
Innovation Plan

2021-2024



MARCH 1

Mitchell High School
Colorado Springs School District 11

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Letter to the Superintendent and Board of Education

December 14, 2021

Dear Superintendent and Board of Education Members,

It is with great excitement that I submit this innovation plan on behalf of Mitchell High School. Although this is my first year serving as principal and I have not been on the job long, I am truly honored by the privilege to work alongside the students, families, and staff of the Mitchell community. As a result of the time investment and energy poured into the turnaround efforts thus far, I understand first-hand how innovation status will positively impact our school. Innovation measures will increase our ability to leverage time, money, and human resources to best serve our community.

Currently, we are in year four of priority improvement based upon the 2019 Colorado Department of Education School Performance Framework and are seeking to earn an improvement rating as an outcome of innovation status and the successful implementation of innovation measured outlined in this plan. Our innovation model emphasizes the importance of multiple pathways to promote equity that are supported by our five pillars of turnaround, a research supported approach to schoolwide improvement.

The Mitchell High School innovation plan is directly aligned to the school's unified improvement plan which is referred to as the One Plan. The One Plan details priority performance challenges directly related to sub-par evidenced based reading and writing and math mean scaled scores in all major state standardized assessments (CMAS, PSAT, and SAT). The One Plan also details deficiency in The University of Chicago 5Essentials data which emphasizes the importance of the social components of a school's culture and improvement efforts, such as trust and commitment. As a result of data analysis in these areas, two major improvement strategies were collaboratively developed:

1. Establish rigorous academic expectations through developing professional talent and fostering collective responsibility and data-driven instruction, which will result in increased student achievement.
2. Improve stakeholder shared responsibility and decision-making for student development, school improvement, and professional growth through clear, consistent, and effective communication and distributive leadership, which will result in a positive culture shift.

On September 28th and 29th of 2021, Mitchell High School was visited by and received feedback from a state review panel (SRP). The SRP recommended innovation status based upon analysis of compiled data and documentation of that visit. The SRP observed several early indicators of change, including staff confidence and support of new leadership and staff commitment to non-negotiables as defined by leadership. Feedback noted the need to strengthen the instructional core and conveyed confidence that improvement will be facilitated by way of instructional and managerial non-negotiables, focused professional development, professional learning communities outlined in improvement plans, and partnership with the University of Chicago. In terms of climate and culture, the SRP stated that both teachers and students reported that students feel safe at school and that positive behavioral interventions and supports promote the slogan ACCEPT (achievement, courage, caring, excellence, perseverance, teamwork) and are incorporated into student discipline.

This feedback coupled with other implementation successes and celebrations, reinforces the fact that innovation status will improve Mitchell High School. Innovation status will foster the environment that is required to bring about change and restore Mitchell's greatness. Flexibilities related to increased financial resources, curriculum, instruction, professional development and more will allow us to be decentralized and adapt quickly to best support our students, families, and teachers.

The following pages outline the innovation plan, which serves as a platform from which we make decisions about who we are as a school and where we aspire to be for our scholars. The intent was to keep this document concise while providing insight not only into our vision and mission, but also the strategy driving this challenging work.

Sincerely,

George Smith
Principal

School Overview

Area	Information						
Name	General William Mitchell High School						
Address	1205 Potter Drive, Colorado Springs, CO 80909						
Mascot	Marauders						
Colors	Navy Blue and Orange						
Model	Multiple Pathways						
Focus	Innovation: 5 Pillars of Turnaround						
Grade Levels	9 th , 10 th , 11 th , 12 th						
Region/Neighborhood	Southeast Quadrant of Colorado Springs School District 11						
Designation	Title I						
Principal	George C. Smith						
School Performance Framework (SPF) Status							
Priority Improvement (Year 4)							
Enrollment (2020 – 2021)							
1073							
Student Demographics (2020 – 2021)							
FRL	ELL	SPED	Hispanic/Latino	White	Black/African American	Two or More Races	Other
72%	19%	17%	52%	30%	10%	5%	3%
Mission							
We dare to empower the whole student to profoundly impact our world.							
Vision							
Our vision is to operate in a culture that builds, maintains, and restores trust as defined by sincerity, competence, reliability, and care; to offer a first-class school to our community that prepares all students for post-secondary readiness, college and career.							
Positive Behavioral Interventions and Supports (PBIS) Slogan: ACCEPT							
Achievement							
Courage							
Caring							
Excellence							
Perseverance							
Teamwork							

Innovation Rationale

Innovation status will grant Mitchell High School key flexibilities that will enable the school to fulfill its mission and vision, improve student achievement and, attain a School Performance Framework (SPF) rating that will remove the school from the state accountability clock. The waivers in key areas detailed within this document will offer the required flexibility. The human resources waivers are particularly critical to ensure that Mitchell High School can be nimble in fostering a school staff that has the specific expertise, mindset, and skills needed to execute the innovation plan strategies, provide high quality and rigorous instruction, and, ultimately, improve student achievement and growth. Annual assignments are already in place for administrators at the school, and one of the waivers in this plan will extend annual assignments to all staff to ensure the school is hiring and retaining high quality staff. Waivers in this innovation plan directly support the ability of Mitchell High School to transform into a high-quality, comprehensive high school focused on rigorous academics, multiple pathways, and community school support.

Mitchell High School is also seeking the authority to offer an educational program that differs from other high schools in the area. Students at Mitchell High School will take rigorous core academic courses while having the opportunity to take cutting-edge career and technical education (CTE) classes that reflect local workforce needs and meet student demand. Mitchell High School continues to align site-level programming with the District 11 Academic Master Plan (AMP) and the Facilities Master Plan (FMP) to effectively accommodate high-demand CTE offerings, such as aviation science, that includes a drone pilot program, construction pathway, and Project Lead the Way (PLTW) bio-medical science. Current and developing partnerships with community organizations inspire great potential related to these post-secondary opportunities for Mitchell High School graduates and their high school academic programming. The waivers detailed in this innovation plan grant flexibility in staffing and curriculum that improves the school's ability sustain and expand these exceptional programming opportunities. The demand for CTE pathways might look different in 5-10 years as the economy continues to rapidly shift in new directions. As an innovation school, Mitchell High School will be able to quickly shift programming to meet those demands and provide a relevant education to its students.

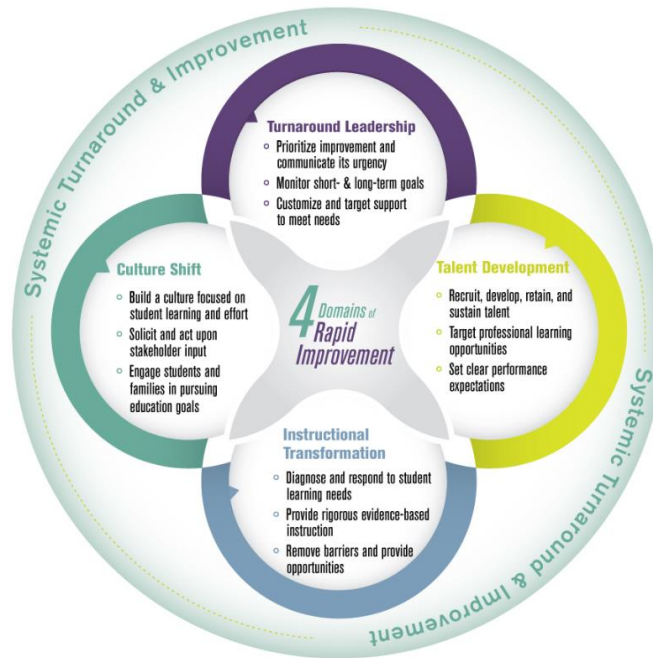
The ability to offer a robust and distinctive selection of CTE courses is just one aspect of the need for innovation status. Mitchell High School is in Year 4 of Priority Improvement and is pursuing school improvement strategies with great urgency. This innovation plan is a launching pad for the multifaceted, intense transformations planned for Mitchell High School. For example, Mitchell High School is building systems and practices to create a culture of high expectations that engages all students in rigorous college preparation courses. This work includes engaging in effective practices with a strong focus on clear instructional expectations, intentional professional learning communities, rigorous instructional coaching support, and challenging course work through Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) curriculum.

District 11 and Mitchell High School are currently partnered with the University of Chicago Network for College Success (NCS) to identify high-leverage and fast-acting practices designed to improve student outcomes. This partnership has led to the development of school-wide freshman and sophomore success teams, as data suggests that these years are critical to overall student engagement and success. The goal of this partnership is to develop junior and senior success teams in coming years, informed by University of Chicago research into high-leverage supports. NCS provides support to district and school administration in these efforts through virtual meetings, site visits, coaching, data extrapolation, system development, and technical assistance. In addition, The University of Chicago's 5Essentials survey provides stakeholder perception data specific to Mitchell High School in the areas of ambitious instruction, effective leaders, collaborative teachers, supportive environment, and involved families. According to the research, schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark. This survey data, as well as prior SPF ratings guides the school's work around school improvement plan and the adoption of instructional and managerial school-wide non-negotiables.

The remaining sections outline in more detail the innovation model Mitchell High School proposes. District and school leadership and staff are committed to transforming Mitchell High School into an innovative and inclusive school where personalized instruction empowers students to acquire the skills they need to pursue their dreams and to profoundly impact our world.

The 5 Pillars of Turnaround

At Mitchell High School, all school improvement efforts are rooted in our research-supported 5 Pillars of Turnaround. In 2017, The Center on School Turnaround published *The Four Domains for Rapid School Improvement: A Systems Framework* (see image below). That work details a systemic approach to turnaround and improvement and “what to do” specific to the identified four domains: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.



The Colorado Four Domains of Rapid School Improvement was adapted from the Center on School Turnaround’s Four Domains of Rapid School Improvement. The Colorado Four Domains include: Leadership for Rapid Improvement, Talent Management, Instructional Transformation, and Culture and Climate Shift (see image below).



Both of these models closely align with the work and research of The University of Chicago's 5Essentials (see image below) mentioned above in the innovation rationale, which includes Involved Families as an essential.



Mitchell High School used this research, SPF data, local data, and stakeholder input to develop and adopt the 5 Pillars of Turnaround: Leadership Capacity (Distributive Leadership), Quality Instruction, Talent Development, Culture Design and Shift, and Community Engagement. Innovation status grants flexibilities in systems, structures, and resources that are critical to the implementation of Mitchell High School's 5 Pillars of Turnaround key improvement strategies and practices. Examples of current strategic innovation and improvement levers that reflect the individual pillars are as follows:

1. **Leadership Capacity** – District 11 Symposium to collaboratively develop the site-level improvement plan (One Plan); School Leadership Team; Instructional Leadership Team; Master Schedule Task Force; Departmental Chairs; Culture Design Team; Freshman and Sophomore Success Teams; PBIS Team; Graduation Task Force; School Accountability Committee; Student Council; Inter-rater reliability observation, feedback, and evaluation training through partnership with Insight Education; utilization of district technology systems to facilitate collaboration, information sharing, and maximize organizational transparency (e.g. Microsoft Teams).
2. **Quality Instruction** - Adoption of research-supported instructional non-negotiables: evidence of a safe, structured, positive learning environment in which students have a nurturing relationship with adults and peers; posting of learning targets tied to Colorado Content Standards and success criteria that is objectively measurable in one class period; election to become a Kagan cooperative learning strategies pilot school to achieve 100% student engagement (as measured by Kagan PIES analysis); embedded common plan and PLC collaboration time into the master/bell schedule; adoption of Edthema and Insight Education video observations/feedback: probationary teachers will receive a minimum of 5 observations and non-probationary will receive a minimum of 3 observations, using an observation tool aligned to the Colorado State Model Performance Management System, adopted instructional non-negotiables, and the D11 Engage Coaching Model; horizontally and vertically articulated Pre-Advanced Placement frameworks for rigorous instruction; common formative assessments and interim progress monitoring that drive short-cycle PLC data analysis and

collaborative planning; on/off site-site CTE offerings, including biomedical-health science cluster, aviation/drone science technology engineering and math cluster, home builder association construction skilled trades cluster, alternative cooperative education (ACE) cluster, Air Force Junior Reserve Officer Training Corps (AFJROTC), on/off-site concurrent enrollment courses

3. **Talent Development** - Benchmark assessment training; inter and intradepartmental PLC structure adoption; Edthena observational platform; Pre-AP and AP College Board instructional training; ongoing training in best first instruction D11 model; Kagan cooperative learning strategies; ongoing observation and feedback cycle; staff development in positive behavior intervention and supports (PBIS), and targeted training specific to educational support personnel (ESP), D11 Engage Coaching Model to guide instructional observation and feedback.
4. **Culture Design and Shift** - PBIS framework implementation in alignment with D11 student code of conduct/policies, utilizing July 2021 community perception survey data to create and adopt MHS core values and PBIS slogan (ACCEPT); implementation of a progressive minor/major discipline referral process that empowers teachers and is designed to address unacceptable behaviors at the classroom level; Culture Design Team leading trainings to repair, build, and sustain trust schoolwide and throughout the community.
5. **Community Engagement** - Perception surveys; Marauder News monthly newsletter in English and Spanish; three annual World Café events; monthly School Accountability Committee (SAC); District Accountability Committee (DAC); School Launch; Open House; fall parent/guardian teacher conferences; community partnerships as follows: Care and Share (supporting the site-based food pantry), Gear Up, Colorado College, Central United Methodist Church, Upward Bound, University of Chicago Network for College Success, Peak Vista Family Health Center at Mitchell High School, Diversus Health – Mental Health Counseling & Treatment.

The One Plan

The One Plan is a continuous improvement cycle that relies upon data analysis to identify and explore strengths, trends, and areas of need across diverse data sets. This data informs the selection of the most significant areas of need. These areas of need are referred to as priority performance challenges. Then, significant contributing factors are identified that explain why the performance challenge(s) exist. As a result, major improvement strategies directly address the performance challenges. Once major improvement strategies are developed and adopted, the implementation benchmark and actions stage guide the monitoring, maintenance, and/or adaptation to implementation to produce the desired results.

During the 2021 D11 District Symposium, the improvement planning team analyzed the school performance framework, local attendance and behavior data, demographic data, state assessment data, school turnaround research data, and 5Essentials Survey results. Through a collaborative process, two priority performance challenges (PPC) were identified:

1. Poor student performance in the areas of evidenced-based reading and writing, and math on all state standardized assessments.
2. Weak teacher-principal trust and teacher influence as reported by teacher respondents to the 5Essentials survey.

Significant contributing factors were identified as follows: 1. Lack of intentional and continuous test preparation and test-taking skill improvement. 2. Lack of high academic expectations and rigor schoolwide in tier one universal instruction. 3. Failure to successfully implement distributive leadership models. 4. Need for clear, short-cycle, on-going, consistent observation and feedback. 5. Lack of intentional trust and relationship building by administrative team. 6. Lack of monitoring and acting on staff perceptions of culture and climate.

As a result of this work, the improvement planning team developed and adopted two major improvement strategies (MIS). MIS 1 addresses PPC 1 and states that rigorous academic expectations will be established through developing professional talent, fostering collective responsibility, and delivering data-driven instruction, which will result in increased student achievement. MIS 2 addresses PPC 2 and states that Mitchell High School will improve stakeholder shared responsibility and decision-making for student development, school improvement, and professional growth through clear, consistent, and effective communication and distributed leadership, which will result in a culture shift. Data sources to monitor progress and inform decision-making around MIS 1 and MIS 2 are detailed in the One Plan document.

All improvement efforts are intentionally aligned to the One Plan and the district’s Unified Improvement Plan (UIP). Both outline plans for professional development and the implementation of an effective PLC process tied to measurable goals of increased student achievement and a culture shift leading to higher student attendance rates, parent/community involvement, and a positive perception of school climate and culture.

Academic Achievement, Growth, and Post-Secondary Readiness Outcomes

The following student achievement goals have Mitchell High School earning at least a Meets Expectations SPF rating in academic achievement, academic growth, and postsecondary and workforce readiness measures by the 2022-23 school year, and, correspondingly, an overall Performance SPF rating.

	Academic Growth (PSAT/SAT)		Academic Achievement (PSAT Mean Score)		Postsecondary and Workforce Readiness (SAT Mean Score)	
	Evidenced Based Reading and Writing MGP (Median Growth Percentile)	Math MGP (Median Growth Percentile)	Evidenced Based Reading and Writing	Math	Evidenced Based Reading and Writing	Math
2019 SPF Data	39.0 (Approaching)	42.0 (Approaching)	399.8 (5 th percentile, Does Not Meet)	383.6 (1 st percentile, Does Not Meet)	435.8 (Does Not Meet)	419.6 (Does Not Meet)
2020-21 Goals	50 (Meets)	50 (Meets)	423.5 (15 th percentile, Approaching)	413.0 (15 th percentile, Approaching)	460 (Approaching)	441 (Approaching)
2021-22 Goals	60 (Meets)	60 (Meets)	445 (approx. 35 th percentile, Approaching)	435.5 (approx. 35 th percentile, Approaching)	482 (Approaching)	465 (Approaching)
2022-23 Goals	65 (Exceeds)	65 (Exceeds)	461.1 (50 th percentile, Meets)	448.4 (50 th percentile, Meets)	502 (Meets)	490 (Meets)

School Performance Framework Expected Outcomes

Mitchell High School is confident that through quality implementation of the strategies in the innovation plan our overall School Performance Framework (SPF) rating will increase. The table below outlines our annual targets for the next three years.

School Year	SPF Expected Outcomes
2021-22	44% - Improvement Status
2022-23	48% - Improvement Status
2023-24	53% - Performance Status

Innovation Model

Innovation will be supported by the 5 Pillars of Turnaround. These pillars will leverage and promote school improvement, resulting in Mitchell High School becoming a strong, desirable neighborhood school that offers multiple relevant pathways (traditional and non-traditional) education facilitated by rigorous academics and supported by community involvement. The multiple pathway model will increase student engagement and academic outcomes, ensure students and families are well supported, and will prepare every student for post-secondary success in college, career, and life.

Multiple Pathways to Promote Equity

Traditional

Non-Traditional

Pre-AP

AP/Concurrent Enrollment

CTE

Military (AFJROTC)

ELL

Improvement Focus: 5 Pillars of Turnaround

Leadership Capacity

Quality Instruction

Talent Development

Culture Design & Shift

Community Engagement

Leaders prioritize improvement, innovation, and communicate urgency

Instruction is student-centric and addresses student learning needs

Set and communicate high performance expectations and accountability

Operate in a culture that builds, maintains, and restores trust as defined by sincerity, competence, reliability, and care

Practice the 4 I's of communication and engagement: inform, inquire, involve, inspire

Increase credibility by demonstrating integrity, positive intent, capability, and delivering results

Instructional practices are standards-based, research-supported, and maximize student performance outcomes

Recruit, develop, retain and sustain highly qualified talent

Teach, promote, and reinforce ACCEPT core values by embedding PBIS practices in all schoolwide systems

Lean upon the positive aspects of school history and tradition to energize, inspire, and motivate innovation initiatives

Promote and practice distributive leadership among all stakeholders

Instruction aligns with major improvement strategies outlined in the One Plan

Develop and offer professional development that is supported by research and site-level data

Student learning and success guides all efforts and decisions

Increase community engagement opportunities and increase participation

Innovation Flexibilities

Area	Description
Academics and Curriculum	<ul style="list-style-type: none"> - Autonomy to determine the best academic program and curriculum for Mitchell High School in alignment with the innovation plan. - Grants school with recommendation from MHS SLT and principal approval/decision, the authority to develop an integrated standards-based curriculum that allows for differentiation and project-based, inquiry-driven learning. - Autonomy to select curriculum, textbooks, and other academic resources that best support the academic program. - Autonomy to design curriculum calendars, unit planning, pacing guides that best align with the academic program. - This waiver increases student choice, which will improve student engagement. - Flexibility in curriculum will allow for expanded opportunities for students to demonstrate their learning in a variety of ways. - Gives the school authority to create an ELL pathway with different supports and course offerings and grants flexibility specific to graduation requirements.
Assessment	<ul style="list-style-type: none"> - Autonomy to determine interim assessments that align with site-level adopted curriculum calendars and pacing guides and address student achievement/learning gaps as evidenced by site-level data. - Autonomy to determine common formative assessments and interim assessments that align to the academic program. - School may opt-out of district quarterly assessments if they are not aligned with the innovation plan and assessment needs and select alternate more appropriate assessments instead. - Additional assessments may be added with recommendation from MHS SLT and principal approval/decision.
Budget	<ul style="list-style-type: none"> - Site-level flexibility from district procurement and contracting policies that inhibit site-level ability to affect change and move the innovation plan forward (e.g. vendor contract and purchasing flexibility). - Autonomy to determine extra compensation for extended time, additional responsibilities, incentives.
Calendar and Schedule	<ul style="list-style-type: none"> - Autonomy to determine the annual school calendar and daily bell schedule for Mitchell High School, provided it meets or exceeds minimum state and local requirements. This includes the authority to determine the number of professional development days, days off, and late starts/early release days. - With recommendation from MHS SLT and principal approval/decision, the school will determine the annual calendar and daily bell schedule to implement the academic program, execute strategies outlined in the innovation plan, and meet community needs. - Ability to engage in additional days of professional development at the start of the school year, during the school year, and at the conclusion of the school year (funding dependent). - Staff, student, parent/guardian, community member, and district level input will be collected and considered. - Other considerations include but are not limited to: <ul style="list-style-type: none"> ▪ Staff schedule and calendar changes ▪ Assessment coordination ▪ Flexibility with start/end date for students

	<ul style="list-style-type: none"> ▪ Duration of the instructional day ▪ Teacher individual and collaborative planning time
Governance	<ul style="list-style-type: none"> - A distributive leadership model will be adopted and implemented in an effort to maximize stakeholder leadership capacity and share accountability. - Mitchell High School names the School Leadership Team (SLT) as a key contributor to site-level governance and decision-making. - Students, staff, parents/guardians, and community members play a significant role as active participants in school governance through the School Accountability Committee (SAC) and other subcommittees.
Graduation Requirements	<ul style="list-style-type: none"> - Ability to modify the graduation credit subject matter requirements as specified in District Policy, allowing MHS, with recommendation from MHS SLT and principal approval/decision, to establish policy for the type of credits required for graduation, resulting in increased flexibility to meet individual student needs.
Human Resources	<ul style="list-style-type: none"> - Freedom to recruit and select teachers that demonstrate characteristics that support school improvement specific to the innovation plan. - Autonomy to recruit and make offers to applicants outside the district hiring timeline, schedule, and process to maximize students' access to highly effective teachers and staff. This provides the authority to consider all eligible applicants, including teachers who apply to transfer for vacancies, and will offer contracts according to the site-level hiring timeline. MHS will work in cooperation with district Personnel Support Services, and in accordance with state and federal law. - Autonomy to employ non-licensed teachers for hard-to-fill positions in non-core content classes. (e.g. Career and Technical Education positions). - Autonomy to waive work-time hours and implement a flexible schedule to offer courses after regular hours that support student and community needs as evidenced by data. - Autonomy to create new positions when identified staff roles are needed to effect change and move the innovation plan forward. MHS will create new positions and job descriptions in collaboration with district Personnel Support Services and as allowable by state and federal law. - Ability to have Instructional Leadership Team (ILT) members and other licensed professionals who receive district-level evaluator and inter-rater reliability training conduct observations and/or evaluations to maximize the professional development of all licensed staff and ensure fidelity to the MHS academic program and innovation plan. - Allow school-based paraprofessionals with a four-year degree and substitute license to serve as substitute teachers. - Waive Article 12 of the CSEA Master Agreement to delegate authority to Mitchell High School over professional development, evaluation, and remediation (if required) for both probationary and non-probationary professionals. - Waive Article 18 of the CSEA Master Agreement to gain the authority to refuse direct placements or involuntary transfers in regard to providing seniority, seniority credits, preference, or hiring rights.
Professional Development	<ul style="list-style-type: none"> - Autonomy to determine the professional development of staff and administration to effectively promote and implement research-based best practices that support the academic program and innovation plan - MHS SLT accompanied by principal approval, have the ability to opt out of participation in District Professional Development opportunities when it does not align with the innovation plan.

	<ul style="list-style-type: none"> - The MHS SLT will have the responsibility to recommend professional development needs backed by student performance data and teacher development needs specific to research-based best practices. - Ability for MHS Administration to determine teacher and teacher leader participation in district required professional development to ensure site-district priority alignment. - Ability to have Instructional Leadership Team (ILT) members and other licensed professionals receive district-level evaluator and inter-rater reliability training to conduct observations and/or evaluations of colleagues.
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Innovation Levers

Academic Assessment

Assessment at Mitchell High School promotes a data-centric approach to student learning, achievement outcomes, and academic success. Quality formative, interim, and summative assessments that are intentionally aligned to curriculum calendars and pacing guides are essential for student growth and achievement. These assessments provide baseline data, provide feedback to teachers, measure growth, guide next steps, identify learning needs, and predict summative data. Improved student test-taking skills and standardized test scores (e.g. CMAS, PSAT, and SAT) are expected by-products of the use of quality assessments for progress monitoring and instructional adaptation. Improvement in these areas directly aligns to the One Plan and School Performance Framework measures of success.

Academic Program

The Pre-AP Program is a program offered to schools by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. They are designed to support all students across varying levels of abilities through focus. They are not honors or advanced courses. The Pre-AP program grants educators and their students the space and time for deep engagement with content.

Participating schools receive an official Pre-AP designation for each course and the opportunity to bring engaging, meaningful, foundational coursework to all students across varying levels of abilities. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students’ content knowledge and critical thinking skills. The Pre-AP Program launched in the 2018-2019 school year with eight courses. Three additional courses were launched in the fall of 2020.

Pre-AP Program Objectives

1. Offer every student access to a high-quality education that prepares them for success in high school and beyond.
2. Provide educators with engaging, targeted course materials that help them ensure their students successfully master grade-level materials.

How It Works

Pre-AP challenges students to build relevant critical thinking skills through the following shared principles:



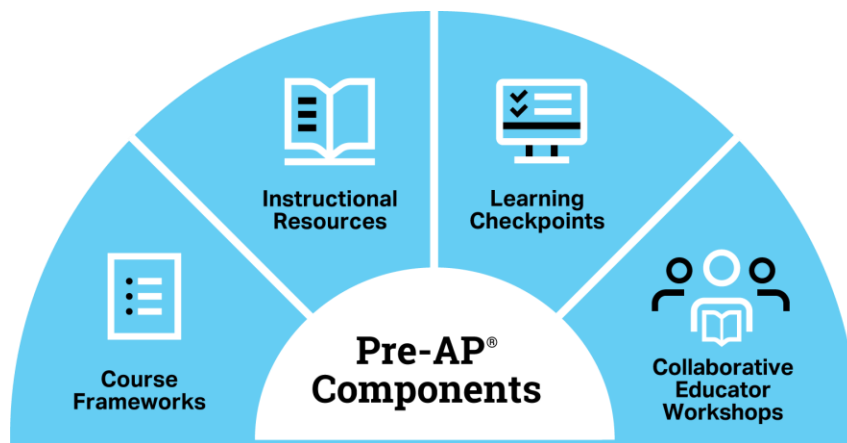
Close Observation and Analysis: As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.

Evidence-Based Writing: Students craft claims in science, analyze sources in history, provide explanations to problems in math, demonstrate reading comprehension in ELA, and critique artistic choices in the arts. They begin with a focus on the sentence before progressing to paragraph- and essay-level writing.

Higher-Order Questioning: Students are encouraged to grapple with questions that spark curiosity and promote productive critical thinking skills so they can succeed on unfamiliar, new tasks.

Academic Conversation: Students will be engaged, active participants in their learning. Pre-AP offers frequent opportunities for students to compare, critique, debate, and build upon others’ ideas.

What Pre-AP Provides



Focused Course Frameworks: The Pre-AP Course Frameworks are like a blueprint that teachers can use to plan targeted instruction that best suits their students’ specific needs. By devoting more time to fewer concepts, all students are able to achieve success and mastery of grade-level-appropriate material.

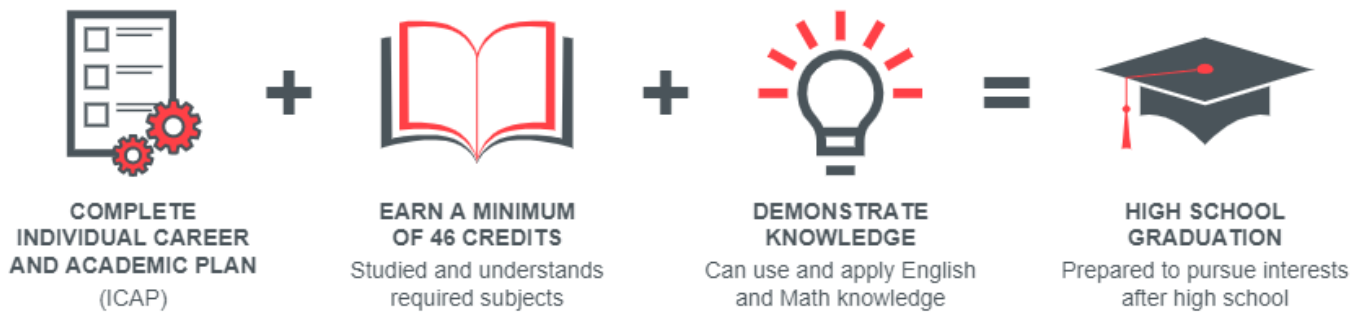
Engaging Instructional Resources: Model lessons that feature motivating classroom activities, engaging texts, and challenging practice are developed in close collaboration with educational experts and align closely with state standards.

Assessments for Learning: The Pre-AP digital learning checkpoints and performance tasks help students track their growth against consistent, high standards and allow teachers the opportunity to refocus on foundational concepts that need more attention. Final exams in each course provide an opportunity for students to demonstrate their mastery.

College and Career Readiness Class and Advisory

College and Career Readiness Class (CCRC) and Advisory provides intentional proactive and responsive support and intervention to students. This time allows teachers, counselors, and other instructional staff to serve as advisors to students and foster positive teacher-student relationships that lead to increased student achievement and academic growth. Students can earn elective credit toward graduation by successfully meeting CCRC/advisory requirements, which directly correlates to the successful completion of district graduation requirements as defined in board policy IKF-E (see image below).

Students graduating in or after 2022 must meet or exceed the following graduation requirements to receive a high school diploma from Colorado Springs School District 11.



Community School Supports

To realize this collective vision, Mitchell High School has developed strong working partnerships with different non-profit organizations, businesses, volunteers, philanthropists, higher education institutions, and individuals to provide a variety of resources to support students and families. A community school embraces collaboration between the school, the school district, and community partnerships. Care and Share (supporting the site-based food pantry), Gear Up, Colorado College (and other local colleges and universities), Central United Methodist Church, Upward Bound, University of Chicago Network for College Success, and Diversus Health – Mental Health Counseling & Treatment all partner with Mitchell High School and District 11 to support students and families impacted by poverty, societal barriers and systemic challenges.

Additionally, District 11 has funded an on-site full-service Peak Vista Health Clinic at Mitchell High School (opened January 2020) with complete facilities for medical, dental, laboratory, and mental health support available to all Mitchell High School students, families, neighbors within a 1.5-mile radius and to families of all elementary and middle feeder schools. Equitable access to healthcare is one of the systemic challenges that hinders families in the Mitchell community. The impact of not having access to healthcare often translates to exposure to different types of trauma, absenteeism from school, and adverse behavioral and developmental conditions that affect students' access to learning. This partnership addresses these barriers to equity.

District-Level Support and Oversight

The district partner for Mitchell High School is committed to providing intensive support to the school's principal. This support and oversight will be differentiated based on the school's needs and will include:

- Weekly school visits to include classroom observations
- Two regularly scheduled check-ins with the school leader
- Regular feedback based on data and observations
- On-site project manager to provide support managing the various external partners and initiatives at Mitchell High School
- Monitoring implementation of the innovation plan and ensuring core elements of the plan are staying on track
- Supporting the school with any issues that arise with implementing waivers by working with other district departments as needed (e.g. Human Resources, Finance)
- Monthly updates and collaboration with the Cabinet, Executive Cabinet and Board of Education
- Direct access and support from a dedicated school improvement specialist, a systems improvement specialist, a director of title programs, and a director of curriculum

English Language Learner Development and Support

English and Spanish are the predominant home languages of students, with many bilingual students at all levels. Our Innovation plan includes strategies to serve the unique needs of our diverse student population through a focus on whole child supports, English language development, and research-supported practices that have a proven track record of success in schools with similar populations:

- Implementation of a co-teaching model in which ESL teachers co-teach with other content area teachers (e.g. ELA)
- Alignment of ESL curriculum with core content curriculum
- ESL Department utilization of high-leverage instructional resources specific to literacy and language development (e.g. Study Sync, Rosetta Stone, Read 180, etc.)
- Creation of student schedules that include classes that reflect English proficiency level, supports, and access to grade level curriculum as evidenced by WIDA screener overall scores. English proficiency levels are as follows:
 - 1.0 – 1.7 (Low Non-English Proficiency)
 - 1.8 – 2.7 (High Non-English Proficiency)
 - 2.8 – 4.0 (Limited English Proficiency)
- Implement a peer-tutoring program, in which interested bi-lingual students are vetted and trained based upon specific selection criteria, serve in a centralized tutoring center and push-in to classrooms to support content area teachers. Peer tutors receive an elective credit for successful fulfillment of their peer-tutoring commitment.
- Flexible ELL graduation pathway in which English learner students are required to meet the same requirements as non-English learners in order to graduate from high school. Accommodation and modification exceptions may be permitted for English learner students on an individual basis.

Leadership Capacity and Distributive Leadership

Research shows optimal professional growth when teachers are active partners in school improvement, committed to the school, and are engaged in meaningful professional development. Distributive leadership directly increases collective responsibility, professional capacity, and a shared commitment to improving student achievement. Under this innovation lever, stakeholders will work collaboratively across various spheres of influence. This will positively impact parent/community engagement, student-teacher, teacher-teacher, and teacher-principal trust.

The School Leadership Team (SLT) will serve as a critical element of school governance that will help to move innovation strategies forward and will be comprised of the following:

- (2) Administrative Representatives (Principal and Assistant Principal)
- Counseling, CTE, ELL, English, ESP, ILT, JROTC, Math, Science, Social Studies, SPED and (2) Electives Representatives
- Project Manager
- Data Processor

Interested SLT candidates will submit an interest essay that will be included on each departmental voting ballot. SLT members will be elected by the department they will represent. The SLT will meet, at minimum, once each quarter. The SLT will, twice annually, publish to the staff a concise and clear report on their scope of work and recommendations. SLT representatives will serve for a term of no more than two years, but be subject to the annual selection process.

Various leadership opportunities are available to all school stakeholders, from students to partnering community members. Examples of other distributive leadership opportunities that influence school governance include: 1. School Accountability Committee 2. Culture Design Team 3. Scheduling Task Force 4. Graduation Task Force 5. Instructional Leadership Team 6. Positive Behavioral Interventions and Supports Team 7. Professional Learning Communities 8. Grade Level Core and Success Teams 9. Department Chairs 10. World Café Team 11. ELL Parent Advisory Committee 12. Student Council.

Master and Bell Schedule

The master schedule promotes and facilitates a culture of collaboration by way of common professional learning communities (PLC), specifically intra/inter-departmental planning periods. A student-centered approach to college and career readiness, tiered academic intervention, and an advisory period to proactively address individual student needs and provide support are also embedded in the daily bell schedule.

In 2021-22, Mitchell High School implemented a daily block bell schedule. As a result of the block schedule, students have fewer classes each day and classes are scheduled for a longer period of time (e.g. 90 minutes instead of 50). The adopted block schedule alternates between blue (blocks 1, 2, 3, and 4) and orange (blocks 5, 6, 7, and 8) days, with each Monday serving as our silver day. Silver days provide two hours in the morning for staff PLC and professional development opportunities before students arrive.

Some of the pros in regard to the block schedule are as follows: 1. Increased time dedicated to specific content 2. Increased time teachers have to work with students in specific content areas 3. Promotes cooperative learning structures and activities 4. Increased times for labs 5. Decreases daily homework 6. Longer teacher planning periods 7. Increases student focus and decreases school discipline incidents by limiting the number of social distractions that often occur during transitions and less structured times 8. Alignment and practice with post-secondary college/university scheduling model.

Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices

PBIS is a broad range of systemic and individualized strategies for achieving important social and educational outcomes while preventing problem behavior with all students. The ACCEPT Behavioral Matrix outlines schoolwide behavioral expectations and norms while the behavioral management process details how problem behaviors are addressed and

managed, as well as identifying when and where they occur. It is the goal of Mitchell High School Administration to be fair and consistent when processing disciplinary referrals and when considering consequences for behavioral infractions. The student handbook, The ACCEPT Behavioral Matrix, and the behavioral management process all detail information pertaining to discipline management protocol.

PBIS and restorative practices go hand in hand. The multi-tiered approach utilized at Mitchell High School promotes productive interpersonal relationships, academic seat time, behavioral expectations, and community cohesiveness. It is important to understand that PBIS and restorative practices work to recognize the purpose or function of poor student behavior in hopes of identifying a need that is not being met. This understanding can only be achieved through trust, positive relationships, effective communication, consistency, and fairness.

The Restorative Justice Council indicates that the term "restorative practices" is more widely used to refer to the work in schools and philosophically based in fostering relationships, strengthening understanding, repairing harm, and building strong communities. Restorative practices in schools are designed to create an inclusive climate and culture. Restorative justice is intended to prevent lower-level behaviors and conflict from rising to the level of law enforcement involvement.

Restorative Justice tends to refer more specifically to incidents where identifiable victim(s) and offender(s) will be involved. Forge Evolution and Colorado Springs Teen Court are examples of a restorative justice strategy that Mitchell High School accesses. These programs provide an opportunity for those most affected by a crime (i.e. the victims, the community, and the offender) to be directly involved in the justice and restoration process.

Professional Learning Communities

All staff members at Mitchell High School commit to PLC practices and processes. PLC teams review, analyze, examine, apply, and reflect upon data to improve professional practices and achieve student-centered growth. Professional Learning Communities will consist of intra-departmental teams and inter-departmental teams which will meet during a common plan period for norm setting, clear learning targets and success criteria, lesson planning (Universal Backward Design), data analysis, progress monitoring, and data driven dialogue with vertical and horizontal alignment. Teams will submit and track PLC agendas, templates, forms, unit plans, formative assessments, summative assessments in Microsoft Teams.

Teachers will collaborate in Professional Learning Community Teams throughout the year, and will set and track goals. Teachers will also have students set and track goals in their process. Teacher collaboration addresses the four fundamental questions. These questions are explored throughout the year, before assessments are given (pre-assessment intra and interdepartmental common plans), during instruction (PLC planning), and when common formative assessments are given (post-assessment data driven dialogues).

Quality Instruction

Emphasis on the importance of research-supported and best, first instructional practices implementation and development is critical to academic achievement and growth outcomes. Schoolwide instructional non-negotiables focusing on high expectations and accountability are identified by site-level observation data. Quality instruction is supported by the distributed leadership model by having properly trained observers and evaluators provide consistent and ongoing feedback and talent development opportunities. Formal and informal observations, peer observations,

learning walks, and digital observation and collaboration (Edthena) will facilitate data collection and analysis that informs professional development needs, offerings, and evaluative recommendations.

Active learning and student engagement is at the forefront of quality instruction and will inform decision-making specific to professional development, research-based best practice implementation, and instructional observation feedback. Mitchell High School is a Kagan Cooperative Learning Structures pilot school. Kagan structures and practices directly address student engagement by achieving the different outcomes that follow: 1. Enhanced mastery of subject matter 2. Improved thinking skills 3. Teambuilding 4. Classbuilding 5. Development of character and social skills 6. Communication skills 7. Classroom management 8. Classroom discipline 9. Development and engagement of each of the Multiple Intelligences and target the various learning styles.

Schoolwide Expectations and Non-negotiables

As a staff, it is important that we understand and acknowledge the impact of poverty and trauma on students and their ability to self-regulate and make well-informed decisions. For example, understanding the impact trauma has on working memory can shed light on why many students may struggle to follow basic instructions or follow along in a lesson.

We also acknowledge that working at Mitchell High School or any other highly impacted school requires an extraordinary amount of effort. “Average” is not the performance level that will create sustainable improvement. Whether through lesson preparation, making calls to parents, participating in home visits, participating in after school tutoring or Saturday school, the need for a strong collective effort from all staff members is critical to carry these extremely heavy responsibilities as an educator. We will focus on what is within the locus of our control. Our students demand staff members that believe in the promise of what they can be, and to look beyond their present circumstances as we prepare all students to be college and career ready.

Our innovation school model will have a strong focus on building a culture of high expectations for all students and staff. The following lists of “non-negotiable expectations” are the behaviors we expect to see from all staff at Mitchell High School.

Administrative Non-Negotiables

- Administration’s purpose is to support and do whatever possible to allow our teachers to deliver the best educational opportunities to our students!
- Administration is expected to support implementation of the innovation plan by modeling expectations and by frequently visiting classroom and providing feedback with the purpose of improving and supporting growth.
- Administration will frequently attend PLCs to be informed on departmental work and focus. Administration will provide support in any way possible for PLC teams to ensure instructional goals are supported with intentionality.
- Administration will collaborate with the various leadership teams to design the Summer Institute to be relevant and engaging and to meet the needs of students and staff.
- Administration will take part in professional development with teachers to the extent that it is feasible.
- Administration will seek professional development aligned with the innovation plan strategies to improve their practices to better support staff, students, and community.
- Administration will actively collaborate with various leadership teams to ensure that licensed and ESP are well supported and empowered.

Staff Non-Negotiables

- Staff are expected to fully implement with consistency the strategies included in this innovation plan, as applicable for their roles.
- Opting-out from the culture of high expectations and accountability is not an option.
- Staff will attend all required faculty meetings and participate in professional development.
- Teachers will employ rigorous instructional practices as identified by the various leadership teams (e.g. Instructional Leadership Team, Department Charis, PLC, etc.) and based upon collaborative feedback with the external partnership with NCS.
- Instructional non-negotiables will directly align with the One Plan and be research-supported best practices that enhance teacher effectiveness and student learning in every class, every day. Instructional non-negotiables will be identified and communicated as a result of ongoing instructional observations and the analysis of instructional observation and perception data.
 - 2021 – 2022 Instructional Non-Negotiables
 1. Evidence of a safe, structured, positive learning environment in which each student has a nurturing relationship with adults and peers (2A, teacher-student relationships – effect size .72)
 2. Posted Learning Targets that are tied to Colorado Content Standards and Success Criteria that is objectively measurable in one class period (1A, teacher clarity – effect size .75)
 3. One hundred percent (100%) student engagement as measured by the Kagan P.I.E.S. analysis and evidenced by embedded coding (3E, concentration, persistence, engagement – effect size .56)
- All staff will attend the Summer Institute, which will be 2 to 4 days depending on funding and needs. For every day of professional development, we will have a collaboration day to prepare, plan, and process the new learning from the professional development delivered.
- Staff are expected to regularly participate in outreach initiatives to foster stronger relationships with the community. Examples of community outreach practices are as follows:
 - Positive calls home
 - Home visits (voluntary)
 - Attend and assist with community engagement activities (e.g. School Launch, Open House, Parent/Guardian-Teacher Conferences, World Café, etc.)
- Teachers are expected to demonstrate fidelity to universal grading practices, both in content area classes and CCRC/Advisory. This increases schoolwide equity specific to grading. This also minimizes confusion for students and parents due to consistency from class-to-class.
- Teachers are expected to demonstrate fidelity to universal PBIS and restorative practices (e.g. minor/major referral process and incentive cards). All staff shall demonstrate, communicate, teach, re-teach, and reinforce ACCEPT core values.
- Teachers are expected to review, analyze, examine, apply, and reflect upon data to improve professional practice and achieve student-centered growth. State, site-level, common assessment, interim assessment, and benchmark data will be used to identify gaps, monitor growth, and set goals.
- Teachers are expected to engage in purposeful and intentional dialogue with colleagues for the purpose of improving instruction and produce desired student outcomes. Teachers will actively participate in Professional Learning Communities at Mitchell High School and provide evidence collaboration using adopted resources (e.g. PLC Team Templates).

The Network for College Success (NCS) at the University of Chicago Partnership

The NCS at the University of Chicago builds the capacity of school leaders to transform their high schools into equitable communities of powerful learning for young people and educators. NCS partners with Mitchell to translate freshman success research and data into effective practice that supports postsecondary readiness and success for all students. We have partnered with Mitchell and D11 to support the development and leadership of data-driven, student-focused, interdepartmental grade-level teams at the 9th and 10th-grade levels. The core work of the teams is to impact student learning experiences and outcomes to improve graduation rates. NCS uses Freshman On-Track and B's or Better indicators while collecting student experience data to drive collaboration and action steps. These indicators are linked to higher graduation rates as well as college entrance and post-secondary readiness and success.

Voluntary and Mandatory Intervention

Success in courses, specifically in 9th grade, is a key indicator of secondary and post-secondary success. Voluntary and mandatory intervention directly addresses poor grades and improves student success rates in terms of grades and credit attainment. Time allocated to intervention facilitates intentional and targeted intervention that offers students who are passing all classes the autonomy to visit teachers of their choice to further improve academic grades and/or receive enrichment in classes where they are high-performing. This is referred to as voluntary intervention. Mandatory intervention specifically identifies students who are underperforming (D and/or F) in scheduled classes for targeted support.

Waivers

State Policies – Colorado Revised Statutes

To enhance the ability of Mitchell High School to implement this innovation plan, the school is requesting the following Colorado Revised Statutes be waived.

State Statute	C.R.S. 22-32-109(1)(f)	Area of Impact: Local Boards of Education duties concerning selection of personnel and pay; talent management – hiring.
Action	Delegate authority to Mitchell High School to establish its own hiring and stipend/incentive pay procedures.	
Replacement Policy or Practice	<p>Pursuant to state law, the D11 board will delegate the duty specified in this paragraph to Mitchell High School. The principal, in collaboration with the MHS SLT and in alignment with the innovation plan, will select school personnel in collaboration with Personnel Support Services department. Mitchell High School retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. This will allow the school to post vacancies as they become open, engage in independent recruitment efforts outside of centralized recruitment channels, and to make offers to candidates outside of the traditional district hiring calendar. The school will consult with the district human resources department as needed but will retain decision-making authority over hiring procedures and selection of personnel.</p> <p>The principal of Mitchell High School has the authority to make employment offers to qualified candidates. There will be no priority hiring pool candidates, but the school may consider district</p>	

	<p>priority candidates for employment. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p> <p>The school shall use the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales.</p> <p>When unique staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Personnel Support Services department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall determine the rate of pay during the budget cycle for the following year. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.</p>	
State Statute	<p>C.R.S. 22-32-109(1)(n)(I) C.R.S. 22-32-109(1)(n)(II)(A) C.R.S. 22-32-109(1)(n)(II)(B)</p>	<p>Area of Impact: Schedule and calendar, actual hours of teacher-pupil instruction and contact, school calendar.</p>
Action	<p>Delegate authority to Mitchell High School to establish its own schedule and calendar.</p>	
Replacement Policy or Practice	<p>Mitchell High School will have authority to establish its own school calendar and school day schedule, including professional development days, or days off that may differ from the district. No later than 60 calendar days before June 30th on an annualized basis, the principal in consultation with the MHS SLT, ILT and SAC will determine the following year's school calendar and school day schedule that meets or exceeds statutory minimums for calendar, schedule and hours of teacher-pupil instruction.</p> <p>The school will ensure that students participating in hybrid schedules and taking courses online will still meet minimum teacher-student contact hours by ensuring the online courses meet district and state requirements.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 10 of the CSEA master agreement.</p>	
State Statute	<p>C.R.S. 22-32-109(1)(t)</p>	<p>Area of Impact: Determine educational program and prescribe textbooks.</p>
Action	<p>Delegate authority to Mitchell High School to establish an educational program, including courses of study, curriculum, and instructional materials, that align to state and local standards and meets the needs of the innovation plan.</p>	
Replacement Policy or Practice	<p>In accordance with the innovation plan, the principal in collaboration with the MHS SLT, shall determine the educational program and courses of study for the school and shall prescribe the curriculum and instructional materials or resources for any course of instruction or study in such programs. The MHS SLT will consult with the SAC and Achievement Learning and Leadership department prior to making any changes to educational programs. If the school decides not to make changes to courses or instruction, it will default to any existing district-adopted curriculum and instructional materials as defined by the Achievement Learning and Leadership department.</p>	

State Statute	C.R.S. 22-32-110(1)(h)	Area of Impact: Local Board powers concerning employment termination of school personnel.
Action	Delegate authority to Mitchell High School to discharge employees in accordance with statutory due process expectations (when applicable).	
Replacement Policy or Practice	In accordance with the innovation plan, the D11 board delegates the power specified in the statute to the school principal and in accordance with the language specific to CSEA Article 12 detailed in the CSEA Master Agreement waivers portion of this document.	
State Statute	C.R.S. 22-32-110(1)(k)	Area of Impact: In-service training.
Action	Delegate authority to Mitchell High School to adopt written policies that relate to the efficacy, in-service training, professional growth, safety, official conduct, and welfare of the staff at the school.	
Replacement Policy or Practice	Consistent with law and unaffected by an employee’s religion, creed, color, sex, sexual orientation, marital status, racial or ethnic background, national origin, ancestry, or participation in community affairs, Mitchell High School will develop expectations for professional development and growth consistent with the innovation plan. The school will continue to adhere to the expected guidelines for an employee’s official conduct, safety, and welfare as outlined in district policy.	
State Statute	C.R.S. 22-63-201	Area of Impact: Teacher Employment, Compensation and Dismissal Act of 1990; employment required-exception.
Action	Mitchell High School will make hiring decisions for non-core content teachers based on its own criteria.	
Replacement Policy or Practice	<p>The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.</p> <p>Mitchell High School will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Special Education and the Arts.</p>	
State Statute	C.R.S. 22-63-202	Area of Impact: Teacher Employment Act – contracts in writing, damage provision. Talent management – contracts.
Action	Delegate authority to Mitchell High School to enter into contracts with teachers.	
Replacement Policy or Practice	<p>In alignment with District Policy GCQC, a teacher may terminate his/her employment contract with Colorado Springs School District 11 (the District): (i) for the succeeding academic year by giving written notice no later than 30 days prior to the commencement of the succeeding academic year; (ii) after the beginning of the academic year by giving at least 30 days’ written notice; or (iii) at any time by mutual agreement of the teacher and the school principal.</p> <p>After the hiring process pursuant to district policy, the principal of Mitchell High School has the authority to make employment offers to qualified candidates in collaboration with Personnel Support Services department. There will be no priority hiring pool candidates, but the school may consider district priority candidates for employment. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	

State Statute	C.R.S. 22-63-203	Area of Impact: Teacher Employment Act – requirements for probationary teacher, renewal and non-renewal. Talent management – teacher assignments.
Action	Delegate authority to Mitchell High School to utilize annual assignments.	
Replacement Policy or Practice	<p>The annual assignment may be executed, to include voluntary and non-voluntary placement during the school year.</p> <p>Contract termination of instructional staff, will be for a just cause and due process will be followed.</p> <p>In alignment with District Policy GCQC, a teacher may terminate his/her employment contract with Colorado Springs School District 11 (the District): (i) for the succeeding academic year by giving written notice no later than 30 days prior to the commencement of the succeeding academic year; (ii) after the beginning of the academic year by giving at least 30 days’ written notice; or (iii) at any time by mutual agreement of the teacher and the school principal.</p> <p>The principal of Mitchell High School has the authority to make employment offers to qualified candidates in collaboration with Personnel Support Services department. There will be no priority hiring pool candidates, but the school may consider district priority candidates for employment. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
State Statute	C.R.S. 22-63-206	Area of Impact: Teacher transfers, talent management – staff transfers.
Action	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.	
Replacement Policy or Practice	Mitchell High School may refuse direct placements or mandatory transfers from the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates but will consider them for employment. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service using the district salary schedule as a base.	
State Statute	C.R.S. 22-63-301	Area of Impact: Teacher Employment Act – grounds for dismissal. Talent management – teacher dismissal.
Action	Delegate authority to Mitchell High School to dismiss teachers in accordance with adopted site-level protocol.	
Replacement Policy or Practice	<p>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan and with the language specific to CSEA Article 12 detailed in the CSEA Master Agreement waivers portion of this document.</p> <p>The annual assignment may be executed, to include voluntary and non-voluntary placement during the school year.</p> <p>If the school wants to terminate a teacher contract mid-year of the contract, it will be for a just cause.</p>	

	<p>In alignment with District Policy GCQC, a teacher may terminate his/her employment contract with Colorado Springs School District 11 (the District): (i) for the succeeding academic year by giving written notice no later than 30 days prior to the commencement of the succeeding academic year; (ii) after the beginning of the academic year by giving at least 30 days' written notice; or (iii) at any time by mutual agreement of the teacher and the school principal.</p>	
State Statute	C.R.S. 22-63-302	Area of Impact: Teacher Employment Act – procedures for dismissal of teachers. Talent management – teacher dismissal.
Action	<p>Delegate authority to Mitchell High School to dismiss teachers in accordance with adopted site-level protocol.</p>	
Replacement Policy or Practice	<p>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan and the language specific to CSEA Article 12 detailed in the CSEA Master Agreement waivers portion of this document.</p> <p>The annual assignment may be executed, to include voluntary and non-voluntary placement during the school year.</p> <p>If the school wants to terminate a teacher contract mid-year of the contract, it will be for a just cause.</p> <p>In alignment with District Policy GCQC, a teacher may terminate his/her employment contract with Colorado Springs School District 11 (the District): (i) for the succeeding academic year by giving written notice no later than 30 days prior to the commencement of the succeeding academic year; (ii) after the beginning of the academic year by giving at least 30 days' written notice; or (iii) at any time by mutual agreement of the teacher and the school principal.</p> <p>The principal of Mitchell High School has the authority to make employment offers to qualified candidates in consultation with the Personnel Support Services department. There will be no priority hiring pool candidates, but the school may consider district priority candidates for employment. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
State Statute	C.R.S. 22-63-401	Area of Impact: Teacher Employment Act – teachers subject to adopted salary schedule. Talent management – compensation.
Action	<p>Delegate authority to Mitchell High School to determine compensation schedules and to determine stipends and incentive pay.</p>	
Replacement Policy or Practice	<p>The school, with recommendation from MHS SLT and principal approval/decision, -shall use the negotiated salary structures for all positions that are part of the collective bargaining unit but shall have the right to establish stipends and incentives. Years of experience will still accrue for salary schedule purposes. Incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs, which may include incentive pay for concurrent enrollment teachers, performance incentive pay, or stipends for additional responsibilities, coaching, tutoring, professional development and other identified needs. The MHS SLT and principal approval/decision will determine the following school year's stipend and incentive structures during the budgeting process for the following school year. If the school does not make changes to its stipend or incentive structures, it will default to the existing district schedules.</p>	

State Statute	C.R.S. 22-63-402	Area of Impact: License and letter of authorization required in order to pay teachers.
Action	Delegate authority to Mitchell High School to hire non-licensed teachers for non-core subject areas.	
Replacement Policy or Practice	<p>The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school and be subject to District Policy GCE-GCF and GCE-GCF-R.</p> <p>Mitchell High School will employ licensed teachers for teaching core content pursuant to state and federal law. Core content areas are considered as Language Arts; Math; Science; Foreign language; Special Education and Social Studies.</p>	

District Policy Waivers

To enhance the ability of Mitchell High School to implement this innovation plan, the school is requesting the following district policies be waived.

District Policy	GBDA	Area of impact: Referral to Employee Handbooks/Agreements
Action	Delegates authority to Mitchell High School to establish agreements and handbooks in alignment with the innovation plan and its waivers.	
Replacement Policy or Practice	In the case of any conflict or discrepancy between the innovation plan waivers an existing agreements or handbooks, the innovation plan waivers and their replacement policy shall take precedence.	
District Policy	GCAA; GCAB	Area of impact: Instructional and Administrative Staff Positions
Action	Delegate authority to Mitchell High School to create unique job descriptions for instructional positions and administrative staff.	
Replacement Policy or Practice	When unique staff roles (instructional, support or administrative) are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Personnel Support Services department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall determine the rate of pay during the budget cycle for the following year. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.	
District Policy	GCE-GCF	Teachers and Executive/Professionals Recruiting/Hiring/Background Checks
Action	Delegate authority to Mitchell High School to establish its own hiring procedures.	
Replacement Policy or Practice	Mitchell High School will have the authority to engage in independent recruitment efforts outside of centralized recruitment channels. The school will adhere to all the provisions of GCE-GCF and GCE-GCF-R regarding background checks, finger printing and reporting in accordance with the district's guidelines and state statute.	

District Policy	IC-ICA; ID	Area of impact: School Year/School Calendar, School Day
Action	Delegate authority to Mitchell High School to establish its own schedule and calendar.	
Replacement Policy or Practice	<p>Mitchell High School will have authority to establish its own school calendar and school day schedule, including professional development days, or days off that may differ from the district. No later than 60 calendar days before June 30th on an annualized basis, the principal in consultation with the MHS SLT, ILT and SAC will determine the following year's school calendar and school day schedule that meets or exceeds statutory minimums for calendar, schedule and hours of teacher-pupil instruction.</p> <p>The school will ensure that students participating in hybrid schedules and taking courses online will still meet minimum teacher-student contact hours by ensuring the online courses meet district and state requirements.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 10 of the CSEA master agreement.</p>	
District Policy	IGA; IJJ	Area of impact: Curriculum Development and Instructional Materials
Action	Delegate authority to Mitchell High School, with recommendation from MHS SLT and principal approval/decision, will determine their own annual calendar and daily schedule to maximize opportunities to fulfill the strategies outlined in this innovation plan. educational program, including courses of study, curriculum, and instructional materials, that align to state and local standards and meets the needs of the innovation plan.	
Replacement Policy or Practice	In accordance with the innovation plan, the MHS SLT will recommend and principal approval/decision, shall determine the educational program and courses of study for the school and shall prescribe the curriculum and instructional materials or resources for any course of instruction or study in such programs. The MHS SLT will consult with the SAC and Achievement Learning and Leadership department prior to making any changes to educational programs. If the school decides not to make changes to courses or instruction, it will default to any existing district-adopted curriculum and instructional materials as defined by the Achievement Learning and Leadership department.	
District Policy	IKF; IKF-R-1	Area of impact: Graduation Requirements
Action	Delegate authority to Mitchell High School to specify a different menu of subjects for which credits must be earned.	
Replacement Policy or Practice	<p>Mitchell High School graduation requirements will follow IKF and IKF-R-1 and IKF-R-2 in regards to the ICAP completion requirement and the requirement to demonstrate postsecondary and workforce readiness from the Colorado Board of Education approved menu of College and Career Ready demonstrations (for students enrolled in high school beginning with the 2017/2018 school year and thereafter).</p> <p>Mitchell High School will have the authority to specify a different menu of subjects for which the 46 credits must be earned. Mitchell High School will require the following minimum credits:</p> <ul style="list-style-type: none"> - English Language Arts Credits: 8 - Social Studies (American History and Civil Government required): 6 - Mathematics (any course that is approved by the school): 6 	

	<ul style="list-style-type: none"> - Science (2 semester credits of Physical Science, 2 semester credits Biology, 2 credits any other designated science class required): 6 - Physical Education: 3 - Health: 1 - Humanities (English, music, fine arts and/or world language): 2 - Postsecondary Workforce Readiness (this includes, but is not limited to, automotive, business education, computer science, industrial arts/vocational education, consumer and family studies, Career and Technical Education (CTE), Concurrent Enrollment (CE), Advancement Via Individual Determination (AVID), Junior Reserve Officer Training Corps (JROTC), and Career Pathways): 4 <p>Required subjects: 36</p> <p>Electives (could include Economics, computer technology, music, fine arts, world language, or any additional courses from the above subject categories): 10</p> <p>Minimum total for graduation: 46</p> <p>This menu of graduation credit requirements increases the amount of flexibility the school will have to customize course offerings for students based on individual needs and interests while still maintaining the district’s required number of credits (46). The above menu increases the number of Postsecondary and Workforce Readiness credits that are required because the high school’s innovation plan is focused on expanding the number of CTE and concurrent enrollment offerings. The CTE and concurrent enrollment course options will be both rigorous and relevant.</p> <p>In accordance with the innovation plan’s description of the ELL Pathway, a differentiated graduation pathway menu for ELL students will be created with the advisement of the SAC’s ELL Parent Advisory Subcommittee and approval of the Local School Council.</p>	
District Policy	ILBA	Area of impact: District Program Assessments
Action	Delegate authority to Mitchell High School to determine assessments that focus on the school’s core instructional practices and provide a data-rich environment.	
Replacement Policy or Practice	The school may opt-out of district quarterly assessments if they are not aligned with the school’s innovation plan and assessment needs. The school will continue to participate in the assessments if they are aligned with the school’s needs and reflect the learning and growth from the school’s interim assessments.	

CSEA Master Agreement Waivers

To enhance the ability of Mitchell High School to implement this innovation plan, the school is requesting the following provisions of the CSEA Master Agreement be waived.

Article	Article VIII	Area of impact: Vacancies and Change of Assignments
Action	Delegate authority to Mitchell High School to establish its own hiring procedures.	
Replacement Policy or Practice	<p>Anyone acting as a hiring manager will be trained in anti-bias and equity practices.</p> <p>The principal, in collaboration with the MHS SLT team as legally allowable and in alignment with the innovation plan, will select school personnel directly. Mitchell High School, in cooperation with Personnel Support Services department retains the right to determine its hiring procedures and</p>	

	<p>timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. This will allow the school to post vacancies as they become open, engage in independent recruitment efforts outside of centralized recruitment channels, to make offers through Personnel Support Services department to candidates outside of the traditional district hiring calendar.</p> <p>The school will consult with the Personnel Support Services department as needed but will retain decision-making authority over hiring procedures and selection of personnel. There will be no priority hiring pool candidates, but the school may consider district priority candidates for employment.</p> <p>The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p> <p>If a teacher’s contract is discontinued for a “displaced teacher event” as specified in Article VIII of the CSEA Master Agreement and he/she had earned three years of effective ratings (the equivalent of non-probationary status), he/she will continue to have the employment and compensation rights that are specified in Paragraph C of Article VIII of the CSEA master agreement.</p>	
Article	Article X	Area of impact: Teaching Conditions/Assignments
Action	Delegate authority to Mitchell High School to establish teaching conditions in accordance with the innovation plan.	
Replacement Policy or Practice	<p>To effectively implement the innovation plan the school, with MHS SLT recommendation and principal approval/decision, requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from Article 10 to determine its own school year and school day calendar and to specify teacher contract year, work week and day, contact time, and plan time.</p> <p>No later than 60 calendar days before the end of the school year, the principal in consultation with the MHS SLT, Local School Council, SAC, Superintendent or their designee, students, parents and community, will determine the following year's school calendar and school day schedule that meets or exceeds statutory minimums for calendar, schedule and hours of teacher-pupil instruction. The school calendar will not exceed 200 days without requiring 80% staff approval.</p> <p>The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year.</p> <ul style="list-style-type: none"> - Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the MHS SLT. - Non-student contact days, planning days, assessment days, and professional development days will be determined with recommendation from MHS SLT and principal approval/decision to determine annual calendar and daily schedule to maximize opportunities to fulfill the strategies outlined in the innovation plan. - Staff, students, parents, district and community input will be collected and considered. 	

	<p>Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 36.75 hours, with additional pay, to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day to implement flexible scheduling or any other strategies included in the innovation plan. Evening meetings may be scheduled, as necessary, to implement the innovation plan.</p> <p>Teachers will be given at least the minimum minutes of teacher planning and conference time per week as specified in Article 10. The number of minutes will be specified by the principal in consultation with the Local School Council on an annual basis.</p> <p>Teachers may be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students. Non-teaching duties that extend teacher work week beyond 36.75 hours will be negotiated between all parties and compensated accordingly.</p>	
Article	Article XII	Area of impact: Teacher Development and Evaluation
Action	Delegate authority to Mitchell High School over teacher development and evaluation.	
Replacement Policy or Practice	<p>The site level Instructional Leadership team (includes administrators, master teacher leaders, and instructional coaches) will be trained in anti-bias and equity practices, as well as inter-rater reliability for observation and evaluation practices.</p> <p>Non-probationary teachers who are not performing satisfactorily as measured by the evaluation non-negotiables (two informal observations and one formal observation by third quarter) shall be placed on Mitchell High School’s remediation plan as outlined in Paragraph G of Article 12 of the CSEA Master agreement, in which the School Leadership Team will, absent the identification of the personnel, identify specific areas for improvement and develop SMART goal recommendations for the teacher, provide the teacher notice of these areas for improvement in writing, will be given resources and supports (including on site instructional coaches and/or district instructional coaches) and the teacher will undergo weekly observations and coaching sessions with written feedback.</p> <p>Probationary teachers who are not performing satisfactorily as measured by the evaluation non-negotiables by the beginning of the second quarter (two informal observations and one formal observation) shall be placed on Mitchell High School’s remediation plan as outlined in Paragraph G of Article 12 of the CSEA Master agreement, in which the School Leadership Team will, absent the identification of the personnel, identify specific areas for improvement and develop SMART goal recommendations for the teacher, provide the teacher notice of these areas for improvement in writing, will be given resources and supports (including on site instructional coaches and/or district instructional coaches) and the teacher will undergo weekly observations and coaching sessions with written feedback.</p> <p>Once teachers demonstrate growth as measured by two informal and one formal observation and the areas for improvement and associated SMART goals outlined in the Mitchell High School</p>	

	Remediation plan, the teacher will receive feedback in which ongoing remediation may be considered or the teacher will be moved off of remediation.	
Article	Article XV	Area of impact: Stipends
Action	Delegate authority to Mitchell High School to determine stipends and incentive pay.	
Replacement Policy or Practice	<p>The school shall use the negotiated salary structures for all positions that are part of the collective bargaining unit but shall have the right to establish stipends and incentives that differ from Article 15. Years of experience will still accrue for salary schedule purposes.</p> <p>Incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs, which may include incentive pay for concurrent enrollment teachers, performance incentive pay, or stipends for additional responsibilities, coaching, tutoring, professional development, and other identified needs. The MHS SLT and principal approval/decision will determine the following school year's stipend and incentive structures during the budgeting process for the following school year. If the school does not make changes to its stipend or incentive structures, it will default to the existing schedules outlined in the CSEA Master Agreement.</p>	