complete reorganization by 5/2006. 	<ul style="list-style-type: none"> ○ Reorganization will be completed and made public consistent with the proposed timeline. ○ Instructional vs. compliance responsibilities will be clearly denoted.
<p>d) Hire/Identify ELA Staff Developers to serve as part of each Instructional Support Team and to assist teachers with best practice in all classrooms.</p>	<ul style="list-style-type: none"> ○ Hire and train ELA Staff Developers by 8/2006. 	<ul style="list-style-type: none"> ○ Vacancies will be filled consistent with the proposed timeline. ○ Staff Developers will be deployed in conjunction with the 2006-2007 school year.
<p>e) Receive external audit of existing District academic initiatives by the Council for Great City Schools.</p>	<ul style="list-style-type: none"> ○ Receive report by 2/2006. ○ Incorporate recommendations into strategic plan as appropriate. 	<ul style="list-style-type: none"> ○ The District will receive the report consistent with the proposed timeline.

<p>f) Leverage the instructional team to review the core literacy and math programs (general and special education) and implement curricular modifications as needed. Program scope will include common curricular materials, supplemental materials and interventions.</p> <p>The following will occur within the existing instructional day:</p> <p>Literacy:</p> <ol style="list-style-type: none"> 1) 135 minutes of reading and writing each day in kindergarten through 5th grade (includes systematic skills development). 2) 45 additional minutes each day of systematic skills development in kindergarten through 5th grade as needed in individual schools. 3) Double block of reading and writing each day in grades 6-8, including systematic skills development as needed in individual schools. 4) Double blocks of reading each day for students who still struggle with reading in grade 9. 5) An additional 45 minutes each day of direct skills instruction for struggling readers in middle and high schools. <p>Math:</p> <ol style="list-style-type: none"> 1) One hour of math each day for students in elementary school. 	<ul style="list-style-type: none"> ○ Convene an advisory work group by 12/2005. ○ Receive recommendations by 3/2006 to ensure adequate time for ordering new curricular materials as needed. ○ Refine existing literacy and math programs to include all elements by 8/2006. ○ Conduct professional development around differentiated instruction in literacy and math program elements by 8/2006. ○ Implement literacy and math programs from 8/2006 and moving forward. 	<ul style="list-style-type: none"> ○ Work group will complete review and present recommendations consistent with the proposed timeline. ○ Core subject programming will be implemented as defined. ○ The District will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
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<p>2) Double block of math each day for secondary students who still struggle with math in grade 9**.</p> <p>**Students will have opportunities to exit the double block schedule at semester breaks based on academic progress.</p>		
<p>g) Provide a variety of enhanced intervention services to students who are not performing to their ability level (including low performers, SPED and GT students).**</p> <p>** Intervention efforts will be collaborative and include student services staff who can address social and emotional issues impacting academic achievement.</p>	<ul style="list-style-type: none"> o Determine a comprehensive range of intervention plans by 8/2006. o Assign Intervention Specialists to schools by 8/2006. o Begin enhanced classroom interventions in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> o Intervention plans will be completed consistent with the proposed timeline. o 100% of students performing below grade level proficiency in any core subject will receive intervention services.
<p>h) Provide interventions designed to close achievement gaps in the district; ensure culturally relevant materials and culturally aware instruction.</p> <p>Gaps will be evaluated among the following student populations:</p> <ol style="list-style-type: none"> 1) African American 2) Asian 3) Hispanic 4) Native American Indian 5) White 6) English Language Learners 7) Free and Reduced Lunch 8) Male/Female 9) Special Education 10) Other 	<ul style="list-style-type: none"> o Convene an advisory committee focused on cultural competency by 3/2006. Committee will: <ol style="list-style-type: none"> 1) Evaluate gaps 2) Recommend appropriate intervention strategies 	<ul style="list-style-type: none"> o The District will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>i) Identify students in grades 3 through 10 who are hovering between all proficiency</p>	<ul style="list-style-type: none"> o Identify students by 11/2005. o Provide intervention services in 	<ul style="list-style-type: none"> o Students will be identified consistent with the proposed timeline.

<p>levels in literacy and math – “cut-point” students – and provide timely intervention services.</p>	<p>literacy and math from 1/2006 to 5/2006.</p>	
<p>j) Inventory extended day offerings for literacy and math; assess their ability to meet the instructional needs of students; supplement/pare programming as needed.</p> <p>Extended day offerings will address:</p> <ol style="list-style-type: none"> 1) Instructional needs of struggling students. 2) Instructional needs of “cut-point” students. 3) CSAP practice for students uncomfortable with test-taking. 	<ul style="list-style-type: none"> o Complete inventory by 12/2005. o Identify programming needs by 12/2005. o Develop new after school programming by 1/2006. o Begin implementation for students in conjunction with second semester and maintain offerings on an ongoing basis. 	<ul style="list-style-type: none"> o Beginning in 1/2006, after-school programming will have been made available to: <ol style="list-style-type: none"> 1) Students below the “proficient” level in reading, writing and math. 2) “Cut-point” students. 3) First-time test takers or those uncomfortable with standardized testing.
<p>k) Provide summer school opportunities in literacy and math for DPS students.**</p> <p>First priority and mandatory sessions would be organized for low performing students in transition years (2nd and 5th grade); 8th graders will be accommodated in 9th Grade Academies (see below).</p> <p>**To the extent financially feasible.</p>	<ul style="list-style-type: none"> o Convene a summer school work group by 1/2007. o Develop summer school curriculum by 4/2007. o Identify/hire summer school staff by 4/2007. o Conduct professional development for summer school teachers by 5/2007. o Conduct a 4 to 5week summer school session during the 2007 summer break. 	<ul style="list-style-type: none"> o Summer school programming will be implemented consistent with the proposed timeline. o Students with the highest need for additional academic services, based on assessment results, will participate in summer school offerings. o Students will improve their academic performance in summer school as measured in the Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>l) Establish Denver Public Schools as a best-in-class District for the provision of services to English Language Learners (ELLs).</p>	<ul style="list-style-type: none"> o Focus on ELA programming will be ongoing. 	<ul style="list-style-type: none"> o English Language Learners will demonstrate growth on the Colorado English Language Assessment as measured in the Balanced Scorecard (included as Appendix B to The Denver Plan).

<p>m) Convene an advisory work group to review current ELA programming and develop recommendations. Scope of work will include the following:</p> <ol style="list-style-type: none"> 1) Aligning all ELA programs and services with core curricula. The core curricula will be offered to all ELLs, along with materials to scaffold their learning in both English and their native language. 2) Setting forth guidelines to ensure that ELLs benefit from strong instruction in English language and a rigorous core curriculum. 3) Researching/developing a rigorous professional development program for administrators and teachers of ELA programs and teachers in general education classes serving ELLs. 4) Developing system-wide language guidelines that direct the amount of instruction in English and in Spanish. 5) Developing exit criteria for all ELA programs. 6) Developing an effective monitoring and assessment program for ELLs, including benchmark assessments in English language development. 7) Researching/developing a program of services for serving students with interrupted formal education. 8) Developing a plan to improve the 	<ul style="list-style-type: none"> o Convene advisory work group by 11/2005. o Advisory work group will present recommendations in 4/2006 to district leadership and the community. o District implementation of recommendations will occur in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> o Advisory work group will complete review and present recommendations consistent with the proposed timeline.
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<p>communication with parents and families of ELLs.</p> <p>9) Researching best practice interventions for middle and high school ELL students.</p> <p>10) Maximizing opportunities for academic and social interaction among ELL students and native English-speaking students.</p>		
<p>n) Encourage native English-speaking students to learn a second language</p>	<ul style="list-style-type: none"> o Focus on second language acquisition will be ongoing. 	<ul style="list-style-type: none"> o The number of secondary school students enrolled in world language courses will increase at least 10% annually. o The number of students passing world language courses will increase at least 10% annually.
<p>o) Establish an advisory work group to develop literacy connections to science and social studies during reading and writing workshops.</p>	<ul style="list-style-type: none"> o Convene advisory work group by 12/2005. o Align instructional strategy and identify support materials by 3/2006. o Design a professional development plan by 5/2006. o Implement integration in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> o Teachers will reinforce literacy skills development, while teaching other core subject content. o Students will demonstrate literacy skills development activities during science and social studies instruction.
<p>p) Field test a new, inquiry-based elementary school science program (<i>BSCS Science Tracks</i>).</p> <p>Extend to:</p> <ol style="list-style-type: none"> 1) 20 elementary schools, 70 teachers in year one. 2) Expand in year two. <p>Field test will involve:</p> <ol style="list-style-type: none"> 1) Development of implementation tools (embedded assessments, pacing guidelines, literacy strategies). 	<ul style="list-style-type: none"> o Convene work group by 12/2005. o Conduct field test during the 2005-2006 and 2006-2007 school years. o Provide professional development as needed for field test teachers in 2005-2006 and 2006-2007. 	<ul style="list-style-type: none"> o Identify and implement an elementary science program that prepares DPS students for assessment on rigorous state science standards.

<p>2) Development of CSAP-like assessments for each module.</p> <p>3) Development of a district-wide materials refurbishment and rotation system.</p> <p>4) Collection of student work for use as exemplars.</p> <p>Note: Science instruction will involve three 45-minute periods per week, beginning in the 2006-2007 school year; schools not involved in the field test will focus on Standard 1 (Investigation).</p>		
<p>q) Implement <i>BSCS Science Tracks</i> in all elementary schools.</p>	<ul style="list-style-type: none"> ○ Conduct professional development for remaining teachers consistent with a phase-in implementation, beginning in 2007-2008. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>r) Field Test new inquiry-based Middle School science programs in Earth, Life, and Physical Sciences (6th grade: <i>Investigating Earth System</i>; 7th grade: <i>Science and Life Issue</i>; 8th grade: <i>Interactions in Physical Science</i>).</p> <p>Extend to:</p> <ul style="list-style-type: none"> 1) 10 Middle Schools, 16 K-8 Schools, 90 teachers. <p>Field test will involve:</p> <ul style="list-style-type: none"> 1) Development of implementation tools (embedded assessments, pacing guidelines). 2) Development of CSAP-like assessments for each module. 3) Development of a district-wide 	<ul style="list-style-type: none"> ○ Conduct field test during the 2005-2006 school year. ○ Provide professional development as needed for field test teachers in 2005-2006. 	<ul style="list-style-type: none"> ○ Identify and implement a middle school science program that prepares DPS students for assessment on rigorous state science standards.

<p>materials refurbishment and rotation system.</p> <p>4) Collection of student work for use as exemplars.</p>		
<p>s) Implement new inquiry-based Middle School Science programs.</p>	<ul style="list-style-type: none"> ○ Convene work group by 12/2005. ○ Conduct professional development around the new science program by 8/2006 for implementation in 2006-2007. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>t) Design new inquiry-based High School Science courses for each of the following:</p> <ul style="list-style-type: none"> 1) Earth/Physical Science 2) Chemistry 3) Physics <p>Note: Biology has already been developed.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 1/2006 to design the Earth/Physical Science course during the 2005-2006 school year. ○ Convene an advisory work group by 1/2007 to design the Chemistry course during the 2006-2007 school year. ○ Convene an advisory work group by 1/2008 to design the Physics course during the 2007-2008 school year. 	<ul style="list-style-type: none"> ○ Develop and implement a high school science program that prepares DPS students for assessment on rigorous state science standards.
<p>u) Field test new Earth/Physical Science, Chemistry, and Physics courses with teachers in each High School.</p> <p>Field test will involve:</p> <ul style="list-style-type: none"> 1) Development of implementation tools (embedded assessments, pacing guidelines). 2) Development of district CSAP-like assessments for each new course. 3) Development of a district-wide materials refurbishment and rotation system. 4) Collection of student work for use as exemplars. 	<ul style="list-style-type: none"> ○ Conduct Earth/Physical Science field test during the 2006-2007 school year. ○ Conduct Chemistry field test during the 2007-2008 school year. ○ Conduct Physics field test during the 2008-2009 school year. ○ Provide professional development as needed for field test teachers from 2006-2009. 	<ul style="list-style-type: none"> ○ Develop and implement a high school science program that prepares DPS students for assessment on rigorous state science standards.
<p>v) Implement High School inquiry-based science programs district-wide.</p>	<ul style="list-style-type: none"> ○ Conduct professional development around the new science programs for 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver

	<p>implementation per the following schedule:</p> <ol style="list-style-type: none"> 1) Implement Biology in 2005-2006. (Note: Biology was field tested in 2004-2005). 2) Implement Earth/Physical Science in 2007-2008. 3) Implement Chemistry in 2008-2009. 4) Implement Physics in 2009-2010. 	<p>Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).</p>
<p>w) Establish a Science Instructional Materials Center** that enables the following:</p> <ol style="list-style-type: none"> 1) Storage, distribution, and refurbishment of science materials that support district-wide programs in grades K-12. 2) Affordable cost basis for all science materials. 3) Professional development for teachers to learn how to use inquiry-based K-12 science instructional programs. <p>**To the extent financially feasible.</p>	<ul style="list-style-type: none"> ○ School Year 2005-2006: <ol style="list-style-type: none"> 1) Form an advisory committee to initiate planning for new center. 2) Develop a process for provision of materials to all field test schools and High School Biology teachers. ○ School Year 2006-2007: <ol style="list-style-type: none"> 1) Work with community partners to design and implement the center. ○ School Year 2007-2008: <ol style="list-style-type: none"> 1) Initiate full operation of the Science Instructional Materials Center. 	<ul style="list-style-type: none"> ○ Science Refurbishment Center will be established consistent with the proposed timeline. ○ DPS students will have the tools they need to master science concepts consistent with Colorado state science standards.

<p>x) Field test new elementary social studies curriculum and assessments per the following schedule:</p> <p>2006-2007: 12 classes district-wide per elementary grade level</p> <p>2007-2008: One third of elementary schools</p> <p>Field test will involve:</p> <ol style="list-style-type: none"> 1) Analysis and evaluation of materials and assessments. 2) Use of proven practices to support strong program implementation. 3) Collection of student work for use as exemplars. <p>Note: social studies instruction will involve three 45-minute periods per week, beginning in the 2006-2007 school year; those not involved in the field test will continue with existing social studies lessons.</p>	<ul style="list-style-type: none"> ○ Convene advisory work group by 1/2006 to review current practice, identify state standards, define proven practices and select curriculum/assessments. ○ Receive advisory work group recommendations by 5/2006. ○ Provide professional development to field test teachers by 8/2006. ○ Conduct field test during the 2006-2007 and 2007-2008 school years. 	<ul style="list-style-type: none"> ○ Develop an elementary school social studies program that enables DPS students to master rigorous state social studies standards.
<p>y) Implement the new elementary social studies program at all elementary schools, at all grade levels.</p>	<ul style="list-style-type: none"> ○ Provide professional development to all elementary teachers by 8/2008. ○ Implement elementary social studies program in the 2008-2009 school year. ○ Analyze and evaluate materials and assessments on an ongoing basis. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).

<p>z) Field test new middle school social studies curriculum per the following schedule:</p> <p>2006-2007: 12 6th grade classes; 12 7th grade classes; 12 8th grade classes</p> <p>2007-2008: 15 middle schools</p> <p>Field test will involve:</p> <ol style="list-style-type: none"> 1) Analysis and evaluation of materials and assessments. 2) Use of proven practices to support strong program implementation. 3) Collection of student work for use as exemplars. 	<ul style="list-style-type: none"> ○ Convene advisory work group by 1/2006 to review current practice, identify state standards, define proven practices and select curriculum/assessments. ○ Receive advisory work group recommendations by 5/2006. ○ Provide professional development to field test teachers by 8/2006. ○ Conduct field test during the 2006-2007 and 2007-2008 school years. 	<ul style="list-style-type: none"> ○ Develop a middle school social studies program that enables DPS students to master rigorous state social studies standards.
<p>aa) Implement the new middle school social studies curriculum in all 6-8 programs, at all grade levels.</p>	<ul style="list-style-type: none"> ○ Provide professional development to all middle school social studies teachers by 8/2008. ○ Implement middle school social studies program in the 2008-2009 school year. ○ Analyze and evaluate materials and assessments on an ongoing basis. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>bb) Continue with district-wide high school U.S. History implementation.</p> <ol style="list-style-type: none"> 1) Provide Professional Development for U.S. History teachers. 2) Continue to revise unit assessments and rubrics. 	<ul style="list-style-type: none"> ○ Implement as planned for the 2005-2006 school year. ○ Revise as needed on an ongoing basis. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).

<p>cc) Field test new high school social studies curriculum in Civics and Geography per the following schedule:</p> <p>2006-2007: Ten Civics classes; ten Geography classes.</p> <p>2007-2008: One half of high schools</p> <p>Field test will involve:</p> <ol style="list-style-type: none"> 1) Analysis and evaluation of materials and assessments. 2) Use of proven practices to support strong program implementation. 	<ul style="list-style-type: none"> ○ Convene advisory work group by 1/2006 to review current practice, identify state standards, define proven practices and select curriculum/assessments. ○ Receive advisory work group recommendations by 5/2006. ○ Provide professional development to field test teachers by 8/2006. ○ Conduct field test during the 2006-2007 and 2007-2008 school years. 	<ul style="list-style-type: none"> ○ Develop a high school social studies program that enables DPS students to master rigorous state social studies standards.
<p>dd) Implement the new high school social studies program in Civics and Geography in all high schools.</p>	<ul style="list-style-type: none"> ○ Provide professional development to all high school social studies teachers by 8/2008. ○ Implement high school social studies program in the 2008-2009 school year. ○ Analyze and evaluate materials and assessments on an ongoing basis. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
<p>ee) Publish core subject instructional planning guides for teachers that are aligned to state standards.</p> <p>Note: instructional planning guides are intended as a resource for teachers in pacing and lesson planning (not a script).</p>	<ul style="list-style-type: none"> ○ Establish an advisory work group to develop the core subject planning guides by 3/2006. ○ Publish the guides by 4/2006. ○ Conduct planning guide orientation for staff by 5/2006. ○ Implement usage of the guides by 8/2006. ○ Revise annually as appropriate based on teacher feedback and evolution of the Instructional Reform Plan. 	<ul style="list-style-type: none"> ○ Instructional planning guides will be made available to teachers consistent with the proposed timeline.
<p>ff) Explore teacher looping as a means to stronger student/instructor relationships and continuity of instruction.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 1/2006 to research feasibility. ○ Receive recommendations by 3/2006. ○ Implement as feasible in 2006-2007 	<ul style="list-style-type: none"> ○ The district will meet or exceed academic growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).

<p>gg) Study the district-wide promotion and retention policy** for students in transition years (2nd, 5th, and 8th grade).</p> <p>For example, a policy might consider ending social promotion in key transition years.</p> <p>**Federal/state laws related to the promotion/retention of special education students will be honored.</p>	<p>and on an ongoing basis.</p> <ul style="list-style-type: none"> ○ Convene an advisory committee by 3/2006 to: <ol style="list-style-type: none"> 1) Review national data and successful implementations. 2) Consider parent education and communications. 3) Make recommendations regarding the policy. ○ Secure Board of Education approval by 8/2006 for implementation in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The policy will be adopted consistent with the proposed timeline.
<p>hh) Provide full-day kindergarten to all incoming kindergarten students.**</p> <p>**To the extent financially feasible.</p>	<ul style="list-style-type: none"> ○ Coordinate a legislative strategy to provide full day kindergarten by 2009-2010. ○ Make necessary accommodations in the 2009-2010 budget cycle. ○ Implement in conjunction with the 2009-2010 school year. 	<ul style="list-style-type: none"> ○ All students will be able to participate in full-day kindergarten by the 2009-2010 school year, pending legislative approval. ○ Students transitioning to first grade will be better prepared as learners moving forward.
<p>ii) Review district-wide class size data and consider limiting class sizes based on student and instructional needs.**</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group to review school-level class numbering/naming protocols by 1/2006. ○ Track school-level deployment of teacher resources by 4/2006. ○ Determine comparable class sizes in a sample of schools by 6/2006. ○ Implement resource conversion rules in conjunction with the budget planning process that require superintendent approval for classes to operate with fewer than 18 students or more than 29 students. 	<ul style="list-style-type: none"> ○ Make recommendations for data system revisions and class size limitation protocols by 7/2006.
<p>jj) Develop guidelines to manage the transition of students between general</p>	<ul style="list-style-type: none"> ○ Convene an internal work group to define guidelines by 3/2006. 	<ul style="list-style-type: none"> ○ Guidelines will be published consistent with the proposed timeline.

<p>education and alternative education (in both directions).</p> <p>Note: this implies improved articulation around curriculum/instruction and professional development for teachers who work with students transitioning between these two environments.</p>	<ul style="list-style-type: none"> ○ Publish guidelines by 6/2006. ○ Implement in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The district drop out rate will decline as per targets defined in the Balanced Scorecard (see Appendix B). ○ The district will see an overall decline in the number of students who leave the district to find a program that meets their needs.
<p>kk) Continue to collaborate with the mayor’s office, city, state agencies and community partners to promote school readiness and early childhood education opportunities for DPS families.</p>	<ul style="list-style-type: none"> ○ Provide ongoing support for 4-year old pre-school initiative. ○ Publish educational literature for parents regarding school-readiness by 6/2006. 	<ul style="list-style-type: none"> ○ The children of all DPS families will have an opportunity to be prepared early for school success. ○ All parents in the city and county of Denver with children 4 years of age or younger will have access to information related to early childhood learning opportunities.
<p>ll) Provide continuity of instruction by ensuring that classes are covered by substitute teachers when regular classroom teachers are absent.</p>	<ul style="list-style-type: none"> ○ Establish an advisory work group by 3/2006 to develop a process for substitute teacher coverage. ○ Make recommendations by 6/2006 for the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Classroom instruction will be disrupted minimally when regular classroom teachers are absent.

Objective 2: Students will select from compelling curricular choices that balance and complement the core curricular areas.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Provide curricular choices, beyond the core requirements, in all DPS schools based on school/community desire. Non-core curriculum may include, but will not be limited to the following:</p> <ol style="list-style-type: none"> 1) Visual art, vocal music, instrumental music, dance and drama.** 2) Physical education 3) World language 4) Career and technology education 5) College preparation <p>**All elementary schools will have instruction in the arts.</p>	<ul style="list-style-type: none"> ○ Convene school-based committees by 9/2006 to identify curriculum in each of the four curricular areas. ○ Hear recommendations by 12/2006. ○ Provide central support for scheduling core offerings and curricular choice offerings. ○ Conduct hiring during the 2007-2008 staffing cycle. ○ Conduct professional development by 8/2006. ○ Implement in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Policy and procedural documents for implementation in the 2006-2007 school year will be published consistent with the proposed timeline.

<p>b) Engage the Arts Resource Council – a collaborative body of community leaders, arts education administrators, and teachers – to complete the following:</p> <ul style="list-style-type: none">1) Inventory all visual art, vocal music, instrumental music, dance and drama offerings at the school and district level.2) Prepare a project plan to develop, pilot and implement high quality curricular offerings in visual art, vocal music, instrumental music, dance and drama, including:<ul style="list-style-type: none">a. Revision/development of standards.b. Revision/development of planning and pacing guides.c. Revision/development of assessments or other performance measures.d. Resource allocation planning for materials, instruments, staff, model schedules, including methods for allocating Mill Levy money to support implementation of program offerings.	<ul style="list-style-type: none">○ DPS Arts Coordinator will establish membership by 2/2006.○ Review the council charge and goals by 1/2006 to ensure alignment with The Denver Plan.○ Complete inventory by 3/2006.○ Publish project plan in 4/2006.○ Begin implementation of programs in the 2006-2007 school year and as planning/development allows.	<ul style="list-style-type: none">○ The district will work with the Arts Resource Council to complete tasks consistent with the proposed timeline.
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<p>c) Establish a Physical Education advisory work group of PE administrators and educators to complete the following activities:</p> <ol style="list-style-type: none"> 1) Conduct an inventory of all physical education program offerings at the school and district level. 2) Prepare project plan to develop, pilot, and implement consistent, coherent curricular offerings in physical education, including: <ol style="list-style-type: none"> a. Revision /development of standards. b. Revision /development of planning and pacing guides. c. Revision /development of assessments or other performance measures. d. Incorporation of District Task Force on Student Health and Fitness recommendations. e. Resource allocation plans. 	<ul style="list-style-type: none"> ○ Convene advisory work group by 2/2006. ○ Conduct inventory of PE offerings by 3/2006. ○ Publish project plan by 4/2006. ○ Begin implementation of programs in the 2006-2007 school year and as planning/development allows. 	<ul style="list-style-type: none"> ○ Physical Education advisory work group will complete tasks consistent with the proposed timeline.
<p>d) Establish Spanish as a primary area of world language instruction in the Denver Public Schools, while offering additional languages.</p> <ol style="list-style-type: none"> 1) Make curricular connections with English Language Acquisition to provide support for elementary and middle school foreign language instruction. 	<ul style="list-style-type: none"> ○ Complete by 1/2006 	<ul style="list-style-type: none"> ○ Documents from the department of curriculum and instruction will reflect renewed emphasis in Spanish. ○ Program supports will be in place to supplement world language instruction in elementary school and middle school.
<p>e) Establish a world language advisory work group of administrators and educators to complete the following</p>	<ul style="list-style-type: none"> ○ Convene advisory work group by 2/2006. ○ Conduct inventory of world language 	<ul style="list-style-type: none"> ○ The world language advisory work group will complete tasks consistent with the proposed timeline.

<p>activities:</p> <ol style="list-style-type: none"> 1) Conduct an inventory of all world language program offerings at the school and district level. 2) Prepare project plan to develop, pilot, and implement consistent, coherent curricular offerings in world language, including: <ol style="list-style-type: none"> a. Revision /development of standards. b. Revision /development of planning and pacing guides. c. Revision /development of assessments or other performance measures. d. Resource allocation plans. 	<p>offerings by 3/2006.</p> <ul style="list-style-type: none"> o Publish project plan by 4/2006. o Begin implementation of programs in the 2006-2007 school year and as planning/development allows. 	
<p>f) Establish a career and technology advisory committee of administrators, educators, and the CTE Business Advisory Board to complete the following activities:</p> <ol style="list-style-type: none"> 1) Conduct an inventory of all career and technology program offerings at the school and district level. 2) Prepare project plan to develop, pilot, and implement consistent, coherent curricular offerings in career and technology, including: <ol style="list-style-type: none"> a. Development of standards. b. Completion of planning and pacing guides. c. Development of assessments and end of course rubrics. d. Resource allocation plans aligned with The Denver Plan, Perkins Grant and Colorado Vocational Act.. 	<ul style="list-style-type: none"> o Continue regular meetings of the CTE District Advisory Board and coordinate with the Technology Education Team. o Conduct inventory of career and technology offerings by 3/2006. o Publish project plan by 4/2006. o Begin implementation of programs in the 2006-2007 school year and as planning/development allows. 	<ul style="list-style-type: none"> o The career and technology advisory committee will complete tasks consistent with the proposed timeline.

<p>g) Establish a library/media services advisory work group of administrators and educators to complete the following activities:</p> <ul style="list-style-type: none">1) Conduct an inventory of all library/media services offerings at the school and district level.2) Prepare project plan to develop, pilot, and implement consistent, coherent curricular offerings in library/media services, including:<ul style="list-style-type: none">a. Development of program documents that illustrate how librarians can support core instructional programs at the elementary and secondary levels; develop and maintain school library collections; and support classroom research activities.b. Development of assessments or other performance measures.c. Resource allocation plans.	<ul style="list-style-type: none">○ Convene advisory work group by 1/2006.○ Conduct inventory of library/media services offerings by 2/2006.○ Publish project plan by 4/2006.○ Introduce programs with robust, existing standards and curricular materials in the 2006-2007 school year.○ Introduce new programs during the 2007-2008 and 2008-2009 school year as planning and development allows.	<ul style="list-style-type: none">○ The library/media services advisory work group will complete tasks consistent with the proposed timeline.
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Objective 3: All students will complete a rigorous course of secondary school instruction in grades six through twelve.		
Activity:	Timeframe:	Outcome/Measurement:
a) Implement a rigorous core program in literacy, math, science and social studies for all secondary students (as described in Objective 1).	<ul style="list-style-type: none"> ○ Refine existing core subject programs consistent with the timeline outlined in Objective 1. ○ Conduct professional development around core programs and differentiated instruction consistent with the timeline outlined in Objective 1. ○ Implement core subject programs consistent with the timeline outlined in Objective 1. 	<ul style="list-style-type: none"> ○ The district will meet or exceed growth targets and reduce achievement gaps for secondary students as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan). ○ Grow the number of students in AP course offerings by 10% annually.
b) Review graduation requirements for rigor and their ability to measure college preparedness. **Begin implementation of requirements with incoming 9 th grade.	<ul style="list-style-type: none"> ○ Establish an advisory committee to review requirements by 1/2006. ○ Receive committee recommendations by 2/2006. ○ Receive Board of Education approval by 6/2006 for implementation during the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Graduation requirements will be consistent with the proposed timeline.
c) Publicize graduation requirements/college entrance requirements in all secondary schools (grades 6 through 12).	<ul style="list-style-type: none"> ○ Develop and post materials by 8/2006. 	<ul style="list-style-type: none"> ○ All secondary students will be aware of the requirements for post-secondary education in a timely manner. ○ Increase the number of students taking AP courses by 10% annually.
d) Ensure a consistent, district-wide grading policy for grades 6 through 12.	<ul style="list-style-type: none"> ○ Convene an advisory work group by 12/2005. ○ Develop and publish policy by 4/2006. ○ Conduct professional development related to grading policy by 6/2006. ○ Begin policy implementation in 2006-2007. 	<ul style="list-style-type: none"> ○ DPS teachers will exhibit the same high level expectations and consistent grading throughout secondary schools in the District.

<p>e) Develop and implement common course assessments (mid-term, benchmark and end-of-year) in all secondary core subject areas.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 12/2005. ○ Develop assessments by 4/2006. ○ Develop rubrics/protocols for grading by 4/2006. ○ Conduct professional development related to course assessments by 6/2006. ○ Begin assessments in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ DPS secondary school teachers will exhibit the same high level expectations and consistent grading throughout the District. ○ After collecting baseline data for each subject area/grade level, the number of students passing mid-term and end of course exams will increase by 10% annually.
<p>f) Make algebra widely available to 8th grade students by ensuring that algebraic concepts are embedded in the 6-8 curriculum.</p>	<ul style="list-style-type: none"> ○ Inventory capacity of existing mathematics staff to teach algebra. ○ Conduct professional development as needed by 8/2006. ○ Hire staff as needed in accordance with the district staffing schedule. ○ Offer expanded algebra opportunities to 8th graders beginning in 2006-2007 and scale as staff capacity allows. 	<ul style="list-style-type: none"> ○ After collecting baseline participation data in 2006-2007, the number of 8th graders receiving credit in algebra will increase at least 10% annually. ○ After collecting baseline participation data in 2006-2007, the number of 8th graders passing the 8th grade algebra exam will increase at least 10% annually.
<p>g) Research feasibility of supplemental programming for struggling readers, English Language Learners, and others in identified achievement gaps in grades 6 through 12.</p> <p>Note: priority will be given to students in grades 6-9.</p>	<ul style="list-style-type: none"> ○ Complete programming research by 3/2006. ○ Decide on supplemental programming by 4/2006. 	<ul style="list-style-type: none"> ○ Program decisions will be consistent with the proposed timeline. ○ The number of students who participate in supplemental programming and subsequently perform at or above grade level will increase at least 5% annually. ○ The number of students who participate in supplemental programming and subsequently rate “Unsatisfactory” in core subjects will decrease by at least 5% annually.
<p>h) Ensure consistent definitions and expectations for all secondary school course offerings across the district.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 3/2006 to review current course definitions and rectify inconsistencies. ○ Implement in conjunction with the 2007-2008 school year. 	<ul style="list-style-type: none"> ○ The district will provide appropriate professional development and intervention support for secondary teachers and students. ○ Mobile students will benefit from continuity in coursework.
<p>i) Conduct a high school tour (during the</p>	<ul style="list-style-type: none"> ○ Organize tour logistics by 11/2006. 	<ul style="list-style-type: none"> ○ The number of 8th grade students who continue with

<p>school day) for all 8th graders; use tour to familiarize students with District high school options.</p>	<ul style="list-style-type: none"> ○ Conduct tour by 12/2006. 	<p>DPS as freshman will increase annually.</p>
<p>j) Conduct summer 9th grade academies to ease the transition to high school for DPS secondary students; include academic and enrichment opportunities.**</p>	<ul style="list-style-type: none"> ○ Develop summer academy curriculum by 3/2007. ○ Determine staffing for summer academies by 4/2007. ○ Conduct professional development around summer academy program by 5/2007. ○ Implement during summer 2007 and each summer thereafter. 	<ul style="list-style-type: none"> ○ Collect data on baseline participation in the academies and seek to grow participation by 10% annually.
<p>k) Formalize opportunities for communication and interaction between middle school and high school teachers.</p>	<ul style="list-style-type: none"> ○ Implement in conjunction with the 2006-2007 school year with leadership from the Instructional Superintendents. 	<ul style="list-style-type: none"> ○ Middle school and high school teachers will work together to inform instruction of transitioning students.
<p>l) Engourage each high school to develop a student advisory program to improve relationships between students and faculty.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1) Begin this effort at the 9th grade level and phase in other high school students gradually. 2) Seek advisor continuity throughout each student's high school career. 	<ul style="list-style-type: none"> ○ Engage high school leadership in the planning process by 9/2006. ○ Adopt advisory models by 3/2007. ○ Conduct professional development around the advisory program models by 5/2007. ○ Implement advisory programs for the 2007-2008 school year. 	<ul style="list-style-type: none"> ○ All 9th grade students will be assigned an advisor for the 2007-2008 school year. ○ Increase the number of students in AP course offerings per the targets defined in the Balanced Scorecard. ○ Decrease student drop-outs per the targets defined in the Balanced Scorecard (included as Appendix B to The Denver Plan).

Objective 4: All students and teachers will have access to appropriate classroom materials and supplies.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Inventory literacy, mathematics, science and social studies materials in all schools to ensure that the tools supporting achievement are in place across the district; order materials as needed**.</p> <p>** Includes materials that need to be replenished.</p>	<ul style="list-style-type: none"> ○ Material and supply needs will be addressed annually and on an ongoing basis. 	<ul style="list-style-type: none"> ○ The inventory and ordering will be completed consistent with the proposed timeline.
<p>b) Centralize ordering for all core curriculum areas.</p>	<ul style="list-style-type: none"> ○ Develop a process to order centrally by 3/2006. ○ Communicate new ordering process to schools by 3/2006. ○ Place all 2006-2007 orders by 4/2006. ○ Coordinate delivery of materials to schools by 8/2006. ○ Revise purchasing timeline for future years. 	<ul style="list-style-type: none"> ○ The new ordering process will be rolled out consistent with the proposed timeline. ○ 100% of materials required to support the core curriculum will be in classrooms before the first day of school every year.
<p>c) Establish district-wide naming/ranking guidelines for all courses.</p>	<ul style="list-style-type: none"> ○ Convene an internal work group by 3/2006 to review current course rankings and rectify inconsistencies. ○ Implement in 2007-2008. 	<ul style="list-style-type: none"> ○ The district will support all course offerings with the appropriate materials in a timely manner.
Objective 5: All DPS families will have equal access to and make informed choices among a portfolio of schools – including neighborhood schools – that are aligned in their core instructional program, but unique in their ability to meet community needs and interests.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Ensure that all school choices – neighborhood, magnet, alternative, contract and charter – provide a “core” academic program that is aligned with state standards in core curricular areas.</p> <p>1) Use school improvement planning and the chartering/contracting process to ensure program alignment.</p>	<ul style="list-style-type: none"> ○ School Improvement Plans will document alignment with state standards, effective 6/2006. ○ Charters and contracts will document alignment with state standards, effective in the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ All DPS schools will hold the same high-level expectations for student learning in all academic choice settings. ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).

<p>2) Use local, state and federal accountability regulations to ensure that all schools are making progress toward state and district standards.</p>		
<p>b) Empower schools to participate in the design of the DPS portfolio by introducing academic choices that “wrap around the core” of state and district standards. Each school, through its school improvement plan or charter/contract, will develop a “compelling story to tell” about its academic program.</p> <p>Wrap-around programming concepts could include, but are not limited to:</p> <ol style="list-style-type: none"> 1) International Baccalaureate 2) Performing Arts 3) Science and Technology 4) International Studies 5) Montessori 6) Dual Language 7) Alternative Education 8) Middle College 9) Cultural Programs <p>Grade configurations could include, but are not limited to:</p> <ol style="list-style-type: none"> 1) K-5 2) K-8 3) 6-8 4) 6-12 5) 9-12 6) K-12 	<ul style="list-style-type: none"> ○ School Improvement Plans will incorporate descriptions of “wrap around” programming and configurations, and a “compelling story to tell” by 9/2006. ○ School charters and contracts will incorporate descriptions of “wrap around” programming and configuration and a “compelling story to tell” by 9/2006. ○ School Improvement Plans, starting at the 8th grade level and continuing to the 12th grade level, will incorporate the use of an electronic Individual Career and Academic Plan for each student as a counseling and guidance tool. 	<ul style="list-style-type: none"> ○ School improvement plans or school charters and contracts will document the value proposition of each school in DPS, allowing all DPS families to select a school choice that is appropriate for his/her specific learning needs.

<p>c) Introduce formal communications and enrollment procedures that will result in parents making an affirmative selection of their school of choice, even if they are choosing a neighborhood school.</p> <p>Note: DPS will engage the community to develop awareness among parents regarding options in the DPS portfolio.</p>	<ul style="list-style-type: none"> ○ Three-year communications plan will be developed by 6/2006. ○ Multi-media communications effort will begin by 8/2006. ○ Parents will begin making school choices in the fall prior to each upcoming school year. 	<ul style="list-style-type: none"> ○ The District will grow public awareness of the concept of a portfolio of school choices. ○ 100% of DPS families make an affirmative selection of their school of choice, even if they are choosing a neighborhood school. ○ Equal distribution of students (by ethnicity, gender, income level, etc.) deciding to enroll in schools outside their enrollment area. ○ Increased enrollment across all DPS school choices. ○ The District will grow overall enrollment by offering a product that Denver families desire.
<p>d) Conduct market research to:</p> <ol style="list-style-type: none"> 1) Understand which current DPS program designs/grade configurations are successful and supported from an academic perspective. 2) Understand which program designs and grade configurations the community and educators would like to see added to the portfolio. 3) Investigate opinions and attitudes of parents and students in private and religious schools, charter schools, DPS schools with high rates of “net choice in,” and public schools outside DPS. 	<ul style="list-style-type: none"> ○ Market research will be completed by 7/2006 and every three years thereafter. 	<ul style="list-style-type: none"> ○ Results of market research will be published consistent with the proposed timeline and serve as a basis for planning the DPS portfolio of academic choices.
<p>e) Establish a formal process to develop, introduce, implement and evaluate all program designs and grade configurations in the DPS portfolio.</p> <p>Process should consider the following:</p> <ol style="list-style-type: none"> 1) School and community interests. 2) District policies, procedures, and timelines on new school and program 	<ul style="list-style-type: none"> ○ Comprehensive timeline for planning and accountability initiatives will be in place by 3/2006. ○ Begin community engagement around the concept of a portfolio of academic choices for all students in 6/2006. ○ Data set will be designed from the DPS Balanced Scorecard by 6/2006. ○ Process will be fully articulated by 	<ul style="list-style-type: none"> ○ The process to develop, implement, evaluate and hold accountable all school choices in the DPS portfolio will be published and widely understood consistent with the proposed timeline.

<p>development, revitalization, redesign, and school improvement planning.</p> <p>3) State accreditation procedures and state/federal accountability regulations and timelines.</p> <p>4) Parental choice timelines.</p> <p>5) Data aligned with the DPS Balanced Scorecard that allows for a comparison of performance across program design types, grade configurations, geography and school life cycles.</p>	<p>6/2006.</p> <ul style="list-style-type: none"> ○ Process will be incorporated into charter and contract school selection processes by 6/2006 and school improvement planning processes by 12/2006. ○ All school selection will be an affirmative selection by DPS families by 12/2006. 	
<p>f) Align all parental choice timelines with other district calendars such as magnet program enrollment, budget planning and teacher staffing.</p>	<ul style="list-style-type: none"> ○ Aligned timeline will be completed by 4/2006. ○ Communication of aligned timeline will begin in fall 2006 for choice process leading into the 2007-2008 school year. 	<ul style="list-style-type: none"> ○ New choice timeline will be published consistent with the proposed development timeline. ○ Measured community awareness of and satisfaction with the timeline. ○ Measured increasing community awareness of the timeline in future years.

Denver Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component B: **Differentiated professional development opportunities for faculty members will support the Instructional Reform Plan and enhance teaching practices in all DPS classrooms.**

Objectives: 1) All DPS faculty members will participate in coherent, relevant, and excellent professional development opportunities.

Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component B: Differentiated professional development opportunities for faculty members will support the Instructional Reform Plan and enhance teaching practices in all DPS classrooms.

Objective 1: All DPS faculty members will participate in coherent, relevant, and excellent professional development opportunities.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Realign existing resources to create a Leadership Development Department (LDD); department will orchestrate professional development activities for all district employees (principals, assistant principals, teachers, paraprofessionals and support staff).**</p> <p>Differentiated professional development will include, but not be limited to, the following:</p> <ol style="list-style-type: none"> 1) Four core subject areas 2) Assessment/use of data 3) Diversity/Cultural sensitivity 4) English Language Acquisition 5) Special education 6) Gifted and talented education 7) Classroom management 8) Summer 9th grade academies 9) Collaboration with parents 10) Student advisory programs 11) Paraprofessional NCLB requirements <p>**Any realignment will result in similar or decreased cost to the district.</p>	<ul style="list-style-type: none"> ○ Define scope and reporting structure for the Leadership Development Department by 12/2005. ○ ○ Begin operation of the Leadership Development Department in 7/2006. 	<ul style="list-style-type: none"> ○ The department will be established consistent with the proposed timeline. ○ The district will quantify annually the resources dedicated to staff development. ○ DPS instructional staff members will demonstrate evidence of their professional development in the classroom. ○ The retention rate of DPS teachers will increase by at least 5% annually as DPS becomes a more professionally enriching environment.
<p>b) Redesign the induction program for new teachers**; include the following</p>	<ul style="list-style-type: none"> ○ The Leadership Development Department will assume this task from 	<ul style="list-style-type: none"> ○ The program will be established consistent with the proposed timeline.

<p>components:</p> <ol style="list-style-type: none"> 1) Formal orientation 2) Mentors (through first year of teaching) 	<p>7/2006 forward.</p> <ul style="list-style-type: none"> ○ Develop curriculum for the induction program by 5/2006. ○ Implement the first induction program in summer 2006. 	<ul style="list-style-type: none"> ○ All new teachers will participate in the induction program.
<p>c) Enact immediate, job-embedded support for teachers whose students are lower performing as indicated by interim/benchmark assessment data.</p> <p>Assistance will include, but not be limited to the following:</p> <ol style="list-style-type: none"> 1) Model lessons by administrators and coaches 2) Teacher observations in other classes 3) Additional training on instructional methods 4) Team teaching opportunities 	<ul style="list-style-type: none"> ○ Leverage new Leadership Development Department to establish process by 5/2006. ○ Implement process in conjunction with the 2006-2007 school year. ○ Refine process as necessary on an ongoing basis. 	<ul style="list-style-type: none"> ○ All teachers with students who continue to struggle will receive instructional support on a priority basis.
<p>d) Develop a mechanism by which to evaluate the utility of professional development activities with respect to student outcomes.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group to determine appropriate measurement by 5/2006. ○ Begin annual assessment of all professional development activities in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The professional development activities conducted in the district will translate into clear academic achievement improvements. ○ The percent of instructional staff members who report that the professional development they received improved their ability to increase student achievement will increase on surveys by 10% annually.

<p>e) Develop an electronic professional development transcript to track training provided to each teacher.</p>	<ul style="list-style-type: none">○ The Leadership Development Department will work with the Department of Technology Services to develop the transcript tool by 1/2007.○ Implement transcripts in conjunction with the 2007-2008 school year.	<ul style="list-style-type: none">○ All teachers will have an historical record of training received.
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- Denver Goal I:** Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.
- Component C:** Differentiated professional development opportunities in diversity training will prepare faculty members to deal with issues of race, gender, and class.
- Objectives:**
- 1) All Denver Public Schools faculty members will participate in professional development opportunities in diversity training that inform the instruction of our student population.

Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component C: Differentiated professional development opportunities in diversity training will prepare faculty members to deal with issues of race, gender, and class.

Objective 1: All Denver Public Schools faculty members will participate in professional development opportunities in diversity training that inform the instruction of our student population.

Activity:	Timeframe:	Outcome/Measurement:
a) Identify a diversity coordinator who can work in conjunction with the Leadership Development Department to orchestrate and oversee implementation of diversity trainings.	<ul style="list-style-type: none"> ○ Identify coordinator by 5/2006. 	<ul style="list-style-type: none"> ○ Assignment will be made consistent with the proposed timeline.
b) Conduct diversity trainings with all school faculties, stressing the importance of building relationships with a diversity of students.	<ul style="list-style-type: none"> ○ All school faculties will participate in initial diversity training by 10/2006. ○ Diversity training will be ongoing as needed. 	<ul style="list-style-type: none"> ○ 100% of teachers, principals and other school-based support staff will participate in diversity training. ○ At least 95% of staff who participate in diversity training will give satisfactory feedback on subsequent surveys.
c) Include diversity training and issues related to cultural sensitivity in all School Improvement Plans.	<ul style="list-style-type: none"> ○ Complete in conjunction with the School Improvement Planning process. 	<ul style="list-style-type: none"> ○ All plans will reflect strategies for improving student achievement and social relationships among a diverse student body.

- Denver Goal I:** Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.
- Component D:** **A comprehensive assessment strategy will provide teachers with timely information regarding the growth of each student and allow teachers to differentiate instruction.**
- Objectives:**
- 1) Student performance will be assessed regularly in all courses during the school year using a consistent and coherent set of classroom assessments.
 - 2) Student performance data will be communicated to parents and students on a regular basis and in a consistent manner.

Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component D: A comprehensive assessment strategy will provide teachers with timely information regarding the growth of each student and allow teachers to differentiate instruction.

Objective 1: Student performance will be assessed regularly in all courses during the school year using a consistent and coherent set of classroom assessments.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Convene an advisory assessment work group to develop a comprehensive assessment strategy.</p> <p>Committee will engage in the following tasks:</p> <ol style="list-style-type: none"> 1) Consider an RFP process for development of assessments that calls for implementation in spring 2006. 2) Develop or purchase exams aligned to progress calendars and the CSAP. 3) Supplement commercially made assessments with constructed response items developed internally as needed in spring 2006. 4) Develop procedures to ensure timely return of assessment results. 5) Develop protocol for reporting data to include disaggregated data by skills, strands, school, subgroups, classroom, and student. 	<ul style="list-style-type: none"> o Establish assessment work group by 11/2005. o Complete work group tasks and formulate assessment recommendations by 1/2006. o Present work group recommendations to staff by 2/2006. 	<ul style="list-style-type: none"> o Work group responsibilities will be met consistent with the proposed timeline.

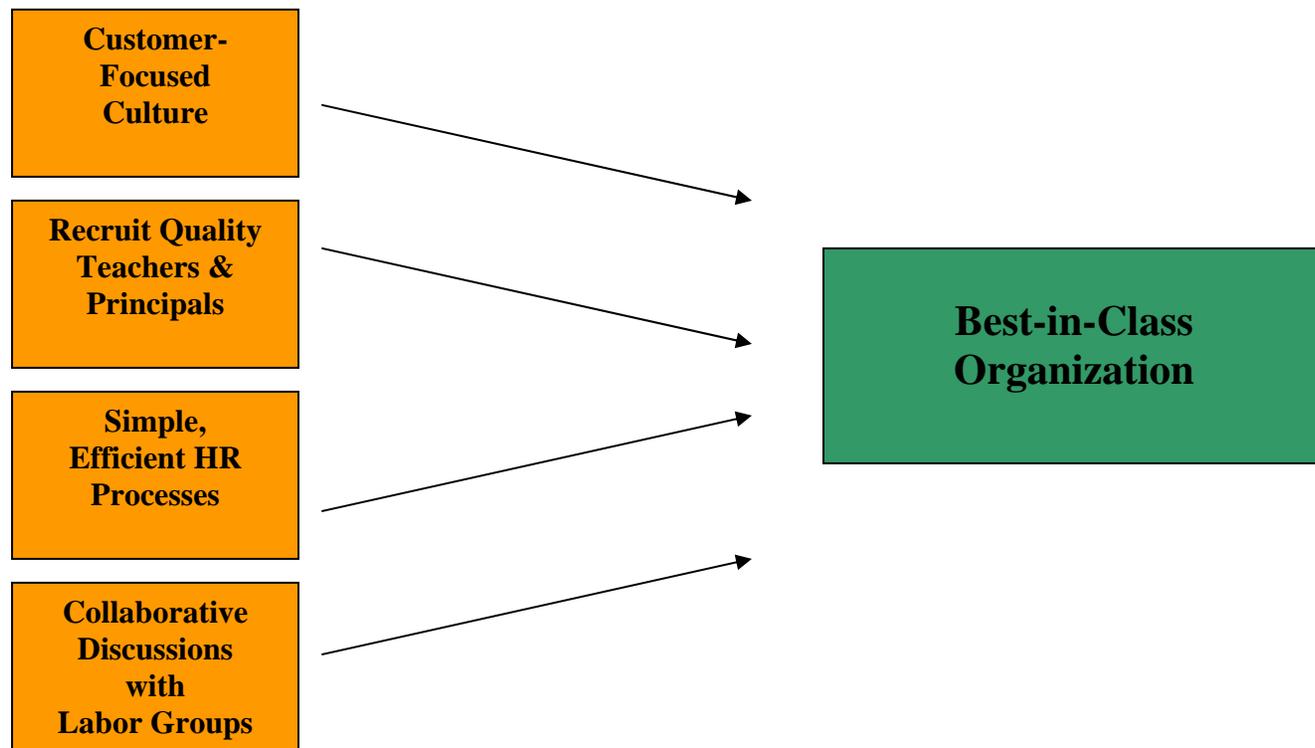
<p>b) Develop a schedule for administration of assessments.</p>	<ul style="list-style-type: none"> ○ Schedule will be published by 9/2006. ○ Implementation will begin in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Schedule will be published consistent with the proposed timeline.
<p>c) Conduct professional development for staff on the administration and analysis of new classroom assessments in each of the core subjects.</p>	<ul style="list-style-type: none"> ○ Initial professional development will be conducted by 5/2006. ○ Professional development surrounding assessments, the use of data and modifying instruction will be ongoing. 	<ul style="list-style-type: none"> ○ At least 95% of teachers will complete assessment training prior to the start of the 2006-2007 school year.
<p>d) Offer professional development activities to principals, assistant principals, instructional support teams and coaches on data-driven decision making.</p>	<ul style="list-style-type: none"> ○ Professional development will be conducted by 5/2006. ○ Professional development surrounding assessments and the use of data will be ongoing. 	<ul style="list-style-type: none"> ○ At least 95% of principals, assistant principals, instructional support teams and coaches will complete assessment training prior to the start of the 2006-2007 school year.
<p>e) Implement the new assessment program.</p>	<ul style="list-style-type: none"> ○ Implement the new assessment program in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ All students will be assessed via the new strategy during the 2006-2007 school year.
<p>f) Capture assessment program data in Infinite Campus for rapid and simplified reporting of results.</p>	<ul style="list-style-type: none"> ○ Develop technology capacity by 3/2006. ○ Train instructional staff on entering data and generating reports by 5/2006. ○ 	<ul style="list-style-type: none"> ○ All benchmark assessment data will be processed through Infinite Campus consistent with the proposed timeline.
<p>g) Develop and implement common course assessments (pre-tests, mid-term, benchmark and end-of-year) in all high school core subject areas (as noted in Component 1, Objective 3).</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 12/2005. ○ Develop assessments by 4/2006. ○ Conduct professional development related to course assessments by 6/2006. ○ Begin assessment implementation in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ DPS high school teachers will exhibit the same high level expectations and consistent grading throughout the District. ○ Over 95% of students will take assessments in all four core subjects.

Objective 2: Student performance data will be communicated to parents and students on a regular basis and in a consistent manner.		
<p>a) Develop a district-wide and standards-based report card that provides meaningful information on student progress towards state standards; report card would be applicable to grades K-8**.</p> <p>**Report cards will be available in parents'/guardians' native language.</p>	<ul style="list-style-type: none"> ○ Establish a Report Card Committee by 11/2005. ○ Develop and publish the new report card by 3/2006. ○ Conduct report card training sessions for teachers on an ongoing basis. ○ Conduct report card training sessions for parents on an ongoing basis. ○ Begin report card implementation in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Report card development and implementation will occur consistent with the proposed timeline.
<p>b) Establish a consistent grading policy that will be implemented district-wide for the K-12 continuum.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group by 12/2005. ○ Develop and publish policy by 4/2006. ○ Conduct professional development related to grading policy by 8/2006. ○ Begin policy implementation in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ DPS teachers will exhibit the same high level expectations and consistent grading throughout the District.

Denver Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.

Component E: **A best-in-class organization will demonstrate the capacity to recruit, hire, develop, and retain highly qualified teachers, principals, and support staff.**

- Objectives:**
- 1) Develop a customer-focused culture within the Human Resources department, emphasizing continuous improvement and customer service to principals, teachers, other school and central employees.
 - 2) Maximize Denver Public Schools’ ability to recruit and hire the most capable teachers, principals, and other school-based staff.
 - 3) Establish simple, efficient Human Resources processes that enable teachers, principals and central administrators to focus on the core mission of the district – advancing student achievement.
 - 4) Engage in ongoing, collaborative conversations with labor organizations to facilitate stronger district/employee relationships.



Goal I: Our children will learn from a highly-skilled faculty in every school that is empowered by robust professional development and timely assessment data.		
Component E: Operate a best-in-class organization with demonstrated capacity to effectively recruit, hire, develop, and retain highly qualified teachers, principals, and support staff.		
Objective 1: Develop a customer-focused culture within the Human Resources department, emphasizing continuous improvement and customer service to principals, teachers, other school and central employees.		
Activity:	Timeframe:	Outcome/Measurement:
a) Identify key performance metrics that measure HR support for overall District goals.	<ul style="list-style-type: none"> ○ Publish performance metrics by 12/2005. ○ Communicate metrics and related expectations to HR staff by 12/2005. 	<ul style="list-style-type: none"> ○ HR will improve in its overall customer service orientation. ○ The district will improve retention of principals and teachers by at least 5% annually.
b) Develop and conduct an annual HR Customer Service Survey to collect feedback on key performance metrics.	<ul style="list-style-type: none"> ○ Publish survey by 4/2006. ○ Conduct survey by 5/2006. 	<ul style="list-style-type: none"> ○ Make survey available to all schools and departments. ○ Grow the number of favorable respondents by 10% annually.
c) Revise mechanism by which to collect feedback on a per transaction basis.	<ul style="list-style-type: none"> ○ Revise technology-based transaction surveys by 5/2006. ○ Begin implementation in 6/2006. 	<ul style="list-style-type: none"> ○ Increase the number of HR customers who report favorably on interactions with the department by 10% annually.
d) Hire a highly-qualified Executive Director of Human Resources.	<ul style="list-style-type: none"> ○ Staff position by 5/2006. 	<ul style="list-style-type: none"> ○ Position will be filled consistent with the proposed timeline.
e) Conduct professional development for all HR staff surrounding core HR competencies.	<ul style="list-style-type: none"> ○ Professional development efforts will be ongoing. 	<ul style="list-style-type: none"> ○ 95% of HR staff members will complete training consistent with the proposed timeline.
f) Conduct professional development for administrators and other school-based staff in using HR systems.	<ul style="list-style-type: none"> ○ Professional development efforts will be ongoing. 	<ul style="list-style-type: none"> ○ The overall number of HR transactions will be reduced. ○ The satisfaction of administrators and other school-based staff will improve as indicated on the Customer Service Survey.

<p>g) Develop a customer “service level agreement” for use with schools and departments.</p>	<ul style="list-style-type: none"> ○ Develop agreement by 3/2006. ○ Collect feedback from a sample of schools/departments by 4/2006. ○ Implement service level agreements in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ HR will secure a service level agreement that is tied to the performance metrics from all schools consistent with the proposed timeline.
<p>h) Integrate ProComp into the main line of business.</p>	<ul style="list-style-type: none"> ○ Begin integration in 11/2005, upon ProComp vote. ○ Continue as needed in 2005-2006. 	<ul style="list-style-type: none"> ○ Teachers who opt into ProComp will receive the same high level of service as other District employees.
<p>i) Conduct one-on-one meetings with each employee who opts into ProComp.</p>	<ul style="list-style-type: none"> ○ Conduct meetings in conjunction with each opt-in window. 	<ul style="list-style-type: none"> ○ Conduct meetings with 100% of opt-in employees.
<p>j) Leverage regular principal meetings and school visits to improve customer contact and service.</p>	<ul style="list-style-type: none"> ○ Principal meetings are being conducted several days per week on an ongoing basis. 	<ul style="list-style-type: none"> ○ HR will be represented at 100% of principal meetings.
<p>k) Reactivate the customer advisory council, which will include internal and external representation.</p>	<ul style="list-style-type: none"> ○ Convene council by 5/2006. 	<ul style="list-style-type: none"> ○ Council will convene consistent with the proposed timeline.
<p>l) Increase interaction between HR directors/recruiters and school-based staff to help HR better understand specific school needs and positions.</p>	<ul style="list-style-type: none"> ○ Conduct school-based HR/principal meetings in conjunction with the 2006-2007 staffing cycle. 	<ul style="list-style-type: none"> ○ School-based positions will be filled with high-quality/appropriate candidates. ○ Teacher turnover will be reduced by 10% annually.
<p>m) Establish an HR employee recognition program based on key performance metrics.</p>	<ul style="list-style-type: none"> ○ Implement program by 8/2006. ○ Recognize employees on an annual basis. 	<ul style="list-style-type: none"> ○ Implement program consistent with the proposed timeline. ○ Recognize HR employees quarterly for quality of customer service.

Objective 2: Maximize Denver Public Schools’ ability to recruit and hire the most capable teachers, principals, and other school-based support staff.		
Activity:	Timeframe:	Outcome/Measurement:
a) Revise the DPS staffing calendar to allow for a more competitive position in the recruiting market.	<ul style="list-style-type: none"> ○ Finalize calendar by 11/2005. 	<ul style="list-style-type: none"> ○ DPS will be in the market by February each year. ○ DPS will hire at least 75% of teachers by April each year. ○ DPS will hire 90% of teachers by May each year. ○ DPS will hire 100% of teachers by the start of each school year.
b) Develop a comprehensive 2006-2007 marketing and recruitment strategy.	<ul style="list-style-type: none"> ○ Convene an advisory committee that includes DPS staff members and community resources to develop strategy by 12/2005. ○ Implement beginning 1/2006 and throughout the staffing cycle. 	<ul style="list-style-type: none"> ○ Development and implementation will occur consistent with the proposed timeline. ○ DPS will increase the number of high quality teacher applicants annually.
c) Launch a teacher and principal diversity initiative aimed at increasing the number of minority instructors and instructional leaders in the district.	<ul style="list-style-type: none"> ○ Convene a work group of HR representatives, teachers and principals who will devise strategies to attract minority principals and teachers; convene group by 7/2006. ○ Present recommendations to senior staff by 10/2006. ○ Implement recruiting strategies in conjunction with the 2007-2008 staffing cycle. 	<ul style="list-style-type: none"> ○ The diversity initiative work group will complete tasks consistent with the proposed timeline.
d) Market ProComp as a key selling point and unique opportunity for teachers in the Denver Public Schools.	<ul style="list-style-type: none"> ○ Include as a key component in the marketing strategy for 2006-2007 and beyond. 	<ul style="list-style-type: none"> ○ DPS will increase the number of high quality teacher applicants annually.

<p>e) Increase the number of early contracts extended in hard-to-staff areas, including ELA, Mathematics and Special Education teachers.</p>	<ul style="list-style-type: none"> ○ Issue contracts up to 75% of anticipated need as early as 4/2006. 	<ul style="list-style-type: none"> ○ DPS will hire 75% of hard-to-staff teachers by April each year. ○ DPS will hire 90% of hard-to-staff teachers by May each year. ○ DPS will hire 100% of hard-to-staff teachers by the August each year.
<p>f) Work with metro area higher education programs to develop a reliable pipeline of teachers who are well trained to serve the Denver Public Schools.</p>	<ul style="list-style-type: none"> ○ Review partnerships by 3/2006. ○ Establish an advisory committee by 3/2006 that can team with DPS partners to ensure programming is consistent with DPS needs. 	<ul style="list-style-type: none"> ○ At least 50% of successful teacher hires from universities will be a direct result of higher education partnerships.
<p>g) Establish recruiting and retention metrics that heighten the accountability of HR to schools and departments.</p>	<ul style="list-style-type: none"> ○ Finalize metrics by 3/2006. ○ Performance related to recruiting metrics will be published annually. 	<ul style="list-style-type: none"> ○ Metrics will be published consistent with the proposed timeline. ○ Performance as measured by metrics will improve by 10% annually.
<p>h) Review the substitute teacher recruitment process and hiring terms to ensure continuity of instruction given regular classroom teacher absences.</p>	<ul style="list-style-type: none"> ○ Convene an internal work group by 3/2006 to review current practice and recommend new strategies around substitute teaching. ○ Hear recommendations by 5/2006. ○ Implement new recommendations as appropriate in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ DPS will have a readily available substitute pool that can serve all schools in the District well and in a timely manner. ○ Classroom instruction will be disrupted minimally when regular classroom teachers are absent.
<p>i) Redesign the Human Resources web site for use as an effective recruiting tool; include a specific recruiting portal.</p>	<ul style="list-style-type: none"> ○ Post new web site by 4/2006. 	<ul style="list-style-type: none"> ○ The number of recruits and employees who report that the web site was a useful tool in their employment decision will increase 10% annually.
<p>j) Conduct an HR staffing open house that will allow prospective principals, assistant principals and teachers to meet the Superintendent and Chief Academic Officer and to learn about DPS' academic vision.</p>	<ul style="list-style-type: none"> ○ Conduct by 2/2006. 	<ul style="list-style-type: none"> ○ Open house will be conducted consistent with the proposed timeline.

Objective 3: Establish simple, efficient Human Resources processes that enable teachers, principals and central administrators to focus on the core mission of the district – advancing student achievement.

Activity:	Timeframe:	Outcome/Measurement:
a) Complete the Human Resources automation project, which will replace inefficient, paper-based processes with highly efficient online processes. Sample processes include: <ol style="list-style-type: none"> 1) Applications/Teacher staffing 2) “PACE” forms 3) Requisition forms 	<ul style="list-style-type: none"> ○ Complete automation project by 6/2006, with the following milestones: <ol style="list-style-type: none"> 1) Applications/teacher staffing by 1/2006. 2) “PACE” forms by 5/2006. 3) Requisition forms by 6/2006. ○ 	<ul style="list-style-type: none"> ○ Automation will occur consistent with the proposed timeline. ○ Employees who report that automation improved their working conditions will increase by 10% annually. ○ The district will improve teacher and principal retention by at least 5% annually.
b) Improve the process between administrators and principals for placing unassigned teachers.	<ul style="list-style-type: none"> ○ Collect feedback from teachers and principals by 2/2006. ○ Finalize new process by 3/2006. 	<ul style="list-style-type: none"> ○ Decrease the number of teachers placed after May each year. ○ The district will improve overall teacher retention by at least 5% annually.
c) Formalize dissemination of HR policies and procedures; maintain online.	<ul style="list-style-type: none"> ○ Complete by 11/2005. 	<ul style="list-style-type: none"> ○ Dissemination of materials will occur consistent with the proposed timeline. ○ Employees will use this online resource as their preferred means for accessing information.
d) Review and revise telephone response guidelines.	<ul style="list-style-type: none"> ○ Complete by 5/2006. 	<ul style="list-style-type: none"> ○ 100% of phone inquiries will be returned within 24 hours.
e) Expand payroll customer service hours to improve accessibility for school-based staff.	<ul style="list-style-type: none"> ○ Establish new schedule in conjunction with the 2006-2007 budget cycle. ○ Begin new schedule in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Payroll customer service hours will be convenient and flexible for school-based staff.
f) Develop and post HR operations and major milestones calendar.	<ul style="list-style-type: none"> ○ Complete by 11/2005. 	<ul style="list-style-type: none"> ○ Calendar will be posted consistent with the proposed timeline.

Objective 4: Engage in ongoing, collaborative conversations with labor organizations to facilitate stronger District/employee relationships.		
Activity:	Timeframe:	Outcome/Measurement:
a) Conduct regular meetings with senior District staff and senior union leadership to discuss issues in a timely and ongoing manner.	○ Conduct meetings quarterly with the DCTA and classified employee groups.	○ Meetings will occur consistent with the proposed timeline.
b) Continue participation in joint committees that relate to working conditions and work environment as directed by the DCTA contract, including: <ul style="list-style-type: none"> 1) Market Compensation Task Force 2) Enrollment Task Force 3) School and District Climate Task Force 	○ Convene committees as per timing outlined in the DCTA Agreement.	○ Committees will be conducted as per terms of the Agreement.

Denver Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

- Components:**
- A) The Denver Public Schools will articulate a well-defined role for both the principal and assistant principal position, establishing instructional leadership as their primary professional responsibility.
 - B) A best-in-class organization will launch a strategic effort to attract and retain the best principals and assistant principals.
 - C) Differentiated professional development opportunities for principals and assistant principals will support the Instructional Reform Plan and enhance their ability to serve as instructional leaders.



Denver Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component A: **The Denver Public Schools will articulate a well-defined role for both the principal and assistant principal position, establishing instructional leadership as their primary professional responsibility.**

Objectives: 1) Redefine the principal and assistant principal roles.

Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.		
Component A: The Denver Public Schools will articulate a well-defined role for both the principal and assistant principal position, establishing instructional leadership as their primary professional responsibility.		
Objective 1: Redefine the principal and assistant principal roles.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Publish a new principal job description that emphasizes instructional leadership and the need to drive academic success for all students**.</p> <p>**District will explore opportunities to minimize existing building management responsibilities (e.g., hiring parent advocates).</p>	<ul style="list-style-type: none"> ○ Publish job description by 1/2006. ○ Incorporate new expectations into professional development activities beginning in 1/2006. 	<ul style="list-style-type: none"> ○ Job description will be published consistent with the proposed timeline. ○ Principals will report that at least 75% of their time is spent on instructional leadership (both inside and outside of the classroom).
<p>b) Conduct professional development for principals' support staff that enables the principals to focus on instructional leadership.</p>	<ul style="list-style-type: none"> ○ Explore training opportunities by 5/2006. ○ Conduct training as needed on an ongoing basis. 	<ul style="list-style-type: none"> ○ 100% of support staff members will participate in the professional development activities.
<p>c) Publish a new assistant principal job description that both supports the principal as instructional leader and encourages similar leadership by assistant principals.**</p> <p>**District will explore opportunities to minimize existing building management responsibilities (e.g., hiring parent advocates).</p>	<ul style="list-style-type: none"> ○ Publish job description by 1/2006. ○ Incorporate new expectations into professional development activities beginning in 1/2006. 	<ul style="list-style-type: none"> ○ Job description will be published consistent with the proposed timeline. ○ Assistant Principals will report that at least 75% of their time is spent on instructional leadership (both inside and outside of the classroom).

Denver Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component B: **A best-in-class organization will launch a strategic effort to attract and retain the best principals and assistant principals.**

Objectives: 1) Execute proven principal and assistant principal recruitment practices.

Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.		
Component B: A best-in-class organization will launch a strategic effort to attract and retain the best principals and assistant principals.		
Objective 1: Execute proven principal and assistant principal recruitment practices.		
Activity:	Timeframe:	Outcome/Measurement:
a) Redesign the selection procedures for principals and assistant principals.	<ul style="list-style-type: none"> ○ Work in conjunction with Human Resources to develop a new selection process by 12/2005. ○ Publish new procedures by 1/2006. 	<ul style="list-style-type: none"> ○ Principal and assistant principal hiring will be achieved consistent with goals outlined in the Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).
b) Develop and launch a comprehensive principal/assistant principal recruitment strategy.	<ul style="list-style-type: none"> ○ Complete strategic planning by 12/2005 so that recruitment efforts can be modified for the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Recruitment strategy will be published and executed consistent with the proposed timeline.
c) Develop a Denver Public Schools Aspiring Principals Program.	<ul style="list-style-type: none"> ○ Develop program by 2007-2008. 	<ul style="list-style-type: none"> ○ At least 50% of successful principal/assistant principal hires will be a direct result of their participation and training in the program.
d) Develop a competitive performance-based compensation system (and related performance contract) that recognizes student outcomes, academic leadership, organizational risk-taking and school-based enterprise.	<ul style="list-style-type: none"> ○ Convene an advisory work group comprised of HR, Budget and principal representatives to draft terms of the performance-based evaluation system; convene work group by 5/2006. ○ Conduct a public process among principals to discuss metrics by which to measure principals moving forward; conduct discussions through 9/2006 ○ Hear committee recommendations by 9/2006. ○ Implement performance contracts for principals in conjunction with the 2007-2008 school year. 	<ul style="list-style-type: none"> ○ Performance-based compensation system and related performance contract will be finalized consistent with the proposed timeline. ○ All principals will sign performance contracts, beginning with the 2007-2008 school year. ○ The percentage of teacher turnover will decrease annually within each school district.

Denver Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component C: **Differentiated professional development opportunities for principals and assistant principals will support the Instructional Reform Plan and enhance their ability to serve as instructional leaders.**

Objectives:

- 1) All DPS principals and assistant principals will participate in coherent, relevant and excellent professional development opportunities.

Goal II: Highly-trained principals and assistant principals will serve as instructional leaders of the faculty in DPS schools.

Component C: Differentiated professional development opportunities for principals and assistant principals will support the Instructional Reform Plan and enhance their ability to serve as instructional leaders.

Objective 1: All DPS principals and assistant principals will participate in coherent, relevant and excellent professional development opportunities.

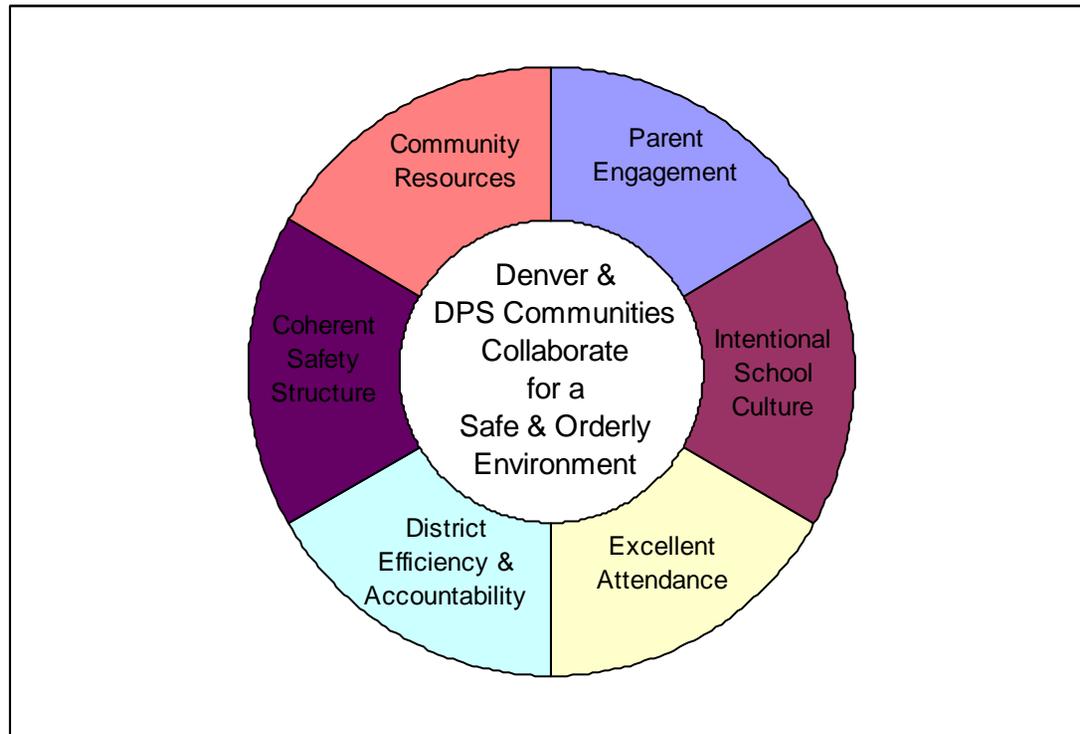
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Conduct monthly professional development sessions for principals by level. The focus will include, but not be limited to, the following:</p> <ol style="list-style-type: none"> 1) Translating instructional vision into action. 2) Establishing a common understanding of DPS’ mission and values, curricular programs/initiatives, and broad system changes DPS is tackling. 3) Enabling shared learning, exchanging best practices, and developing a peer network. 4) Understanding CSAP; how to align instruction. 5) Identifying best practices in curriculum, assessment, instruction, and professional development. 6) Understanding and working with culturally and linguistically different students. 7) Using professional development time (grade level/department meetings, 90 minutes) to improve student achievement. 8) Conducting academic reviews. 9) Orchestrating interventions to address students’ academic, social/emotional and physical health needs. 	<p>o Professional development will be conducted in the scheduled principal meetings, beginning in 11/2005 and on an ongoing basis.</p>	<p>o Under the leadership of each principal, DPS schools will meet or exceed metrics as defined by the Denver Public Schools Balanced Scorecard (See Appendix B of The Denver Plan).</p> <p>o Principals will report that at least 75% of their time is spent on instructional leadership.</p> <p>o Assistant Principals will report that at least 75% of their time is spent on instructional leadership.</p>

<p>10) Providing and facilitating parent/guardian and community engagement.</p>		
<p>b) Establish a leadership advisory work group to research/develop a curriculum training program.</p> <p>Focus will be on increasing student achievement by developing the instructional leadership and management expertise of all existing and aspiring DPS principals. The work group will design a training program for three tracks:</p> <ul style="list-style-type: none"> • <u>Principal Leadership Development Program</u>: designed to meet the needs of incumbent principals. • <u>Aspiring Principals Program</u>: designed for education professionals who desire to become principals. • <u>New Principals Program</u>: designed for those who have been promoted from within the system and those recruited from other school systems. <p>Principals participating in any of the three tracks will receive training in the following leadership framework:**</p> <ol style="list-style-type: none"> 1) Personal Qualities 2) Educational Knowledge/Skill 3) Strategic Thinking/Planning 4) Organizational Management & Design 	<ul style="list-style-type: none"> ○ Establish advisory work group in 11/2006. ○ Complete program development by 5/2006. ○ Implement the Principal Leadership Development Program in 2006-2007 and on an ongoing basis. ○ Implement the Aspiring and New Principals programs in 2007-2008 and on an ongoing basis. 	<ul style="list-style-type: none"> ○ At least 75% of principals who have been through the development programs will see improved academic achievement in their schools in the subsequent year. ○ Schools overseen by principals who have been through the development programs will see improvement in their SAR academic performance rating within two years of their training.

<p>5) Interpersonal Qualities</p> <p>**See Appendix A.</p>		
<p>c) Conduct a two-week Summer Leadership Institute for existing principals to build their instructional leadership capacity prior to the 2006-2007 school year.</p>	<ul style="list-style-type: none"> ○ Develop curriculum by 5/2006. ○ Conduct institute in 6/2006. 	<ul style="list-style-type: none"> ○ 100% of existing DPS principals will participate in the Summer Leadership Institute.
<p>d) Provide differentiated professional development support to principals on the implementation of a new School Improvement Planning process.</p>	<ul style="list-style-type: none"> ○ Begin principal training around school improvement planning by 10/2006. ○ Collect first round of new school improvement plans by 4/2007 and each year thereafter. 	<ul style="list-style-type: none"> ○ 100% of existing DPS principals will participate in training related to the School Improvement Planning process. ○ All principals will publish complete School Improvement Plans consistent with the proposed timeline.
<p>e) Provide opportunities for assistant principals to expand their knowledge and skill, and become viable candidates for the position of principal.</p>	<ul style="list-style-type: none"> ○ Conduct monthly meetings with assistant principals, beginning in 11/2005 and on an ongoing basis. 	<ul style="list-style-type: none"> ○ Among the number of assistant principals who compete for principal positions, the number hired will increase 5% annually.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

- Components:**
- A) Parents/guardians will help DPS students realize success in their academic careers.
 - B) The community will support DPS students in their quest toward academic and personal excellence.
 - C) Each school will work with its community to establish an intentional school culture and positive school climate.
 - D) All students not subject to serious medical concerns will demonstrate excellent attendance – 97% of eligible school days.
 - E) District administrators will operate DPS under a coherent, system-wide safety and security structure.
 - F) District administrators will operate DPS with maximum efficiency and accountability.

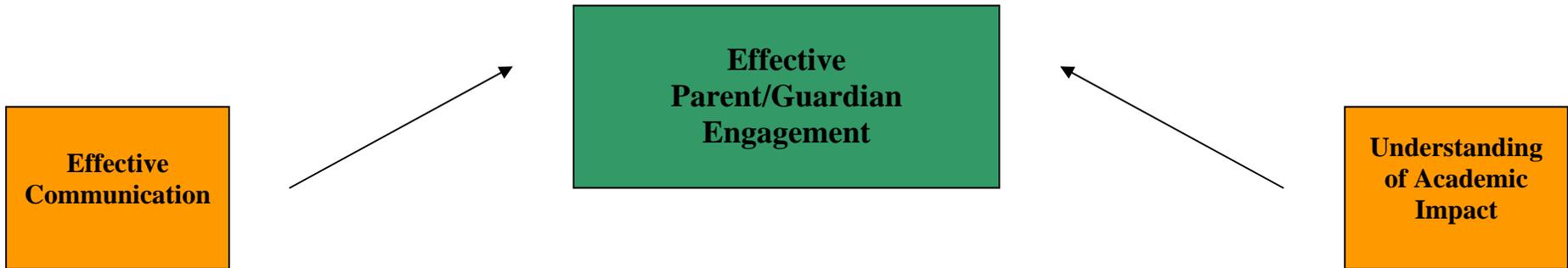


Relentless Pursuit of Student Achievement

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component A: **Parents/guardians will help DPS students realize success in their academic careers.**

- Objective:**
- 1) Establish effective communication channels between the district and parents/guardians.
 - 2) Ensure that every parent/guardian is encouraged and empowered to engage with DPS and knows the positive impact that such involvement can have on student outcomes.



<p>Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.</p>		
<p>Component A: Parents/guardians will help DPS students realize success in their academic careers.</p>		
<p>Objective 1: Establish effective communication channels between the district and parents/guardians.</p>		
<p>a) Provide better customer service to parents/guardians by hiring parent advocates onto each Instructional Support Team; parent advocates will support principals within each school network, fielding academic and non-academic parent/guardian inquiries.</p>	<ul style="list-style-type: none"> ○ Hire parent coordinators by 7/2006. ○ Train parent coordinators by 8/2006. ○ Deploy parent coordinators in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Increase the number of satisfactory parent/guardian survey ratings by 10% annually (see survey details below).
<p>a) Launch a communications campaign that includes proactive district outreach to parents/guardians regarding opportunities to be involved in school activities.</p> <p>Communication will be characterized by the following:</p> <ol style="list-style-type: none"> 1) Frequent and accessible 2) Parents’/guardians’ native language 3) Parent-/guardian-friendly language 4) Multi-media <p>Involvement opportunities could include the following:</p> <ol style="list-style-type: none"> 1) School governance/policy involvement and committee leadership 2) Homework support 3) PTA, PTSA or PTO service 4) Classroom volunteering 5) Attendance monitoring 6) Fieldtrip support 7) Fundraising support 	<ul style="list-style-type: none"> ○ Launch campaign by 8/2006. 	<ul style="list-style-type: none"> ○ After collecting baseline data during the 2006-2007 school year, the number of parents/guardians who participate in school-related activities will grow 10% annually. ○ Student mobility will decrease by at least 10% annually as parents/guardians better understand the importance of continuity in instruction. ○ Increase the number of satisfactory parent/guardian survey ratings by 10% annually (see survey details below).

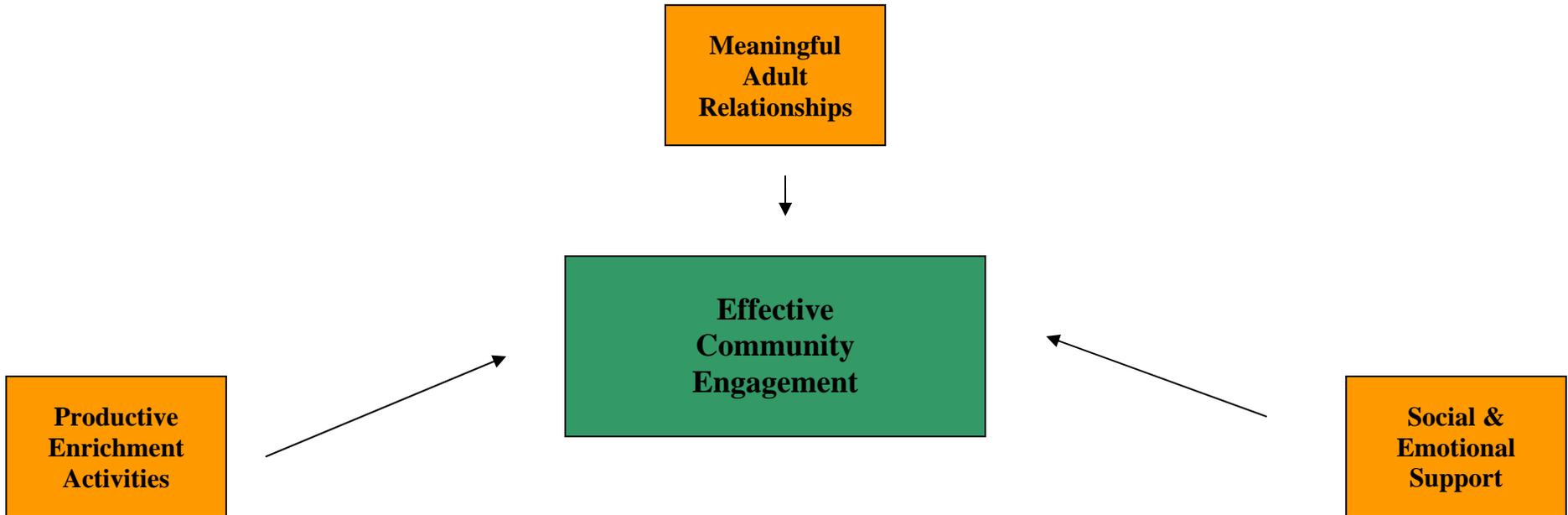
<p>b) Conduct professional development for school-based staff around parent/guardian engagement.</p> <p>Training might focus on the following:</p> <ol style="list-style-type: none"> 1) Effective strategies for parent outreach 2) Cultural sensitivity 3) Effective use of parents in the classroom 	<ul style="list-style-type: none"> ○ Conduct training prior to 8/2006. 	<ul style="list-style-type: none"> ○ At least 95% of school-based staff will participate in training related to parent/guardian engagement.
<p>c) Leverage the district-wide and federally-mandated Parent Empowerment Council to work as an advocate for parental involvement and as a resource for parent/guardian information.</p>	<ul style="list-style-type: none"> ○ Outline Parent Empowerment Council role by 3/2006. ○ Recruit members by 5/2006. ○ Conduct training by 8/2006. ○ Roll-out with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The Parent Empowerment Council will be in place at the start of the 2006-2007 school year.
<p>d) Redesign and conduct parent/guardian satisfaction surveys and focus groups to collect data around parent/guardian involvement.</p>	<ul style="list-style-type: none"> ○ Publish new survey by 5/2006. ○ Conduct survey and focus groups annually. 	<ul style="list-style-type: none"> ○ Increase the number of surveys collected by 10% annually. ○ Increase the number of satisfactory ratings by 10% annually.
<p>Objective 2: Ensure that every parent/guardian is encouraged and empowered to engage with DPS and knows the positive impact that such involvement can have on student outcomes.</p>		
<p>a) Provide leadership development opportunities for parents to prepare them to work effectively in school committees and with teachers, principals, and other school-based staff.</p>	<ul style="list-style-type: none"> ○ Conduct quadrant- and level-based training workshops as needed on an ongoing basis. 	<ul style="list-style-type: none"> ○ After collecting baseline data during the 2006-2007 school year, the number of parents/guardians who participate in school-related activities will grow 10% annually.
<p>b) Develop a grade-level array of academic support tools** for parents/guardians who are assisting with student homework and engaging in their students' academic success; offer related training opportunities.</p>	<ul style="list-style-type: none"> ○ Convene a work group that includes curriculum and community relations representatives by 4/2006 to assess existing parent/guardian support tools and current need. ○ Develop support tools as needed in core curricular areas by 8/2006. ○ Offer support tools in conjunction with the 2006-2007 school year. ○ Leverage community group 	<ul style="list-style-type: none"> ○ All parents/guardians will receive support tools at back-to-school night, through other forums, and via the Web. ○ After collecting baseline data during the 2006-2007 school year, increase parent/guardian training participants 10% annually. ○ The district will meet or exceed growth targets and reduce achievement gaps as defined by the

<p>**Tools will be designed to help parents understand such things as state standards and report cards; tools will be modified to support different cultural needs.</p>	<p>partnerships to conduct regular parent/guardian training sessions.</p>	<p>Denver Public Schools Balanced Scorecard (included as Appendix B to The Denver Plan).</p>
<p>c) Develop a compact for all students, parents/guardians, teachers, principals and the district that articulates responsibilities for each party related to each student’s academic experience. A parent engagement commitment will be a component of the compact. Responsibilities might include:</p> <ol style="list-style-type: none"> 1) Communicate with teachers at least 3 times per year. 2) Monitor/ensure student attendance. 3) Monitor/assist with student homework. 4) Monitor time spent reading. 5) Engage in a daily dialogue regarding school learning. 6) Monitor physical/emotional needs. 	<ul style="list-style-type: none"> ○ Conduct a community process that includes parents, teachers and students who will determine the scope of responsibility for each party; conclude process by 3/2006. ○ Assemble an internal work group by 3/2006 to develop an appropriate compact implementation process. ○ Conduct a school-based process that will tailor compacts as appropriate for each setting; conclude process by 5/2006. ○ Publish, distribute and collect first compact in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ After collecting baseline data during the 2006-2007 school year, increase the number of parents who sign compacts by 10% annually. ○ Among parents who sign compacts, over 90% will demonstrate a minimum level of involvement.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component B: The community will support DPS students in their quest toward academic and personal excellence.

- Objectives:**
- 1) All DPS students will have caring adult relationships in their lives, dedicated to their academic and personal success.
 - 2) All DPS students will have access to a wide variety of enrichment activities that complement the formal school day.
 - 3) A comprehensive network of community partnerships will provide the academic, social, and emotional support that DPS students need.



<p>Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.</p>		
<p>Component B: The community will support DPS students in their quest toward academic and personal excellence.</p>		
<p>Objective 1: All DPS students will have caring adult relationships in their lives, dedicated to their academic and personal success.</p>		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Expand relationships with community groups, businesses, retirees, high school and college students to assign a mentor to every student in need of additional positive adult influences.</p> <p>Mentors will monitor and assist with:</p> <ol style="list-style-type: none"> 1) Academics and goal setting 2) Attendance 3) Student mobility 4) Character development 5) Confidence and motivation 6) College preparation <p>Note: The district will begin this effort in middle schools.</p>	<ul style="list-style-type: none"> ○ Establish additional partnerships with mentoring organizations by 5/2006. ○ Identify pool of eligible students by 10/2006. ○ Assign mentors throughout the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The district will match students who need a mentor during the 2006-2007 school year, starting with fifth and sixth graders in the DPS Success program. (Expand program to include students at all grades levels as mentor capacity becomes available).
<p>b) Develop a mechanism that measures impact of the mentor program overall and in each of the key focus areas: academics, attendance, student mobility, character development and confidence/motivation.</p>	<ul style="list-style-type: none"> ○ Establish an advisory work group to develop a method of measurement by 5/2006. ○ Implement in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The number of long term mentoring commitments will increase annually. ○ Students with mentors will demonstrate improved academic performance, attendance, and behavior as defined by the mentor metrics. ○ Students with mentors will demonstrate reduced mobility in the district as defined by the mentor metrics.

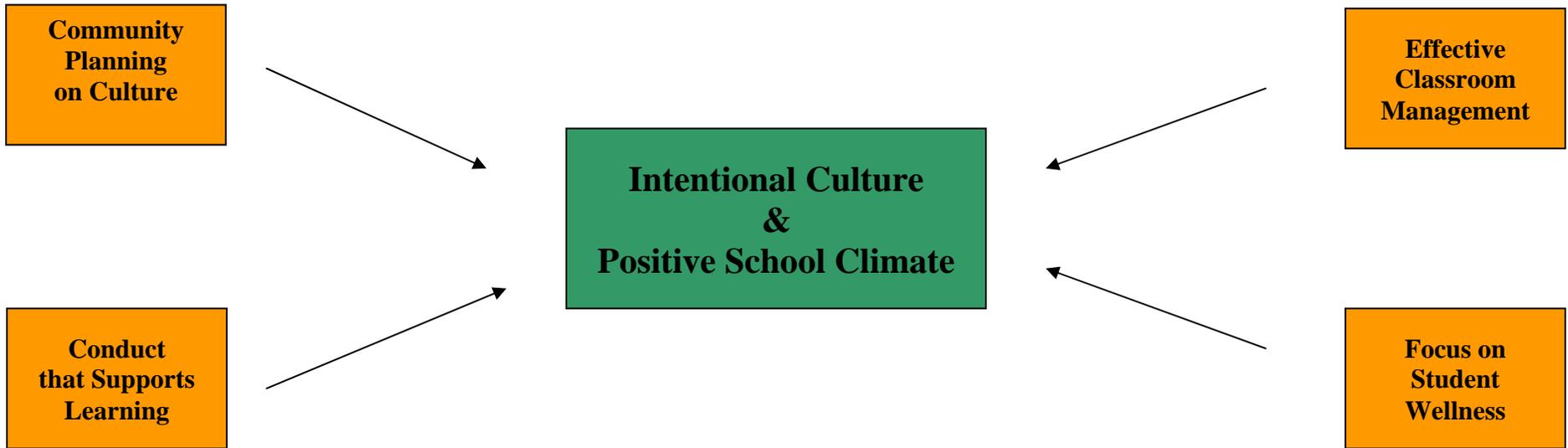
Objective 2: All DPS students will have access to a wide variety of enrichment activities that complement the formal school day.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Expand existing DPS enrichment programs and forge new relationships with community groups to coordinate before- and after-school enrichment activities in DPS or community-based facilities through 6:00 p.m. Monday through Friday.</p> <p>Enrichment activities could include, but will not be limited to the following:</p> <ol style="list-style-type: none"> 1) Homework assistance 2) Life skills/career development/college preparation 3) Athletics and recreation 4) Art, music, drama and dance 5) Other social and cultural 6) Environmental and civic responsibility 7) Game clubs (e.g., chess) 	<ul style="list-style-type: none"> ○ Review existing before- and after-school enrichment programs by 5/2006. ○ Expand before- and after-school programming during the 2006-2007 school year and on an ongoing basis. ○ Develop a related communications/outreach plan by 8/2006. ○ Modify programming on an ongoing basis as needed. 	<ul style="list-style-type: none"> ○ All DPS students will have the opportunity to be engaged in productive academic or enrichment activities from 7:00 a.m. until 6:00 p.m. each day of the school week.
<p>b) Leverage community relationships to provide enrichment opportunities in DPS or community-based facilities throughout the summer break. Enrichment activity areas would be similar to those conducted throughout the year.</p>	<ul style="list-style-type: none"> ○ Review existing summer enrichment programs by 5/2006. ○ Expand summer programming as necessary by 6/2006 and ongoing. ○ Modify programming on an ongoing basis as needed. 	<ul style="list-style-type: none"> ○ All DPS students will have the opportunity to be engaged in productive academic or enrichment activities throughout the summer break.
Objective 3: A comprehensive network of community partnerships will provide the academic, social, and emotional support that DPS students need.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Hire a recognized community leader to organize, implement and evaluate the overall community engagement effort.</p>	<ul style="list-style-type: none"> ○ Completed as of 10/2005. 	<ul style="list-style-type: none"> ○ Happy Haynes was appointed effective October 3, 2005.
<p>b) Inventory and define the scope of current District/community partnerships.</p>	<ul style="list-style-type: none"> ○ Complete inventory by 3/2006. ○ Define relationship scope by 8/2006. 	<ul style="list-style-type: none"> ○ Each DPS partner will have a defined role and relationship with the district.
<p>c) Conduct a community outreach effort to forge new partnerships where resources do not currently exist for DPS students.</p>	<ul style="list-style-type: none"> ○ Outreach will continue on an ongoing basis. 	<ul style="list-style-type: none"> ○ The district will publish a new list annually that illustrates comprehensive coverage in terms of student resources.

<p>d) Publish/post online a community partnership list that teachers, the Student Services Department, parents, and mentors can use to match students with appropriate community resources.</p>	<ul style="list-style-type: none"> ○ Publish list by 9/2006. ○ Update annually. 	<ul style="list-style-type: none"> ○ List will be made available and easily accessible consistent with the proposed timeline.
<p>e) Develop an evaluation system that will allow DPS to measure the impact of each community partnership on an annual basis.</p>	<ul style="list-style-type: none"> ○ Convene an internal work group by 3/2006 to develop the evaluation system. ○ Complete evaluation system by 5/2006. ○ Begin implementation in 2006-2007. 	<ul style="list-style-type: none"> ○ The district will publish student impact results based on this evaluation annually.
<p>f) Build the infrastructure necessary to link DPS volunteers with school needs efficiently and on a priority basis.**</p> <p>**Parent/guardian volunteers may still work directly with their child’s school principal or teacher.</p>	<ul style="list-style-type: none"> ○ Complete by 8/2006. 	<ul style="list-style-type: none"> ○ A majority of DPS volunteer efforts will be channeled through one point of contact.
<p>g) Leverage relationship with the DPS Foundation to secure funds necessary to implement initiatives as defined in The Denver Plan.</p>	<ul style="list-style-type: none"> ○ Include DPS Foundation staff in strategic planning discussions and related funding decisions as appropriate and on an ongoing basis. 	<ul style="list-style-type: none"> ○ DPS will maximize the opportunity for support that is presented by a district-affiliated foundation.
<p>h) Fund and launch the DPS Foundation Partners Program to link a community-based business with each school.</p> <p>The DPS Foundation Partners Program will coordinate with the following community initiatives:</p> <ol style="list-style-type: none"> 1) The Downtown Denver Partnership’s Businesses Unified for DPS (BUDS) program. 2) The Leadership Denver high school alumni support networks. 	<ul style="list-style-type: none"> ○ Secure other funding sources as needed by 3/2006. ○ Launch comprehensive program by 8/2006. 	<ul style="list-style-type: none"> ○ Grow the number of effective partnerships by 10% annually.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component C: Each school will work with its community to establish an intentional school culture and positive school climate.

- Objectives:**
- 1) Every school community will articulate a plan for an intentional school culture.
 - 2) The district and each school community will embrace a code of conduct that supports student learning.
 - 3) All principals and school faculty will be fully trained in classroom management as a vehicle for academic achievement.
 - 4) DPS will improve nutrition and physical activity in order to improve students' readiness to learn.



Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component C: Each school will work with its community to establish an intentional school culture and a positive school climate.

Objective 1: Every school community will articulate a plan for an intentional school culture.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) School principals will work in conjunction with staff, students and their communities to develop a plan related to intentional school culture.** Schools will be able to articulate a plan for the following:</p> <ul style="list-style-type: none"> 1) School-Based Code of Conduct 2) Leadership 3) Teaching, Learning & Assessment 4) Relationships 5) Cultural Awareness & Diversity 6) Problem Solving 7) Expectations, Trust & Accountability 8) Voice 9) Physical Environment 10) Rituals & Transitions 11) Student Motivation & Ownership <p>Plans will include clear expectations for relationships among:</p> <ul style="list-style-type: none"> 1) Principals 2) Teachers 3) Other school-based staff 4) Parents 5) Students 6) Community <p>**Plans for intentional school culture will tie into overall School Improvement Plans.</p>	<ul style="list-style-type: none"> ○ Plans should be prepared for implementation during the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Each school will publish its plan for an intentional school culture and a process for achieving one; plan/process will be published consistent with the proposed timeline. ○ Each school will see improved attendance annually. ○ Each school will see an overall decrease in the number of discipline incidents, suspensions and expulsions annually.

Objective 2: The district and each school community will embrace a code of conduct that supports student learning.		
Activity:	Timeframe:	Outcome/Measurement:
a) Articulate a district-level definition of conduct that supports positive school climate and academic excellence.	<ul style="list-style-type: none"> ○ Convene an advisory work group that includes central administrators, principals, student advisors, counselors, and teachers by 3/2006 to outline code of conduct. ○ Hear recommendations by 4/2006. ○ Publish district-level definition of conduct by 5/2006. 	<ul style="list-style-type: none"> ○ The District will publish a code of conduct consistent with the proposed timeline. ○ All parties in the DPS community will support an environment that is conducive to learning.
b) Require each school to develop a code of conduct that reflects district-wide expectations and is customized to accommodate unique community and program interests.	<ul style="list-style-type: none"> ○ Organize school-based work groups by 5/2006. ○ Publish school-based codes of conduct for implementation during the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Each school will publish a code of conduct consistent with the proposed timeline. ○ Each school will maintain an environment that is conducive to learning.
c) Establish district-wide expectations for excellence in customer service at each school site (without compromising classroom instruction).	<ul style="list-style-type: none"> ○ Convene a cross-functional committee to develop standards by 4/2006. ○ Publish standards by 6/2006. ○ Distribute standards in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Expectations will be set consistent with the proposed timeline. ○ All Denver Public Schools staff will be aware of and embrace customer service expectations.
d) Publish a Climate and Culture Survey to measure effectiveness of the safe and orderly schools effort.	<ul style="list-style-type: none"> ○ Complete survey by 4/2006. ○ Issue first survey in 5/2006 to secure baseline date and conduct on an annual basis moving forward. 	<ul style="list-style-type: none"> ○ After collecting baseline data in spring 2006, the number of students who report that they feel safe at school on the annual Climate and Culture Survey will increase by 5% annually. ○ After collecting baseline data in spring 2006, the number of teachers and principals who report a positive climate on the annual Climate and Culture Survey will increase by 5% annually.

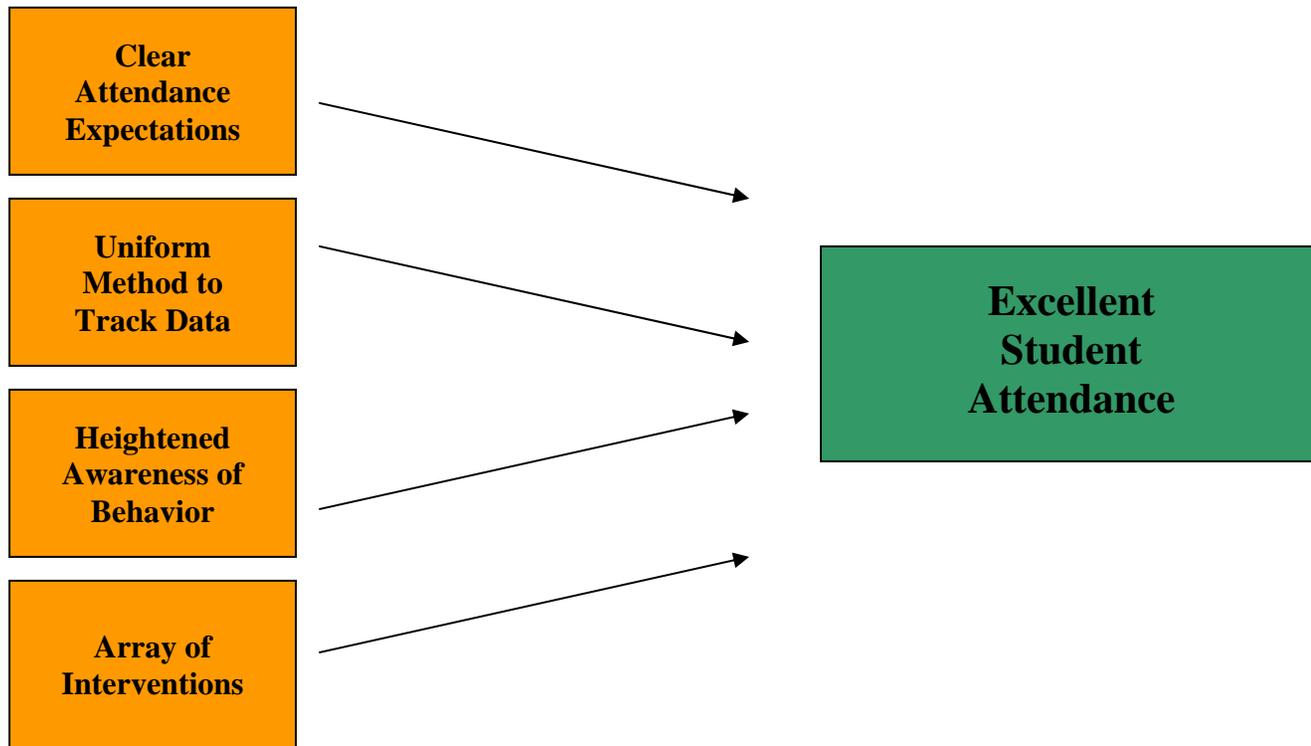
Objective 3: All principals and school faculty will be fully trained in classroom management as a vehicle for academic achievement.		
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Develop individual school plans** for effective classroom management and assert a uniform approach within each school; involve teachers, parents, and students in this process.</p> <p>**Plans are intended to emphasize achievement and student motivation over rules and compliance.</p>	<ul style="list-style-type: none"> ○ An advisory committee will identify eligible practices/curricula by 7/2006. ○ Practices/curricula will be evaluated annually. ○ School level selection and planning will be completed by 8/2006 for implementation during the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Practices/curricula will be identified consistent with the proposed timeline. ○ Each DPS school will exhibit consistency in classroom management practice consistent with the proposed timeline. ○ Practice will be assessed at regular intervals via the instructional walk-through process.
<p>b) Conduct differentiated professional development for principals, assistant principals, and teachers around classroom management techniques.</p>	<ul style="list-style-type: none"> ○ Staff will be fully trained by 8/2006. 	<ul style="list-style-type: none"> ○ The roll-out of programs and related staff training will occur consistent with the proposed timeline. ○ Annual program evaluations completed by teachers will indicate that students are experiencing positive growth.

Objective 4: DPS will improve nutrition and physical activity in order to improve students' readiness to learn.		
<p>a) Create a District wellness policy that incorporates standards for nutrition and physical activity in the Denver Public Schools.</p>	<ul style="list-style-type: none"> ○ Discussed sample wellness policy with the Denver School Health Advisory Council in 8/2005. ○ Collect input on policy from school staff, parents and community members by 2/2006. ○ Secure Board of Education approval by 3/2006. ○ Market to schools by 6/2006. ○ Implement policy in 8/2006. 	<ul style="list-style-type: none"> ○ The wellness policy will be adopted consistent with the proposed timeline.
<p>b) Build community partnerships that promote healthful eating and active living.</p>	<ul style="list-style-type: none"> ○ Work with partners to develop a community level action plan to improve nutrition and physical activity by 3/2006. ○ Seek/secure funds for a health marketing campaign in select schools/communities by 3/2006. ○ Support schools in making proposed changes on an ongoing basis. 	<ul style="list-style-type: none"> ○ Action plan will be published consistent with the proposed timeline. ○ Funds will be secured consistent with the proposed timeline.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component D: All students not subject to serious medical concerns will demonstrate excellent attendance – 97% of eligible school days.

- Objectives:**
- 1) The Denver community will hold a high attendance expectation for all Denver Public Schools students.
 - 2) The District will implement a uniform method to track the attendance of each student.
 - 3) The District will use technology to heighten parent, mentor, faculty and principal awareness around student attendance patterns.
 - 4) The District will implement a wide array of interventions at the school level to promote attendance among chronically truant students.



Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component D: All students not subject to serious medical concerns will demonstrate excellent attendance – 97% of eligible school days.

Objective 1: The Denver community will hold a high attendance expectation for all Denver Public Schools students.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Close high school campuses at lunchtime.</p> <p>Note: The district needs more time with the high schools to determine if/how this policy will be implemented. Regardless, the objective will be to ensure that we are addressing aggressively our daily attendance issues.</p>	<ul style="list-style-type: none"> ○ Complete feasibility analysis by 3/2006. ○ Finalize closure decisions by 7/2006. ○ Work with the Denver community to organize additional resources as needed. 	<ul style="list-style-type: none"> ○ Activities will be completed consistent with the proposed timeline. ○ Student attendance will improve in afternoon classes.
<p>b) Develop a compact for all students, parents/guardians, mentors, teachers, principals and the district that articulates responsibilities for each party related to each student’s academic experience. An attendance commitment will be a component of the compact.</p>	<ul style="list-style-type: none"> ○ Conduct a community process that includes parents/guardians, teachers and students who will determine the scope of responsibility for each party; conclude process by 3/2006. ○ Assemble an internal work group to develop an appropriate compact implementation process. ○ Conduct a school-based process that will tailor compacts as appropriate for each setting; conclude process by 5/2006. ○ Publish, distribute and collect first compact by 8/2006. 	<ul style="list-style-type: none"> ○ Collect a baseline number of compacts for the 2006-2007 school year; grow the number of students/families who sign compacts by 5% annually. ○ Among students who sign compacts, over 90% will meet the attendance expectation and graduate from high school. ○ The District will see a reduction in truancy of at least 10% annually. ○ The District will see a reduction in student mobility of at least 10% annually.

<p>c) Launch a community awareness/partnership campaign; outline specific opportunities for the community to assist in the effort to keep students in school.</p>	<ul style="list-style-type: none"> ○ Convene an advisory committee by 3/2006 to recommend strategies for community involvement in attendance/truancy issues. ○ Launch campaign and related strategies in conjunction with the start of the 2006-2007 school year. ○ Refresh campaign each school year. 	<ul style="list-style-type: none"> ○ Campaign will be executed consistent with the proposed timeline.
<p>d) Recognize schools, teachers and students who meet the attendance expectation or demonstrate significant progress on attendance to create positive incentives around attendance efforts.</p>	<ul style="list-style-type: none"> ○ Publish a report of students who meet the attendance expectation each month. ○ Identify district-sponsored recognition vehicles by 5/2006. ○ Encourage schools to develop a unique attendance recognition program by 5/2006. ○ Recognize the first group of students who meet the attendance expectation in 9/2006 and each month thereafter. 	<ul style="list-style-type: none"> ○ Deliver a comprehensive recognition program consistent with the proposed timeline. ○ Students who meet the attendance expectation will increase 5% annually. ○ At least 75% of students deemed “chronically truant” will show improved attendance in the subsequent years.
<p>Objective 2: The District will implement a uniform method to track the attendance of each student.</p>		
<p>Activity:</p>	<p>Timeframe:</p>	<p>Outcome/Measurement:</p>
<p>a) Issue guidelines that detail District expectations for timely and accurate attendance recording at each school and in each classroom.</p> <p>Note: Guidelines will include an outline of responsibility for each type of employee involved in attendance recording.</p>	<ul style="list-style-type: none"> ○ Completed as of 8/2005. ○ Guidelines will be redistributed each new school year. 	<ul style="list-style-type: none"> ○ All schools received guidelines during the first week of school. ○ 100% of teachers will record attendance each day (once per day at the elementary level and once per period at the secondary level).

<p>b) Develop a system to monitor student mobility within the District and enable intervention as appropriate.</p>	<ul style="list-style-type: none"> ○ Convene an advisory work group that includes central administrators, technology team members, and principals by 2/2006 to develop a monitoring/intervention process. ○ Engage community partners as needed for interventions around school change decisions. ○ Implement new process in conjunction 2006-2007. 	<ul style="list-style-type: none"> ○ Mid-year student mobility will decline by 10% annually.
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Objective 3: The District will use technology to heighten parent, mentor, faculty and principal awareness around student attendance patterns.

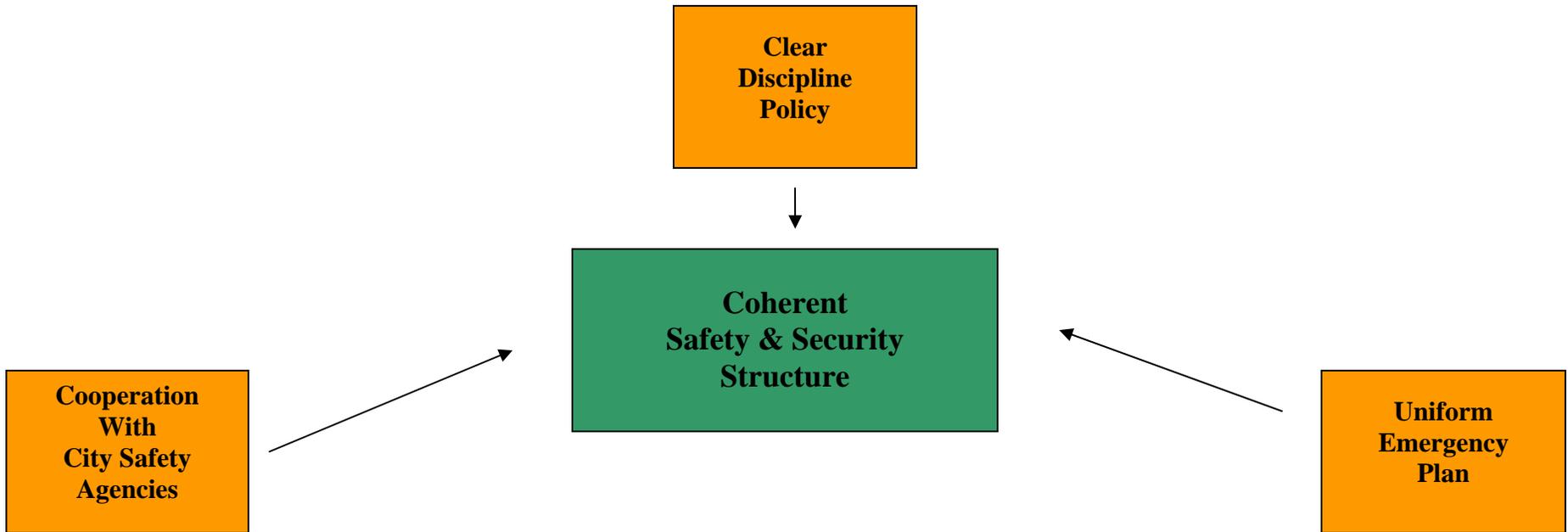
Activity:	Timeframe:	Outcome/Measurement:
<p>a) Complete the roll-out of Infinite Campus – DPS’ new student information system – and specifically, capabilities related to attendance.</p> <p>Roll-out will include:</p> <ol style="list-style-type: none"> 1) Completion of same day automated phone/email/letter notification capabilities. 2) Completion of Parent and Mentor Portal capabilities. 3) Attendance reporting capabilities. 4) Spanish language capabilities. 	<ul style="list-style-type: none"> ○ Complete full installation prior to the start of the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Roll-out will be completed consistent with the proposed timeline. ○ 100% of parents will be contacted via phone, email or letter notification upon a daily or period absence. ○ The number of parents who rate the phone/email/letter notification as a useful tool on satisfaction surveys will increase by 10% annually. ○ The district will train all interested parents and/or mentors on portal capabilities in a variety of training settings. ○ Focus groups of parent and/or mentor users will indicate that at least 90% rate the portal as a useful tool. ○ Principals/staff/parents will have access to accurate student attendance records on a daily basis.

Objective 4: The District will implement a wide array of interventions at the school level to promote attendance among chronically truant students.		
Activity:	Timeframe:	Outcome/Measurement:
a) Introduce interventions recommended by the existing Truancy Reduction Committee to keep students with attendance issues in an academic setting and out of truancy court.	<ul style="list-style-type: none"> ○ Explore and evaluate work of the existing Truancy Reduction Program by 4/2006. ○ Implement intervention programs in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The District will see a reduction in truancy of at least 10% annually. ○ The District will see a reduction in student mobility of at least 10% annually.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component E: **District administrators will operate DPS under a coherent, system-wide safety and security structure.**

- Objectives:**
- 1) The district will abide by a clear and uniform policy for the discipline, suspension, and expulsion of students.
 - 2) DPS will expand cooperation with city safety agencies.
 - 3) All DPS administrators and staff will be aware of and understand use of the Emergency Response and Crisis Management plan.



Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.		
Component E: District administrators will operate DPS under a coherent, system-wide safety and security structure.		
Objective 1: The Denver Public Schools will abide by a clear and uniform policy for the discipline, suspension, and expulsion of students.		
Activity:	Timeframe:	Outcome/Measurement:
a) Identify a comprehensive set of indicators that measure safety in areas involving students and staff, facilities, environmental issues and emergency plans.	<ul style="list-style-type: none"> ○ Student Services staff will work in conjunction with DPS principals to identify appropriate indicators. ○ Finalize indicators by 3/2006. 	<ul style="list-style-type: none"> ○ Indicators will be utilized and tracked in every school by 8/2006.
b) Conduct community forums and parent focus groups (includes parents/guardians, teachers, and students) to collect feedback on the safety indicators, proper discipline, suspension and expulsion guidelines (except for incidents for which law delineates a clear course of action).	<ul style="list-style-type: none"> ○ Complete forums and focus groups by 4/2006. ○ Revise the student discipline policy by 7/2006. 	<ul style="list-style-type: none"> ○ Feedback will be incorporated into a public matrix of safe and orderly school metrics. ○ After collecting baseline data in spring 2006, the number of parents and community members who indicate on the annual satisfaction survey that the District is taking sufficient steps to provide a safe and orderly environment for children will increase by 5% annually.
c) Revise and re-publish the student discipline policy, incorporating broad community feedback.	<ul style="list-style-type: none"> ○ Collect feedback from all constituent groups by 4/2006. ○ Secure Board of Education approval by 6/2006. ○ Conduct staff training by 8/2006. ○ Begin implementation by 8/2006. 	<ul style="list-style-type: none"> ○ The student discipline policy will be revised and implemented consistent with the proposed timeline.
d) Publicly report safety, discipline, suspension and expulsion information as per metrics defined in the Balanced Scorecard for each Denver Public School (See Denver Public Schools Balanced Scorecard in Appendix B of The Denver Plan).	<ul style="list-style-type: none"> ○ Begin reporting cycle in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The Balanced Scorecard will be utilized and tracked in every school as of August 2006. ○ The district will see improved reporting accuracy related to discipline incidents, suspensions and expulsions annually.

<p>e) Audit a sample of schools to ensure consistency of practice and reporting and accordance with the Colorado Department of Education requirements.</p>	<ul style="list-style-type: none"> ○ Audits will occur at a random selection of schools on a quarterly basis. 	<ul style="list-style-type: none"> ○ The district will conduct and publish results of the audits consistent with the proposed timeline. ○ Consistency of reporting will increase over time.
<p>f) Review organization of Denver Public Schools support staff, including student advisors and counselors to ensure optimal service to students.</p>	<ul style="list-style-type: none"> ○ Conduct review by 3/2006. ○ Reorganize as needed prior to the beginning of the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Students will receive an appropriate level of support at all DPS school sites. ○ Support personnel will be distributed efficiently throughout the district.
<p>g) Explore and implement programs, such as Restorative Justice and alternative sentencing, which may serve as effective alternatives to traditional disciplinary practice.</p>	<ul style="list-style-type: none"> ○ Convene an advisory committee by 3/2006 to research effective programs and identify opportunities for implementation in the Denver Public Schools. ○ Hear recommendations by 4/2006. ○ Implement programs in conjunction with the 2006-2007 school year. ○ Measure effectiveness on an annual basis. 	<ul style="list-style-type: none"> ○ Students who are served through alternative discipline programs and approaches will demonstrate a decrease in behavioral incidents.

Objective 2: The Denver Public Schools will expand cooperation with city safety agencies.

Activity:	Timeframe:	Outcome/Measurement:
<p>a) Review all existing agreements with the city that relate to safe and orderly schools.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ○ Intergovernmental agreement with the Denver Police Department. ○ Informal agreement with the Denver Fire Department. 	<ul style="list-style-type: none"> ○ Engage the safety/security team and community liaison to evaluate all existing relationships by 4/2006. ○ Propose any agreement modifications by 5/2006. 	<ul style="list-style-type: none"> ○ Partnership agreements will be finalized consistent with the proposed timeline. ○ Incident response will occur as per the agreements in 100% of cases on record.

<p>b) Forge new relationships that will foster safer school environments.</p>	<ul style="list-style-type: none"> ○ Identify new opportunities for collaboration by 5/2006. ○ Finalize new agreements by 8/2006. 	<ul style="list-style-type: none"> ○ New partnership agreements will be consistent with the proposed timeline. ○ Incident response will occur as per the agreements in 100% of cases on record.
<p>Objective 3: DPS administrators and staff will be aware of and understand use of the Emergency Response and Crisis Management plan.</p>		
<p style="text-align: center;">Activity:</p>	<p style="text-align: center;">Timeframe:</p>	<p style="text-align: center;">Outcome/Measurement:</p>
<p>a) Conduct district-wide professional development around the Emergency Response and Crisis Management plan (including the Environmental and Safety Program).</p>	<ul style="list-style-type: none"> ○ Training will include all district employees and be conducted over the summer on an annual basis. 	<ul style="list-style-type: none"> ○ All district staff will participate in Emergency Response and Crisis Management plan training.
<p>b) Each school will develop a unique Emergency Response and Crisis Management plan that is adapted appropriately for its building and team.</p>	<ul style="list-style-type: none"> ○ Individual school plans will be submitted to the District by 9/1 each year. 	<ul style="list-style-type: none"> ○ All school-based plans will be submitted in a timely manner. ○ All schools will ensure proper education surrounding the plan by conducting drills at least once per month.

Denver Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.

Component F: **District administrators will operate DPS with maximum efficiency and accountability.**

- Objectives:**
- 1) Each department will work to develop a customer-focused culture with emphasis on continuous improvement and customer service to principals, teachers, other school and central employees, parents/guardians, and the community.
 - 2) All budgeted district resources will be aligned with the strategic plan goals and objectives.
 - 3) Responsibility for all budgeted resources and related decision-making processes will be consolidated.
 - 4) Individual schools will be held accountable for excellence in student achievement and efficient operations through a revised school improvement planning process.
 - 5) A standing body of citizens will take stewardship of The Denver Plan.

Goal III: Collaboration among the Denver community and all DPS stakeholders will support our children in a safe, orderly, and enriching environment in every school and classroom.		
Component F: District administrators will operate DPS with maximum efficiency and accountability.		
Objective 1: Each department will work to develop a customer-focused culture with emphasis on continuous improvement and customer service to principals, teachers, other school and central employees, parents/guardians, and the community.		
Activity:	Timeframe:	Outcome/Measurement:
a) Establish district-wide expectations for excellence in customer service. Expectations would apply to all types of DPS relationships, including but not limited to the following: 1) Administrative staff and parents/students 2) Administrative staff and principals/teachers 3) Administrative departments	<ul style="list-style-type: none"> ○ Convene a cross-functional committee to develop standards and best practices by 3/2006. ○ Publish standards by 6/2006. ○ Distribute standards in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ Expectations will be consistent with the proposed timeline. ○ All Denver Public Schools staff will be aware of and abide by customer service expectations.
b) Require each department to identify function-specific performance metrics that measure support for overall District goals.	<ul style="list-style-type: none"> ○ Identify metrics by 8/2006. 	<ul style="list-style-type: none"> ○ Each department will be measured against function-specific standards and metrics annually.
c) Evaluate customer service support via satisfaction surveys completed by departments, schools, parents and students.	<ul style="list-style-type: none"> ○ Distribute surveys at the end of each school year, beginning with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ The number of favorable customer service ratings by department will increase 5% annually.
Objective 2: All budgeted district resources will be aligned with the strategic plan goals and objectives.		
Activity:	Timeframe:	Outcome/Measurement:
a) Review all current district expenditures in the context of strategic plan goals. This effort will include a process for prioritization, including: <ul style="list-style-type: none"> ○ Review current expenditures and map to District goals and priorities. ○ Identify and eliminate expenditures that do not map to District goals and priorities. ○ Reallocate resources as appropriate. 	<ul style="list-style-type: none"> ○ Annual and ongoing. Each department will be required to conduct this effort on an annual basis; however, the budget will need to be flexible to accommodate changes to the strategic plan over time. 	<ul style="list-style-type: none"> ○ The Citizen’s Guide to the Denver Public Schools format will denote clearly the alignment of resources with district goals and objectives. ○ Parents and community members who participate in budget-related focus groups will report that the information is “transparent.”
b) Adopt a set of coherent budget principles that guide District financial planning.	<ul style="list-style-type: none"> ○ Secure Board of Education approval on budget principles by 12/2005. 	<ul style="list-style-type: none"> ○ DPS will have coherent guidelines that inform the budgeting process.

<p>c) Offer a financial incentive to schools that are able to grow net new enrollment to the district over and above annual projections.**</p> <p>**Make accommodations as appropriate for schools already at capacity.</p>	<ul style="list-style-type: none"> ○ Convene an internal work group by 3/2006 to determine enrollment-driven funding parameters. ○ Begin incentive program in conjunction with the 2006-2007 school year. 	<ul style="list-style-type: none"> ○ All DPS schools will be motivated to participate in the effort to increase enrollment. ○ At least 50% of schools will attract net new students to the district above projections annually.
<p>d) Review the district’s portfolio of traditional schools, alternative schools, administrative buildings, and operational facilities; assess needs in terms of the district’s ability to deliver high quality academic programs to students around the city of Denver.</p>	<ul style="list-style-type: none"> ○ Facilities management will conduct an analysis by 8/2006. ○ Staff will recommend any changes to the Board of Education by 10/2006. 	<ul style="list-style-type: none"> ○ DPS will reduce costs associated with excess fixed assets without jeopardizing access to high quality academic programs.
<p>e) Review the District continuous-year calendar in the context of resources required and academic achievement.</p>	<ul style="list-style-type: none"> ○ Conduct an analysis of expenditures associated with the continuous year calendar by 12/2005. ○ Conduct an analysis of academic performance data at continuous year schools by 12/2005. ○ Use findings to analyze the efficacy of maintaining two calendars in the District. 	<ul style="list-style-type: none"> ○ DPS will channel resources to programming with proven academic outcomes.
<p>Objective 3: Responsibility for all budgeted resources and related decision-making processes will be consolidated.</p>		
<p style="text-align: center;">Activity:</p>	<p style="text-align: center;">Timeframe:</p>	<p style="text-align: center;">Outcome/Measurement:</p>
<p>a) Transfer responsibility for management and disbursement of all Mill Levy, General Obligation Bond, and Title funding to the Denver Public Schools Budget and Finance Department.</p>	<ul style="list-style-type: none"> ○ Complete consolidation by 3/2006. 	<ul style="list-style-type: none"> ○ Consolidation of budget responsibility will be completed consistent with the proposed timeline.
<p>b) Transfer responsibility for management and disbursement of district, state and federal grant funding to the Denver Public Schools Budget and Finance Department.</p>	<ul style="list-style-type: none"> ○ Complete consolidation by 9/2006. 	<ul style="list-style-type: none"> ○ Consolidation of budget responsibility will be completed consistent with the proposed timeline.

<p>c) Establish clear guidelines and an approval process around all district expenditures.</p>	<ul style="list-style-type: none"> ○ Publish guidelines and a formal approval process by 3/2006. 	<ul style="list-style-type: none"> ○ Publication of guidelines and process will be completed consistent with the proposed timeline.
<p>d) Establish clear delineation between funds that are appropriately overseen by the Denver Public Schools Foundation and those which are appropriately overseen by the Denver Public Schools.</p>	<ul style="list-style-type: none"> ○ Complete agreement with Foundation by 12/2005. ○ Begin redirection of funds as appropriate by beginning of next budget cycle. 	<ul style="list-style-type: none"> ○ Agreement will be forged consistent with the proposed timeline.
<p>Objective 4: Individual schools will be held accountable for excellence in student achievement and efficient operations through a revised school improvement planning process.</p>		
<p>Activity:</p>	<p>Timeframe:</p>	<p>Outcome/Measurement:</p>
<p>a) Revise the School Improvement Planning process to ensure that all schools set goals, objectives and strategies that are aligned with The Denver Plan and Balanced Scorecard.</p> <p>The new school improvement plans will feature:</p> <ol style="list-style-type: none"> 1) A consistent school improvement plan template. 2) Consistent metrics and goals around student learning, attendance, behavior, school capacity and climate. 3) Improvement strategies that accommodate unique school program and configuration situations. 4) Alignment with timelines for federal and state accountability initiatives & district and state accreditation processes. 5) Reflection of the budget and teacher staffing cycles. 	<ul style="list-style-type: none"> ○ Convene an advisory work group in 12/2005 to develop plan templates and review planning process. ○ Begin professional development for principals and assistant principals in 3/2006. ○ Collect plans from each school on an annual basis. 	<ul style="list-style-type: none"> ○ Each DPS school will have a high quality improvement plan.
<p>b) DPS will leverage the Colorado Department of Education School Improvement Grants (select schools receive \$50K in year one; \$100K in year two) to support District schools with the highest need based on student achievement data.</p>	<ul style="list-style-type: none"> ○ Complete grant applications per the 2005-2006 CDE timeline and each year thereafter. 	<ul style="list-style-type: none"> ○ DPS schools with the most significant needs will have the resources to execute an intensive school improvement strategy.

Objective 5: A standing body of citizens will take stewardship of The Denver Plan.		
Activity:	Timeframe:	Outcome/Measurement:
a) Convene a group of approximately 150 citizens of Denver to hold the District accountable to goals, objectives and activities as outlined in The Denver Plan and the DPS Balanced Scorecard.	<ul style="list-style-type: none"> ○ Convene the committee by 3/2006. ○ DPS will report progress to the committee on a quarterly basis. 	<ul style="list-style-type: none"> ○ DPS will make progress toward all District goals as stated. ○ DPS will win broad community confidence from Denver.

Appendix A: School Leadership Development Framework

Leadership capability is a combination of knowledge, understandings, attitudes, skills and personal qualities across five domains that enables a person to perform to a high standard in a given leadership role or context.

Personal

Professional values and ethics

School leaders are passionate about learning and have strong beliefs in the value of their work and the importance of professional ethics.

For example they:

- Maintain a commitment to ethical values and professional practice at all times.
- Serve as positive role models for others.
- Display respect, knowledge, and understanding of the social, ethnic, cultural, and religious backgrounds of their learning community.

Personal strengths and commitment to ongoing personal and professional development

School leaders use their knowledge of self to maximize overall performance of themselves and others.

For example they:

- Remain calm under pressure and manage their emotions.
- Nurture a sense of humor and maintain a balanced perspective.
- Display resilience in recovering quickly from adversity and setbacks.
- Accept constructive feedback, reflect upon and act on this feedback.
- Manage personal time effectively, prioritize appropriately and delegate efficiently.
- Acknowledge conflicts and act to resolve them appropriately.
- Understand their personal strengths and development needs as a school leader.
- Take calculated risks and implement new projects with confidence.
- Develop and implement a plan for future personal and professional development.

Decision-making and judgment

School leaders focus on the big picture, develop workable plans and evaluate the implications of their actions.

For example they:

- Gather and evaluate information thoroughly before making a decision, but are prepared to be decisive when necessary.
- Extract the key issues from complex data and information.
- Show understanding of the impact of their decisions on others and on current systems; they take this into consideration before acting.
- Identify the real cause of a problem and work to resolve it.
- Recognize and appreciate complex relationships.
- Recognize how activities that are apparently unconnected link to make up an overall picture.

Interpersonal**Effective communication**

School leaders communicate at a high level of effectiveness to a wide range of audiences and groups.

For example they:

- Use active listening and questioning skills effectively to ensure understanding and to clarify issues.
- Provide personal and public recognition and praise across the school community.
- Express ideas logically and fluently, adapting style to suit the needs of different audiences.
- Provide constructive and professional feedback, coaching and mentoring to members of the school community.
- Use appropriate communication technologies effectively.

Productive relationships

School leaders develop and sustain productive relationships within and beyond the school community.

For example they:

- Create a climate of mutual respect and support.
- Mediate, negotiate and implement appropriate conflict resolution strategies.
- Recognize and acknowledge everyone as an individual with their own qualities and strengths.
- Build cohesive, collaborative teams.
- Understand and utilize the diversity of skills and talents within the school community.
- Give constructive feedback to work colleagues and others in a context of mutual professional respect.
- Delegate authority and responsibility for key tasks and ensure appropriate support is accessible.

- Encourage parent participation and active contributions within the school from other stakeholders.
- Encourage, develop and support learning networks.

Inspiring others

School leaders develop effectiveness by inspiring, motivating and celebrating achievement.

For example they:

- Display understanding of and skill in motivating different groups.
- Celebrate student and staff achievement through a range of highly visible strategies.
- Use a range of influence strategies that engage all staff in the school's programs and policies.
- Maintain high visibility and devote considerable time to interact with students, staff and community.

Educational

Pedagogical knowledge

School leaders demonstrate expert knowledge of the core business of teaching, learning, curriculum, assessment and reporting.

For example they:

- Display high level understanding of the conditions that promote quality teaching and learning.
- Articulate an informed and cohesive philosophy of learning and teaching.
- Understand and clearly articulate the links between curriculum, assessment and pedagogy.
- Show understanding of current international and national perspectives on curriculum, assessment and pedagogy in conceptualizing teaching and learning programs.

Pedagogical application

School leaders apply knowledge and understanding to inform, plan, implement, monitor and evaluate teaching, learning, assessment and reporting practices across the school.

For example they:

- Demonstrate skills to promote, identify, and evaluate the quality of classroom practice.
- Implement high-leverage strategies that align curriculum, teaching and learning, assessment and reporting.
- Engage in substantive professional conversation and debate about curriculum, teaching, learning and assessment issues.

Building an environment that maximises student learning

School leaders have expert knowledge and understanding of student learning, development and behavior and apply this information to the development of systems to support learners and learning.

For example they:

- Create a safe and productive learning environment.
- Understand how best to develop systems to support student learning, development and behavior.
- Model and promote respect for the diversity of student backgrounds, experiences, developmental needs and learning approaches.
- Use current learning research to embed continuous improvement in teaching and learning programs.
- Develop a strong culture of student leadership and decision-making.

Building learning communities

School leaders develop and sustain a professional learning community.

For example they:

- Develop and contribute positively to team-based programs.
- Help others in the workplace through best practice in adult learning and critical reflection.
- Actively participate in and contribute to teaching and learning networks in and between schools.
- Participate in action research projects and use findings to influence school practices where appropriate.

Strategic

Building school vision and culture

School leaders lead the school community to develop, articulate and commit to a shared educational vision focused on quality teaching and learning.

For example they:

- Articulate a shared vision for the school and communicate this vision widely.
- Foster an innovative, futures-focused culture based on a commitment to continuous improvement.

Strategic planning

School leaders systematically gather and evaluate information from a broad variety of sources and use that information to think and plan creatively and strategically.

For example they:

- Use effective change management principles, strategies and practices to achieve continuous improvement in staff and student learning.
- Develop systems and processes to encourage and support others towards forward thinking, innovation and responsive, flexible solutions.
- Demonstrate lateral and strategic thinking, drawing on their own wisdom and that of others.

Building leadership

School leaders recognize, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.

For example they:

- Create a culture that recognizes the value of significant leadership density in empowering members of the school community.
- Negotiate and implement a variety of leadership development strategies such as delegation of authority and responsibility, coaching and mentoring.
- Establish and maintain processes to ensure the emergence and support of teacher and student leadership.

Advocacy

School leaders influence the educational debate, advocate for their schools and public education, and engage the support of stakeholders and policymakers.

For example they:

- Actively and regularly consult with relevant stakeholders.
- Proudly promote the profession of teaching at every opportunity.
- Act as an advocate and provide a voice for students, staff and parents.
- Build strategic alliances to engage and mobilize the support of policymakers, unions, students, parents and the community.
- Play a proactive role in shaping the future of education in DPS by promoting their leadership, their school, the profession and by publicizing education in the community.

Organizational

Operating effectively within a regulatory and organizational framework

School leaders efficiently and effectively apply expert knowledge of legislative, curriculum and policy requirements.

For example they:

- Design, implement and evaluate plans, policies and procedures to ensure alignment of system priorities with school community expectations.
- Display an in-depth understanding of the challenges of managing a complex organization.
- Report regularly to their school community on the performance of the school and on improvements in targeted areas.

Personnel

School leaders develop and implement effective personnel management structures, strategies and procedures.

For example they:

- Negotiate and implement processes and programs to develop staff professional skills and capabilities.
- Develop and implement initiatives to facilitate and enhance staff well-being.
- Maintain effective processes to support and monitor staff performance.
- Negotiate and implement processes to ensure staff meet accountability requirements.

Management of resources to achieve goals

School leaders manage effectively and accountably within their delegated responsibilities.

For example they:

- Monitor and evaluate policies, procedures and practices to refine and improve performance.
- Develop and implement an effective management cycle to facilitate data analysis, planning, budget allocation and accountability.
- Effectively utilize this process in the management of curriculum organization, educational programs, general resource management and school finance.
- Use IT effectively to communicate and perform key work functions.

Managing systems and processes

School leaders create and utilize effective management systems and processes.

For example they:

- Set and justify priorities.
- Ensure that opportunities for critical reflection, systematic monitoring, and review processes are embedded into the change process.
- Engage all members of the school community in consultation and in participative decision-making.
- Develop and communicate clear statements regarding structures, processes, delegations, roles, responsibilities and accountabilities within the school community.
- Ensure clear accountabilities are evident in documentation and in protocols and procedures adopted by members of the school community.