

**Denver Public Schools**

**Report to the Board of Education**

FOR INFORMATION ONLY

**REVITALIZATION PLAN  
FOR  
MONTBELLO HIGH SCHOOL**



**Northeast Area Superintendent's Office**

**January 2006**

## EXECUTIVE SUMMARY

The Northeast Denver Community has elected to pursue the process of revitalization for Montbello High School. The community elected revitalization because its academic achievement rating has been consistently *low* as shown by the Colorado School Accountability Report (SAR). Montbello High School, which is entering its 25<sup>th</sup> year of service as the comprehensive High School for the Northeast Denver Community, has consistently struggled with student achievement despite a series of improvement efforts dating back to early 1990s. Therefore the Montbello Revitalization Committee was formed by the Far Northeast Denver Pastoral Advisory Council (FNDPAC) to develop a comprehensive improvement plan and to make recommendations for revitalizing Montbello High School. The committee made a conscious effort to bring together key stakeholders that consisted of business leaders, elected officials, parents, school personnel (teachers, administrators and staff), and local ministers, to discuss issues and devise a strategic plan for academic achievement at Montbello High School. The community strongly feels that curriculum, professional development, a comprehensive student services program, and an integrated parent involvement program are the important aspects of creating a culture of academic excellence.

Early on in this process the Revitalization Committee made the Superintendent of Denver Public Schools aware of the communities request and plans for the revitalization of Montbello High School. Our process for planning was rigorous and inclusive; the information was disseminated to various constituencies such as the Superintendent of Denver Public Schools, the Northeast area Superintendent's Office, elected officials, local business leaders, the Greater Northeast Area Community, and the faculty and students of Montbello High School. In a formal meeting of the Montbello Revitalization Committee the members positively elected to move forward with the revitalization plan which correlates directly with the "Denver Plan."

First and foremost, the committee recommends reorganizing Montbello High School from a traditional High School into a school that features small learning communities such as a 9<sup>th</sup> grade Academy, an Early College Magnet, and a Technology Innovations Magnet where students are exposed to a curriculum that will prepare graduates to be competitive in multiple career fields. Our transition will begin during the summer of 2006 where incoming freshman will receive an indoctrination that prepares them for success at Montbello High School and is focused on the retention of 9<sup>th</sup> grade students. Secondly, the current sophomores, juniors and seniors will begin post secondary preparatory training; receive an introduction to technological competencies, and begin the development of their career portfolios. Additionally, students will be exposed to school-wide initiatives that use formative assessments, appropriate learning time, emphasizes an aligned curriculum, and targeted interventions that ensure their academic success. Furthermore, we will institute a comprehensive student services program that includes a tutoring center, enhanced programs for student connectivity to school, and connects the student to a culture of academic excellence. Finally, through the use of a student, family, parent and community liaison specialist we will deploy strategies that address how our school based programs integrates our students, families, and community into the mission of school improvement at Montbello High School.

## INTRODUCTION

Montbello High School is located in the Northeast quadrant of Denver in one of the fastest growing communities within the City of Denver which includes the Montbello and Green Valley Ranch Communities. Montbello High School presently serves 1420 students in grades 9<sup>th</sup> -12<sup>th</sup>, making it one of the largest high schools within DPS. The school is 53 percent Hispanic, 38.5 percent African- American, 4.3 percent white, 3.5 percent Asian, and less than 1 percent Native American. Students who are eligible for free and reduced lunch represent 53 percent of enrollment. Roughly 25 percent of Montbello High School students are English language learners.

Beginning August 31, 2005 the Far Northeast Denver Pastoral Advisory Council (FNDPAC) initiated community involvement meetings to look at Montbello High School for revitalization in an effort to erase the cycle of low achievement. The committee, through the use of a broad based community process, recommends to the superintendent that Montbello High School be designated a redesigned school pursuant to the Agreement between the district and the Denver Classroom Teachers Association. The recommendation of the committee is that the staff, parents, and community be given the opportunity to end the cycle of low performance by initiating a comprehensive revitalization effort aligned with “The Denver Plan”. This revitalization transforms the school culture by establishing smaller learning communities, emphasizing student achievement in core academic areas, aligning the curriculum and professional development efforts school-wide, consisting of a comprehensive student services program, and integrating parent and community involvement into the larger school culture.

Montbello High School’s staff, parents and community has initiated a process around developing a new mission, vision, values and beliefs which defines the important role the school plays within the larger Northeast Denver community, to raise academic achievement among all students who attend Montbello High School as emphasized in the Denver Plan.

## COMMUNITY PROCESS

The community process for Montbello High School Revitalization began in August 31, 2005 with a meeting with the Far Northeast Denver Pastoral Advisory Council (FNDPAC) to identify the school’s strengths, weaknesses, opportunities, and threats. From there further meetings took place eventually resulting in the establishment of an executive committee to pursue a community process for the revitalization of Montbello high School. The Montbello Revitalization Committee first met on November 8, 2005 to discuss issues related to the revitalization of the high school. This committee consists of community leaders, elected officials, business leaders, university and college representatives, parents, teachers, students and administration. The balance of 2005 was spent researching national “best practices” for both middle schools and high schools. The committee was organized into three working groups – Curriculum & Professional Development, Student Services & Parent/Community Involvement. Committee members include:

### Montbello High School Revitalization Committee Contributors

<ul style="list-style-type: none"><li>• Michael Hancock, Councilman District 11</li></ul>	<ul style="list-style-type: none"><li>• Charles Robertson CER and Associates</li></ul>
<ul style="list-style-type: none"><li>• Kevin Patterson, DPS School Board</li></ul>	<ul style="list-style-type: none"><li>• Rev. William T. Golson Jr., True Light Baptist Church (Chair, Revitalization Committee)</li></ul>
<ul style="list-style-type: none"><li>• Antwan Wilson, Principal Montbello High School</li></ul>	<ul style="list-style-type: none"><li>• Bennie Milliner, Community Liaison for Sen. Ken Salazar</li></ul>
<ul style="list-style-type: none"><li>• Kelly Leid, Foundation for Educational Excellence</li></ul>	<ul style="list-style-type: none"><li>• Fay Alexander, Parent</li></ul>

• Estevan Duran, Asst. Principal Montbello High School	• Nina Conley, Parent
• Michael Gaither, Principal MLK Jr. Early College	• Chardae Hancock, Montbello High School Head Girl
• Jordan Simpkins, Community Member	• Stephanie Hartfield, Parent
• Lawrence White, Parent	• Chiquita Stephens, Parent
• Chinyelu Nwankwo, Pastor	• Guadalupe Mendez, Parent
• Elsa Munoz, Parent	• Isabella Allen, Community member
• Laura Sanchez, Parent	• Ethel McNeal, Counselor
• Dr. Oscar Joseph III, University of Colorado at Denver	• Terrez Adams, Montbello High School Head Boy
• Chris Martinez, Federal Reserve Bank	• John Trahan, Local Business Leader
• Ann Chavez, Student Advisor	• Eugene Williams, Assistant Principal Montbello High School
• William Burns, Teacher Montbello High School	• Danyelle Dillard, Secretary Montbello High School
• Kim Womantree, Teacher Montbello High School	• Michelle Halliburton, Secretary Montbello High School
• John Smith, President Far Northeast Neighbors Incorporated	• Bill Brown, Community Supporter
• Lee Hall, Pastor Antioch Baptist Church	• Alvin Simpkins Pastor, Emmanuel Christian Center
• Oliver Lucas, Teacher Montbello High School	• Stuart Ritchie, Teacher Montbello High School
• John Rocheleau, Teacher, Montbello High School	• Annie Ash, Supporter and Community Member
• Angela Robertson, Supporter and Community Member	• Felecia Patterson, Vice President Community College of Denver
• Cynthia White, Parent	• Chris Lyons, Assist. to Councilman Michael Hancock
• Brenda Hancock, Parent	• Gary Anderson, Parent
• Felton Thomas, Parent and Community Member	• Tanica Hancock, Community Member
• Ms Esmeralda Acevedo Montbello Catholic Church of the Ascension	• Rev. James E. Fother Pastor, United Church of Montebello
• Rev. Dr. Percel E. Hector Pastor, Christ Our Redeemer AME Church	• Rev. M. Mauricio Moreno V. Administrator, Montbello Catholic Church of the Ascension
• Rev. Robert Oeltjen Pastor, Saint Andrew Lutheran Church	• Mrs. Elaine Neal, Community Member
• Ms. Doris Nambe Montbello Catholic Church of the Ascension.	• Jose Valencia Parent
• Hap Legg, First Bank The Far Northeast Business Association Chairman	

The committee met seven times from August to December 2005, with subcommittee meetings occurring as needed throughout this period as listed below:

- 08/31/2005 Far Northeast Denver Pastoral Advisory Council (FNDPAC)
- 09/22/2005 Far Northeast Denver Pastoral Advisory Council (FNDPAC)
- 10/25/2005 Executive Committee
- 11/01/2005 Executive Committee
- 11/08/2005 Revitalization Committee

- 11/22/2005 Revitalization Committee
- 11/29/2005 Community Meeting
- 12/06/2005 Revitalization Committee Meeting
- 12/13/2005 Community Meeting
- 1/12/06 Revitalization Committee Meeting

Over 400 individuals consisting of parents, business leaders, Montbello High School staff and students, elected officials and community members have attended the community meetings and generally, indicated strong support for the plan.

## **COMMITTEE RECOMMENDATIONS**

Our community process involved working groups which focused on three overriding themes: (1) curriculum and professional development; (2) student services; (3) parent/community involvement. The committee/community session outcomes and recommendations are listed:

### **Curriculum and Professional Development**

1. Reorganize Montbello High School into small learning communities consisting of a 9<sup>th</sup> Grade Academy, an Early College Scholars Magnet, and a Technology Innovations Magnet as part of the school's redesign and revitalization.
2. Rehire/hire new teaching and support staff consistent with the re-design provisions that is committed to the "new" Montbello High School mission, vision, values and beliefs.
3. Implement Advancement Via Individual Determination (AVID) strategies across the curriculum to help prepare students for success in higher level classes and provide them with the basic skills necessary for success.
4. Emphasize the teaching of power standards that are assessed on the Colorado Student Assessment Program (CSAP).
  - a. Curricular Mapping - Vertical alignment between grades and Horizontal alignment within the grades and subjects – commonality of assignment strategies and assessments.
  - b. End of course and benchmark assessments to check student mastery of power standards.
  - c. Alignment of English Language Acquisition (ELA) and Special Education with building objectives.
  - d. The assignment of teacher mentors for each student.
5. Institute 75-90 minutes blocks of learning time to improve literacy and math skills throughout the building, along with extended periods for students on an as needed basis.
6. Institute an early release program that supports our development of a professional learning community.
  - a. Use of instructional approaches to coordinate and align professional development with school objectives.
  - b. Involve the use of data to make research informed decisions.
  - c. Involve the use of learning walks to help improve teaching and learning school wide.
7. Implementation of District Core Subject Rollouts
  - a. Biology

- b. Physical/Earth Science
  - c. Geography
  - d. US History
  - e. American Literature
  - f. Civics
8. We fully support the Colorado Commission of Higher Education's increased standards for more rigorous curriculum to prepare our students for post secondary options.

#### Anticipated Outcomes

- a. Increased achievement of Montbello High School students as measured by scores on CSAP.
- b. Implementation of meaningful early interventions for students struggling in core academic areas and in targeted areas of literacy and math.
- c. Achieve Annual Yearly Progress through the Curriculum and Professional Development standards referred above.
- d. Increase the graduation rate of Montbello High School seniors and decrease the dropout rate by improving the rigor and relevance of the curriculum and differentiating instruction to meet individual learner needs.
- e. Develop a professional learning community which emphasizes the teaching real-world application of ideas, concepts and skills to reinforce and expand student learning.
- f. Encourage teachers to become instructional risk-takers, who infuse new learning approaches, expand growth opportunities and participate in research as learning professionals.
- g. Strengthen staff relationships so that they can become viable members of a professional learning community.
- h. Institutionalize the celebration of student and staff success.
- i. Expand the choices our students have in regards to their career connections.
- j. Provide various university and college course offerings to MHS Juniors and Seniors.
- k. Provide students with the skills to attain relevant Post Secondary Certificates, Associate degrees, and/or Bachelors Degree.
- l. Development of a sophomore portfolio.

#### Student Services

- 1. Develop a comprehensive tutoring center that provides before, during, and after school assistance to increase student learning.
- 2. Create a Student Commons area that attracts students to our campus in an effort to support the closed campus policy addressed in the Denver Plan.
- 3. Improve student connectivity to Montbello High School by establishing one on one relationship between student, staff, and community volunteers.
- 4. Develop a comprehensive intervention program that targets student academic deficiencies using diagnostic assessment data to create individualized educational plans for students.
- 5. Establish a culture where zeros are not permitted.
- 6. Engage students to glean professional development opportunities through the use of internships.
- 7. Create an on-line career portfolio for each student.
- 8. Extend learning opportunities for students and adults in the community seeking to earn a high school diploma.

9. Provide students with relevant 21st century multimedia information to help with higher level research projects.
10. Infuse a culture of respect and responsibility that prepares students for success in a post-secondary world.
  - a. Establish a dress code
  - b. Increased use of restorative justice
  - c. The creation of character education

#### Anticipated Outcomes

- a. Improve the relationships that students have amongst themselves, school personnel and the community at large.
- b. Decrease the number of student failures throughout the school.
- c. Require students who are in academic need to receive the help they need to improve their academic performance.
- d. Improve attendance rate, graduation rate, and decrease the dropout rate over time.
- e. Provide a quality service which infuses technology as a tool to assist and promote student success.

#### **Parent and Community Involvement**

1. Create an assessment of parental involvement that includes facility usage and in house services that are currently being provided by Montbello High School.
2. Employ a student family parent and community liaison specialist who plans student and parent engagement activities and family nights in alignment with the school mission vision, values, and beliefs.
3. Have regularly scheduled classes targeted at parents to teach language acquisition and computer skills.
4. Use advisory groups such as the Collaborative School Committee to help implement and assess the plan supporting Montbello High School's mission, values, and beliefs.
5. Establishment of a Parent Involvement Resource Center.
6. Create ongoing communication between the school and the parent regarding their child's academic needs.
  - a. The use of quarterly conferences (one day conference 4 ½ weeks into each academic quarter).
  - b. The use of audio translation devices to improve communication with our Spanish speaking parents at all programs and events.
  - c. The establishment of a school/parent/student compact that establishes key responsibilities between the school, students, and parents.
  - d. The use of various means to communicate essential information to parents (phones, e-mail, letters, etc.).
  - e. Heighten the students understanding of their responsibility to give back to their community by implementing more community service projects.

#### Anticipated Outcomes

- a. Improve student achievement.
- b. Development of a Student Activity Calendar and the means to share it with parents.
- c. Development of focus groups and surveys of students, parents, and community members to work toward the continued improvement of the school.
- d. Develop a partnership between Montbello High School and community groups that result in the use of the facility for positive community activities.

- e. Improved perception within the community of Montbello High School students, staff, and programs.
- f. Recruitment and retention of parents and community members to volunteer at the school.

## **STAFF COMMITMENT**

The Revitalization Committee recommendations are focused on significantly improving student achievement within Montbello High School in all subject areas. The key components for improving student achievement involve a rigorous and relevant curriculum that is aligned with rigorous and timely professional development. It is our expectation that all staff will participate in rigorous training that will occur as a part of this effort. Furthermore, staff will need to embrace and promote a customer service philosophy that will tie the student engagement to the Montbello High School mission, vision, values, and beliefs. Finally staff needs to be skilled in developing relationships outside the school to integrate effective parent/community involvement within Montbello High School's improvement efforts. Accordingly staff should work to provide students with the skills to attain relevant Post Secondary Certificates, Associate degrees, and/or Bachelors Degree(s).

## **TIMELINE**

The following is a summary of key highlights for the proposed implementation plan. Additional detail is presented in the Committee's Implementation Plan Matrix (2006-2011).

### **2006 Calendar Year (January 2006 – May 2006)**

- Assemble transition team, including the hiring of a project manager, needed support staff, and issue specific consultants
- Submit Revitalization Committee Report & Recommendations to DPS/BOE
- Align our master schedule with the objectives of the Revitalization plan in line with the Denver Plan
- Hire a Student, Parent, and Family Community Liaison Specialist
- Conduct preliminary facility assessment study (**in-process**)
- Devise 9<sup>th</sup> grade academy design
- Identify and hire personnel to establish magnet programs (**in-process**)
- Coordinate the alignment efforts between Montbello High School and the Northeast Denver feeder schools (**in-process**)
- Initiate a professional development plan for current staff to improve student learning and achievement
- Begin the process of facility modification
- Identify core teaching and staff positions with revitalization plan (**in progress**)
- Begin rehire/hire new teachers and staff
- Begin pilot program of Early College Magnet classes to address students post secondary needs (**in progress**)
- Develop a relationship with a research institution to monitor the ongoing evaluation of the program
- Develop the Community College of Denver (CCD) Early College Resource Room

### **2006-2007 Calendar Year (June 2006 – May 2007)**

- Hire a Early College Scholars Magnet program manger that oversees the coordinated efforts between Montbello High School mission, vision, values, and beliefs and Post Secondary Schools
- Purchase and implement curriculum enhancements for 9-12 grade
- Implement the 9<sup>th</sup> grade academy design

- Open the Early College Scholars Magnet
- Open the Technology Innovations Magnet
- Begin teacher/staff training in curriculum enhancements, new Montbello High School mission, vision values and beliefs
- Plan the professional development for teachers to receive before the start of the school year to prepare for classroom management, providing interventions, using instructional technology, and implementation of AVID strategies
- Purchase computers needed for Web design, Visual and Audio integration labs to include cameras, furniture and printers specific for use in the Technology Innovation Magnet
- Purchase of computer software specifically for the development, enhancement, and management of technology used in the Technology Innovations Magnet to include but not limited to the use of multimedia equipment to address the technological learning needs of Montbello High School
- Conduct professional development for teachers the week prior to the start of the school year
- Implement end of course and benchmark assessment tool(s) to track individual student performance
- Implement student dress code policy
- Implement our comprehensive student services program to support Montbello High School mission, vision, values and beliefs
- Host orientation classes for incoming 9<sup>th</sup> grade students and parents
- Implement quarterly conferences (4 ½ weeks into each quarter)
- Host 8<sup>th</sup> grade tours that exhibit options offered for incoming students to Montbello High School in line with the Denver Plan
- Develop the components of the career exploratory program
- Launch marketing campaign to inform community about the new Montbello High School
- Broaden our partnerships with business, Universities and other organizations
- Provide training for the use of AVID strategies throughout the curriculum
- Develop core curricula groups to work on curriculum mapping
- Conduct site-based tours of existing Montbello High School programs & facilities
- Hire instructional coaches in line with the Denver Plan

#### **2007-2008 Calendar Year (June 2007 – May 2008)**

- Continue to enhance Early College Scholars Program efforts between Montbello High School mission, vision, values, and beliefs and Post Secondary Schools
- Continue teacher/staff training in curriculum enhancements, new Montbello High School mission, vision values and beliefs
- Conduct evaluation of curriculum enhancements for the 9<sup>th</sup> – 12<sup>th</sup> grade (first year review)
- Update the Community College of Denver (CCD) Early College Resource Room
- Continue to evaluate and improve the parent involvement program
- Begin second phase of computer, software and multimedia equipment purchases to address the technological learning needs of Montbello High School specifically in the areas of Bio-technology, Chemistry, Systems Integration and Design, Business and Marketing. Additionally addressing the professional development relating to the technology usage at Montbello High School
- Host 8<sup>th</sup> grade tours that exhibit options offered for incoming students to Montbello High School in line with the Denver Plan

- Plan the professional development for teachers to receive before the start of the school year to prepare for classroom management, providing interventions, using instructional technology, and implementation of AVID strategies
- Conduct professional development for teachers the week prior to the start of the school year
- Ongoing develop of the career exploratory program
- Broaden our partnerships with business, Universities and other organizations
- Provide training for the use of AVID strategies throughout the curriculum
- Develop core curricula groups to work on curriculum mapping
- Conduct site-based tours of existing Montbello High School programs & facilities
- Teacher/staff training (on-going)
- Phase I building improvements implemented to support 9-12 grade configuration

#### **2008-2009 Calendar Year (June 2008 – May 2009)**

- Revise the classes related to the Early College Scholars Program efforts between Montbello High School mission, vision, values, and beliefs and Post Secondary Schools
- Continue teacher/staff training in curriculum enhancements in line with Montbello High School mission, vision values and beliefs
- Conduct evaluation of curriculum enhancements for the 9<sup>th</sup> – 12<sup>th</sup> grade (first year review)
- Update the Community College of Denver (CCD) Early College Resource Room
- Begin third phase of computer, software and multimedia equipment purchases to address the technological learning needs of Montbello High School that specifically addresses Business marketing, software, additional furniture and professional development specific to the technology usage at Montbello High School
- Continue to evaluate and improve the parent involvement program
- Host 8<sup>th</sup> grade tours that exhibit options offered for incoming students to Montbello High School in line with “The Denver Plan”
- Conduct evaluation of curriculum enhancements (2nd year review)

#### **2009-2010 Calendar Year (June 2009 – May 2010)**

- Continue to Enhance the classes related to the Early College Scholars Program efforts between Montbello High School mission, vision, values, and beliefs and Post Secondary Schools
- Continue teacher/staff training in curriculum enhancements in line with Montbello High School mission, vision values and beliefs
- Conduct evaluation of curriculum enhancements for the 9<sup>th</sup> – 12<sup>th</sup> grade (third year review)
- Update the Community College of Denver (CCD) Early College Resource Room
- Begin fourth phase of computer, software and multimedia equipment purchases to address the technological learning needs of Montbello High School specifically addressing the updates to the current lab equipment, software, and multimedia needs and addressing the professional development needs of the staff
- Continue to evaluate and improve the parent involvement program
- Conduct evaluation of curriculum enhancements (3rd year review)

#### **2010-2011 Calendar Year (June 2010-May 2011)**

- Revise and update the classes related to the Early College Scholars Program efforts between Montbello High School mission, vision, values, and beliefs and Post Secondary Schools
- Continue teacher/staff training in curriculum enhancements in line with Montbello High School mission, vision values and beliefs
- Conduct evaluation of curriculum enhancements for the 9<sup>th</sup> – 12<sup>th</sup> grade (fourth year review)
- Update the Community College of Denver (CCD) Early College Resource Room
- Begin fifth phase of computer, software and multimedia equipment purchases to address the professional development and technological learning needs of Montbello High School specifically addressing technological needs of the staff
- Continue to evaluate and improve the parent involvement program
- Host 8<sup>th</sup> grade tours that exhibit options offered for incoming students to Montbello High School in line with the Denver Plan
- Conduct evaluation of curriculum enhancements (fourth year review)

### **BUDGET RATIONALE**

The Revitalization Committee identified its choices by evaluating the strengths and weaknesses of Montbello High School and conducted a significant amount of research on high school reform measures, with a specific emphasis on best practices: in the delivery of high performing high schools around the country. The committee also spent considerable time analyzing “The Denver Plan” to ensure alignment with essential district goals and objectives. The committee’s research effort also included a full review and integration of the DPS Secondary School Commission Report recommendations.

### **PROJECTED PROGRAM IMPACT**

As Montbello High School begins to phase in the revitalization committees recommendations, area schools will be impacted because Montbello High School will help to facilitate alignment within the Northeast Denver Schools in the areas of curriculum alignment, professional development, student interventions, and parent/community involvement. These efforts will result in the infusion of the key components of “The Denver Plan” throughout the Northeast Denver feeder patter.

#### **Table #1: Budget**

The tables below show the proposed 5-year budget for implementing the revitalization plan at Montbello High School. **All costs beyond 2011 will need to be a part of the normal district budgeting process as reflected in “Year 6 & Beyond.”**

<b>Description</b>	<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6 &amp; Beyond</b>
<b>Curriculum &amp; Professional Development</b>							
Professional Development		\$75,000	\$25,000	\$20,000	\$20,000	\$20,000	\$0
9 <sup>th</sup> Grade Academy		\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$0
Technology Innovations Academy		\$332,987	\$208,437	\$89,484	\$46,728	\$37,957	\$0

Description	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 & Beyond
Early College Scholars Magnet		\$48,000	\$54,000	\$60,000	\$63,000	\$35,000	\$0
Marketing		\$10,000	\$7,500	\$5,000	\$3,500	\$2,500	\$0
Read 180 Program		\$70,000	\$70,000				\$0
Program Support		\$4,000	\$4,000	\$2,000	\$1,500	\$1,500	\$0
<b>Student Services</b>							
Tutoring Center		\$40,000	\$10,000	\$3,500	\$3,000	\$0	\$0
Updating of Library Media Center Resources		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$0
<b>Parent and Community Involvement</b>							
Student/Family/Parent and Community Liaison Specialist		\$54,400(1)	\$54,400	TBD	TBD	TBD	
Parent Involvement Center		\$50,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0
<b>TOTAL</b>		<b>\$724,387</b>	<b>\$455,837</b>	<b>\$224,984</b>	<b>\$178,228</b>	<b>\$141,957</b>	<b>\$0</b>

Community Involvement & School Culture	Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5
Facility Assessments and Improvements (proposed)		\$280,000 (2)	\$85,000 (3)	\$2,500,000 (4)		
Revitalization Project Manager		\$65,000(5)	\$65,000	\$65,000	\$65,000	\$65,000

**Notes:**

- (1) This position is vital to begin the alignment of parent involvement programs to the school improvement efforts. This position should begin Spring 2006 and be funded for two years. Future funding should be included in School RAM.
- (2) This includes the completion of improvements to the school stadium (bleachers and lighting). It also includes the updating of our training room and weight rooms to improve the quality of student services and overall experiences for students at Montbello High School. This also includes modifications to the stage and auditorium areas to update them for the regular use of our extracurricular activities, clubs, and for rental use.
- (3) Re-keying of Montbello High School and additional security cameras to increase security efforts on the campus.
- (4) Addition of practice gyms, multi-purpose room, and restroom facilities for the outside athletic facilities. The committee recognizes that these improvements would have to be apart of a potential future bond initiative by the school district. These facilities are vital to the school improvement effort at Montbello High School. Currently we only have one gym that provides inadequate practice space

for Montbello High School athletic teams. The lack of space results in our cheerleading teams, clubs, track teams, and JROTC program practicing in the parking lots and hallways. The lack of space also results in our basketball teams having to practice in community facilities and also having to stay at school for extended hours waiting to use the gym. The addition of these facilities will help us keep students in the Montbello community in the neighborhood school. Currently Montbello loses students to schools in Aurora due in part to better facilities.

- (5) Proposed: To be funded by Foundation for Educational Excellence, Grants or other means of financial sustainability.

**Table 2: Revitalization Plan Overview**

Curriculum/Professional Dev.	Student Services	Parent/Com. Involvement
<p><b>1. WIC-R (writing, inquiry, collaboration, and reading)</b></p> <ul style="list-style-type: none"> <li>❖ Implement AVID strategies across the curriculum to help prepare students for success in higher level classes and to provide them with the basic skills necessary for success (Goal #1: Comp. A, Objective #3 p.21).</li> <li>❖ <u>Writing across the core-curriculum areas</u> – Cornell Notes, Learning Logs, 5-Step Writing Process (Pre-write, Draft, Respond, Revise, Edit)</li> <li>❖ <u>Inquiry focus throughout the core – curriculum areas</u> – Skilled Questioning, Socratic Seminars, Quick Writes, Critical Thinking Skills,</li> <li>❖ <u>Collaboration emphasized throughout the core-curriculum areas</u>– Study together, work together, use each other as resources</li> <li>❖ <u>Reading emphasis throughout the curriculum</u> – Connecting to prior knowledge, understanding text structure, using text-processing strategies.</li> <li>❖ <u>Sending Teachers within our Building to AVID Trainer of Trainer Professional Development</u> – Math, English, Social Studies, Science, Elective, and ELA trainers within the building to help facilitate the implementation of AVID strategies (Goal #1: Comp. A, Obj. #1 p.6).</li> </ul> <p><b>2. Small Learning Community Structure with Academy Themes (Goal #1: Comp. A, Obj. #4 p. 25).</b></p> <ul style="list-style-type: none"> <li>❖ <u>9<sup>th</sup> Grade Academy (Ongoing throughout the Year)</u> <ol style="list-style-type: none"> <li>1. Students entering Montbello High School enter into this academy during the summer before they begin the school year.</li> <li>2. The students receive an orientation focusing on school mission, rules, and procedures.</li> <li>3. Developing an Individualized Academic Plan for each student.</li> <li>4. Begin to teach essential skills necessary for success in high school – such as note-taking, self-assessment, organization, career planning, and test-taking strategies.</li> <li>5. The students receive information on leadership training – focusing on</li> </ol> </li> </ul>	<p><b>1. Tutoring Center</b></p> <ul style="list-style-type: none"> <li>❖ Before school, during school, and after school tutoring provided to all students.</li> <li>❖ Provide math and literacy (reading and writing) academy. This uses data collected from formative (benchmark) assessments to provide extra instruction for students who are not performing at grade level (Goal #1: Component A, Obj. #1).</li> <li>❖ Incentives are used to recognize student for gains on performance indicators used in the center\</li> <li>❖ Use of students as tutors to help provide assistance to their peers.</li> </ul> <p><b>2. Student Commons area that attracts students to our school located in school cafeteria (Goal #3: Comp. C, Obj. #1 p. 60).</b></p> <ul style="list-style-type: none"> <li>❖ This is an extension of the tutoring center.</li> <li>❖ Students can check out laptops for projects.</li> <li>❖ Have access to magazines, board games, and computer games.</li> <li>❖ Providing other activities to motivate students to stay on campus and to establish connection with school and school spirit.</li> </ul> <p><b>3. Organized Student Involvement Programs</b></p> <ul style="list-style-type: none"> <li>❖ Have established club days that provide time for students to meet with their organizations during the school day at least once per month.</li> <li>❖ Also work to expand our list of organizations students may choose to become involved with (require students to be involved in a least one school organization, club, activity, or sport).</li> <li>❖ Provide every student with a teacher mentor.</li> <li>❖ Also try to connect students with mentors (at least one hour per week) from outside the school building in various professions (Goal #1: Comp. A, Obj. #3 p. 23).</li> <li>❖ Provide students with access to speakers and programs in the school building from various career fields. Also take students on field trips to visit businesses such as hospitals, newsrooms, Denver International Airport, development sites, etc.</li> <li>❖ Establishment of peer groups to work with students with various issues/concerns – attendance, behavioral, substance abuse, important issues in the community, etc.</li> <li>❖ Establish mentoring and volunteering relationship with feeder schools – Montbello students serving as mentors and volunteers within area middle schools and elementary schools. (Goal #3: Comp. B, Obj. #1 p. 56).</li> </ul>	<p><b>1. Parent/School Compacts (Goal #3: Comp. A, Obj. # p. 54).</b></p> <ul style="list-style-type: none"> <li>❖ Explain the actions the school will take to help students learn essential academic skills.</li> <li>❖ Details school rules, procedures, and consequences.</li> <li>❖ Explain the expectations for students and parents in order for students to be successful at MHS.</li> </ul> <p><b>2. Parent/Community Involvement Coordinator (Goal #3, Comp. A, Obj. #1, 2, and 3).</b></p> <ul style="list-style-type: none"> <li>❖ Plan student and parent interventions activities and family nights.</li> <li>❖ Coordinate attendance committee to work on interventions for students who have attendance concerns and ways to involve the parents to help improve student achievement.</li> <li>❖ Coordinate the recruitment and retention of parents and community members to volunteer at the school.</li> <li>❖ Organizes conferences as a trade shows that educates parents and community members on the services provided by the school.</li> <li>❖ Coordinates and produces a school activity calendar and the means to share it with parents and the community.</li> <li>❖ Maintains and distributes a bi-weekly newsletter that is distributed to MHS households.</li> <li>❖ Coordinates focus groups of students, parents, and community members to work towards the continued improvement of the school.</li> <li>❖ Schedules the use of school facility within the school and with the outside community.</li> <li>❖ Coordinate the establishment of classes offered to parents.</li> <li>❖ Administer parent/student climate surveys (p. 54).</li> </ul> <p><b>3. English Language, Spanish Language, and Computer Classes</b></p> <ul style="list-style-type: none"> <li>❖ Provide on-site college fairs.</li> <li>❖ Regularly scheduled classes to teach parents and community members.</li> </ul>

<p>school pride, student involvement, and creating an investment in the community.</p> <p>6. During the school year students assigned a teacher mentor to receive ongoing instruction in these areas. This is phased in over a 4 year period with upper classmen providing mentoring to younger students (Goal #3: Comp. A, Obj. #1 pg. 52).</p> <p>7. Students will be prepared to move into their prospective academic academies.</p> <p>❖ <u>Early College Scholars Magnet</u></p> <ol style="list-style-type: none"> <li>1. Students declare majors focusing on a specific career path for postsecondary education – certifications, associates degrees, and/or bachelor degrees.</li> <li>2. Students receive elective course options that are discipline specific that align with the academy theme areas.</li> <li>3. Career exploratory course for sophomore students – Students create a sophomore warrior portfolio (career plan, resume, personal essay, letter of recommendation(s)).</li> <li>4. Upper-class students take college classes for high school and college credit beginning their junior year at Montbello High School.</li> <li>5. All students are required to take at least 2 AP or college level courses before they graduate high school (Goal #1: Comp. A, Obj. #2 p.17).</li> <li>6. Montbello High School will establish partnerships with area colleges/universities in order to provide a path for post-secondary opportunities.</li> <li>7. Montbello High School will establish an early college resource room that includes a professional development library, access to periodical databases, workshop materials, and college texts for students, and access to relevant technology.</li> </ol> <p>❖ <u>Technology Magnet</u></p> <ol style="list-style-type: none"> <li>1. Students declare areas of</li> </ol>	<p><b><u>4. Establish a culture where zeroes are not permitted. Students who do not complete work are provided time to complete assignments during the school day and help they need to complete them.</u></b></p> <ul style="list-style-type: none"> <li>❖ Mandatory tutoring assistance for students who have fallen behind due to discipline issues (i.e. suspension and referrals)...</li> </ul> <p><b><u>5. Work on establishing relationship with area businesses and organizations to provide internships/employment to Montbello High School students. (Goal #3: Comp. B, Obj. #3 p. 58).</u></b></p> <p><b><u>6. Maintain a Go-To College Center</u></b></p> <ul style="list-style-type: none"> <li>❖ Provides career counseling beginning in the 9<sup>th</sup> grade that continues through graduation.</li> <li>❖ Provides information to students on their various post-secondary options – certification, associate degree, and bachelor degree career areas (Goal #3: Comp. B, Obj. 2 p.57).</li> </ul> <p><b><u>7. Seek inclusion in future district bond initiatives to improve facilities.</u></b></p> <ul style="list-style-type: none"> <li>❖ This would increase the service level of the students and community at large.</li> <li>❖ Practice Gyms and expansion of stadium for track, football, and community events.</li> </ul> <p><b><u>8. Student Learning Centers (Goal #3: Comp. B, Obj. #2 p. 57).</u></b></p> <ul style="list-style-type: none"> <li>❖ Using computer programs (such as Plato software) to help students earn credits at an accelerated pace for graduation.</li> <li>❖ Targets students who are behind on credits to catch up.</li> <li>❖ Extended learning opportunities for students and adults in the community seeking to earn high school diploma.</li> <li>❖ Partner with community college and/or university to offer night classes within the school-building.</li> </ul> <p><b><u>9. Student Dress Code (Goal #3: Comp. C, p. 51).</u></b></p> <ul style="list-style-type: none"> <li>❖ Shirt with a collar tucked into pants, shorts, or skirt</li> <li>❖ No writing or logos outside of school mascot or partnerships within the school.</li> <li>❖ Belt worn with pants, shorts, or skirts.</li> <li>❖ Jeans are acceptable when worn on the natural waist.</li> <li>❖ Coats and jackets are fine without logos.</li> </ul> <p><b><u>10. Update Resources in Library Media Center</u></b></p> <ul style="list-style-type: none"> <li>❖ Primary Resources and Reference materials</li> <li>❖ Update online research data-bases.</li> <li>❖ Coordination of library media center services with curricular areas – especially social studies and English classes.</li> </ul>	<p><b><u>4. School Resource Officer (Goal #3, Comp. E, Obj. 2 p.68).</u></b></p> <ul style="list-style-type: none"> <li>❖ Develop a coordinated plan to provide outreach to students in school and also in the community.</li> <li>❖ Partner with the parent/community resource coordinator to provide information to students and parents regarding services available in the community.</li> </ul> <p><b><u>5. Advisory Groups – Site Council, PTO, AVID Elective Parent Advisory (Goal #3, Comp. A, Obj. #1 p. 53).</u></b></p> <ul style="list-style-type: none"> <li>❖ Collaborative School Committee working with school leadership to assess school programs and plan ways to improve services</li> <li>❖ Establish an AVID elective parent advisory committee to assess the growth and implementation of the AVID program.</li> </ul> <p><b><u>7. Establish a welcoming and informative parent involvement center (Goal #3, Comp. A, Obj. #1 p. 53).</u></b></p> <ul style="list-style-type: none"> <li>❖ Parents have access to computers in order to access student progress information.</li> <li>❖ Parent/Community Resource Coordinators office is in this room. Information is readily available to parents to explain the inner workings of the school – The academies, behavior expectations, interventions available, and career counseling available to students.</li> </ul> <p><b><u>6. Communication (Goal #3: Comp. D, Obj. 1-4).</u></b></p> <ul style="list-style-type: none"> <li>❖ Intervention and family nights – to teach parents about the Warrior Path to Success program and how to help their child be successful in school</li> <li>❖ Quarterly parent/teacher conferences led by a student advisement teacher and student</li> <li>❖ All mailings in home languages</li> <li>❖ Use of audio translator devices</li> <li>❖ Parent Involvement Center</li> <li>❖ Weekly progress reports sent home for parent signature</li> <li>❖ Website – communicate upcoming school events, class assignments, student progress, assessment information</li> <li>❖ Monthly newsletters in home languages</li> <li>❖ Automated Parent Information</li> </ul>
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<p>emphasis based on pre-determined themes.</p> <ol style="list-style-type: none"> <li>2. Students receive elective course options that are discipline specific that align with the magnet theme areas.</li> <li>3. Career exploratory course for sophomore students – Students create a sophomore warrior portfolio (career plan, resume, personal essay, letter of recommendation(s)).</li> <li>4. Establish a computer magnet program similar to Thomas Jefferson– Three Strands (System and Network Design, Solution Design, and Web Application Design).\</li> <li>5. Establish partnerships with local community colleges and local universities.</li> <li>6. Establish partnerships with local businesses in the services industries.</li> </ol> <p><b><u>3. School-wide Initiatives</u></b></p> <ul style="list-style-type: none"> <li>❖ Power Standards – standards that are assessed on the CSAP are identified, taught, and assessed throughout the school year across the curriculum.</li> <li>❖ Curricular Mapping – Vertical alignment between grades and Horizontal alignment within same grades and subjects – commonality of assignments, strategies, and assessments. This then will branch out to the middle school feeder schools to better prepare students for success in the high school program.</li> <li>❖ Formal state look-alike assessments aligned to state standards – Assessments that are given both quarterly to assess CSAP subject areas and also at the end of the semester to check student mastery of power standards. (Goal #1: Comp. C, Obj. #1 p.34).</li> <li>❖ Try to provide looping within the academies within the core subjects – at minimum with mentor teachers (Goal #1: Comp. A, Obj. #1 p. 16).</li> <li>❖ ELA and Special Education classes aligned with building objectives in order to provide students with relevant content information that aligns with standards assessed on the CSAP (Goal #1: Comp. A, Obj. #1 p. 9).</li> <li>❖ Each student will be assigned teacher mentors who also network with the parents to</li> </ul>	<ol style="list-style-type: none"> <li>a. Research and essay process</li> <li>b. Text structures and reading strategies</li> <li>c. Integration/Implementation of technology for research projects.</li> </ol> <p><b><u>11. Clear articulation between Restorative Justice and discipline staff to provide consequences that provide alternative to suspension</u></b></p> <p><b><u>12. Character education implemented through student council, mentoring, restorative justice, and student advisors (Goal #3: Comp. E, Obj. #1).</u></b></p>	<p>System – Communicate attendance information, progress information, and assessment information</p> <p><b><u>7. Students’ Community Service (Goal #3: Comp. C).</u></b></p> <ul style="list-style-type: none"> <li>❖ Community clean up</li> <li>❖ Toys and Tots –student toy drive to raise toys for the community during Christmas time.</li> <li>❖ (Meals for homeless at soup kitchen)</li> <li>❖ Elementary and middle reading partnerships through language arts classes</li> </ul>
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<p>provide information on student progress and lead parent/teacher conferences.</p> <p><b><u>4. Appropriate Learning Time</u></b></p> <ul style="list-style-type: none"> <li>❖ Daily 75 to 90 minute blocks of learning time – some students based on need will receive extra intervention time beyond the 90 minutes.</li> </ul> <p><b><u>5. Common Interventions</u></b></p> <ul style="list-style-type: none"> <li>❖ Math Interventions that are tiered based on needs of students and formative and summative assessment data.</li> <li>❖ Language Arts interventions that are tiered based on needs of student and formative and summative assessment data.</li> <li>❖ Programs designed to quickly accelerate students who are reading well below grade level – specifically Scholastics Read 180 program (Goal #1: Comp. A, Obj. #3 p.22).</li> <li>❖ Class-Within-Class instruction providing special education students instruction with regular education peers team taught by regular education and special education teachers.</li> </ul> <p><b><u>6. Technology Being a Driving Factor in Instruction, Assessment, and Student Products.</u></b></p> <ul style="list-style-type: none"> <li>❖ Laptops used for instruction, student projects and assessments throughout curriculum.</li> <li>❖ Clicker Systems used as an instructional tool and as a means to deliver assessment and collect data throughout the curriculum.</li> <li>❖ Smart and Inter-write Boards used throughout the curriculum</li> <li>❖ Pocket PC and/or Palm Pilots used in math and science classes.</li> </ul> <p><b><u>7. “Standards in Practice” (SIP) – Teacher collaboration for developing rigorous assignments</u></b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains the assignment</li> <li>❖ Matches it to standards</li> <li>❖ Identify Bloom’s level</li> <li>❖ Develop an assessment rubric</li> <li>❖ Assess student work</li> <li>❖ Adjust the lesson</li> </ul> <p><b><u>8. Professional Learning Communities (PLC) – deprivatization of practice/shared vision, goals, and learning (Goal #1: Comp. A Objective #3).</u></b></p> <ul style="list-style-type: none"> <li>❖ Develop common planning time for teachers to collaborate and receive professional development through the use of early release time.</li> <li>❖ Walk Through Observations – Assessing standards, engagement, and student understanding of classroom lessons using a common rubric by teachers, administrators, and coaches</li> </ul>		
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<ul style="list-style-type: none"> <li>❖ Book studies on best practices and relevant instructional content.</li> <li>❖ School-wide data analysis and development of action plans to address student achievement.</li> <li>❖ Collaboration with area feeder schools on professional development to improve student placement, alignment of course objectives, and student intervention.</li> <li>❖ Results Based Staff Development Plans aligned with Personal Growth Plans for Teachers</li> </ul> <p><b><u>9. Instructional Coach – Facilitator of professional growth, professional development and school improvement (Goal #1: Comp. A, Obj. #1 p. 6).</u></b></p> <ul style="list-style-type: none"> <li>❖ Helps to implement Campus Improvement Plan Strategies.</li> <li>❖ Works with teachers individually and in groups to improve practice</li> <li>❖ Helps in the analysis of student achievement data and differentiation of instruction passed on data.</li> </ul> <p><b><u>10. Researched-based data driven instructions</u></b></p> <p>11. Professional growth timeline</p> <ul style="list-style-type: none"> <li>❖ Results Based Staff Development Rubric</li> <li>❖ Teacher Growth Objectives and Support</li> </ul> <p><b><u>12. Implementation of District Core Subject Rollouts – Biology, Physical/Earth Science, Geography, U.S. History, and Civics.</u></b></p>		
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## ATTACHMENT A

# Questions & Answers

### Curriculum

**1. What are the proposed educational changes at Montbello High School Revitalization plan that calls for redesign?**

**Answer:** There are several proposed changes that calls for redesign. First we recommend that Montbello be converted from a traditional high school to emphasizing the departmental model, into one that features smaller learning communities – 9<sup>th</sup> grade academy, Technology Innovations Magnet, and an Early College Scholars Magnet. Second, core curricular areas will emphasize the use of AVID strategies to prepare students for success on higher level tasks. The elements of Writing, Inquiry, Collaboration, and Reading (WIC-R) will be utilized throughout the curriculum to increase the levels of rigor within the school. Third, technology will be emphasized throughout the curriculum. Although students and instructors within the Technology Innovations Magnet will focus heavily on use of technology to complete inquiry-based projects, all teachers will be expected to expose all students to a common level of technology to enhance their learning. Finally, we are proposing the Montbello become a true professional learning community the works together to ensure the alignment of the curriculum, interventions provided to students, and the on-going rich professional development with the schools core mission, vision, values, and beliefs.

**2. What are the goals and objectives of the Revitalization Plan?**

**Answer:** Specific recommendations and outcomes are noted in the recommendations and outcomes section. Goals and objectives for the revised curriculum changes will be developed with the new staff members this summer.

**3. Does the length of the school day or school year change?**

**Answer:** This plan does call for the use of early release time one day per week to benefit our professional learning community. This time would be used to provide professional development to faculty in the areas of curriculum alignment, classroom management, researched-based teaching strategies, effective interventions, and data analysis to name a few topics. This time will also be used to provide targeted intervention for students to help improve academic achievement in their enrolled subject areas and in core academic areas assessed on CSAP. The length of the school year does not change for all students; however, the plan does call for a two weeks of orientation (3 to 4 hour days) for 9<sup>th</sup> grade students to smooth their integration into the school year. This would require that we provide professional development to staff who agree to work with the 9<sup>th</sup> grade students. Also, this plan calls for all staff to report one week prior to the normal teacher report day to receive professional development in the areas of classroom management, curriculum alignment, research-based teaching strategies, use of interventions, analysis of assessment data, and related professional learning community topics.

**4. What role does professional development play in the Montbello High School Revitalization Plan?**

**Answer:** Professional development is a major component of this plan. Teachers will need to receive professional development in the following areas:

- Effective Classroom Management
- AVID teaching strategies
- Data Analysis – Researched informed teaching
- Professional Learning Communities
- Providing Interventions – Academic and Social
- Walk Through Observations
- Use of Instructional Technology
- Mentoring
- Teaching in Extended Blocks

The professional development will need to be planned in alignment with core mission, vision, values, and beliefs of Montbello High School and Denver Public Schools. Montbello needs to undergo a major professional development initiative in order to help teachers understand the core principles of this plan in order to ensure successful implementation. This professional development will be differentiated to meet the needs of staff and will be assessed using a Results Based Staff Development Rubric. The additional time at the beginning of the year will help staff develop the systems that will ensure successful implementation of the revitalization plan components. Furthermore, the use of early release time will provide extended time during the school day to allow the teachers professional development time within their small learning communities on an ongoing basis. The professional development will be outlined on a comprehensive calendar that uses disaggregated data to help determine professional development needs.

**5. How many students will be enrolled in the Magnet Programs?**

**Answer:** All 9<sup>th</sup> grade students will be enrolled into the 9<sup>th</sup> grade academy. This is approximately 500 to 600 9<sup>th</sup> grade students depending upon enrollment. The rest of the student body would be enrolled in either the Technology Innovations Magnet or the Early College Scholars Magnet. Based on current enrollment numbers this would mean roughly 850 students divided within these two academies.

**6. What is the timing for the program and professional development changes and how do they effect student growth?**

**Answer:** The initial professional development begins during the spring of the 2006 school year. A Results Based Staff Development Rubric will be used to assess teacher’s use of researched-based instructional strategies and technology in their classroom. Professional development will be ongoing in the areas of technology integration; the use of researched-based reading, writing, and math/problem-solving strategies; working in a professional learning community and the use of interventions to for targeted students. Further professional development will be provided earlier during a one week period prior to teacher report day in August. Also professional development will be ongoing throughout the year primarily during the early release time and during the 90-minute professional development time that normally occurs on Wednesday afternoons. The impact on student growth should come in the form of decreased student failures in academic courses, improved performance

on formative assessments, increases in student connectivity to school, and improved CSAP performance.

**7. How will the Montbello High School Revitalization Plan tie in with the Denver Plan?**

**Answer:** The plan is directly aligned to the objectives and components of “The Denver Plan.” The citations contained in Table #2 are direct references to “The Denver Plan.” Some of the areas of alignment include:

- A focus on improved student achievement as measured on CSAP
- The use of formative assessments to track student growth during the school year
- The alignment of special education and ELA with core building objectives
- The use of interventions to improve student performance in core academic areas
- The use of extended learning time in the areas of literacy and math
- A focus on “wrap around” around programs such as Early College and Technology Innovations to attract students to Montbello High School.
- An effort to develop an “intentional school culture” at Montbello High School focusing on academic achievement and post secondary success.
- An emphasis on parent and community involvement within the school.

**8. How will the Montbello High School Revitalization Plan attract students from feeder schools?**

**Answer:** Montbello will attract students from feeder schools due to several factors. One includes the emphasis on their academic success at Montbello using researched-based teaching strategies, timely intervention, and parent and community involvement programs. Another involves the collaboration with feeder schools to develop consistently in the areas of curriculum, professional development, attendance expectations, and parent communication and involvement. Finally students will be attracted to Montbello High School due to the relevant curricular opportunities that exist in the Magnet programs and the emphasis on their post secondary success.

Facility Questions

**1. What facility enhancements are needed to accommodate the Technology Innovations Magnet and the Early College Magnet school programs?**

**Answer:** The following enhancements are needed to accommodate the two academies:

- We will need electricity to accommodate the additional computer/technological needs of the school.
- We will need some structural work to accommodate the video and audio technology needed for the Technology Innovations Magnet.
- We will need sound proofing for recording rooms.
- We will need to enhance our current wireless capabilities in order to handle the requirements that come with multiple labs.
- We will need to add additional hardwire lines in order to accommodate the bandwidth and to reduce the burden on wireless access points.
- We will need to have wiring to accommodate televisions being mounted in classrooms.
- We will need to have facility enhancements to the community room (associated with the parent/community involvement center) and to rooms 209 and 210 to accommodate the conversion to the tutoring center.

- We need our lighting throughout the building addressed. Specifically in areas such as classrooms, hallways, and the library.
- We will need a centralized location to feed video out throughout the building.
- The building needs to be re-keyed in order to improve the security of the building. Currently we have over 100 keys that open various rooms. The master keys provide little coverage.
- We will need to replace lockers in certain parts of the building to accommodate the needs of our students. To do this we will need to add lockers that are more compact so that all students can have a locker that corresponds with their appropriate academy.

**2. When will the proposed gymnasium and multi-purpose room be needed?**

**Answer:** We recognize that the additional gym space and the multi-purpose room will most likely be apart of a larger district bond initiative. The space needs for Montbello in this area are at the emergency level now. We have cheerleading teams that cannot practice in the building. Our basketball teams do not have the space to practice and to get home before 9:00p.m. Because we only have one gym, therefore our non-varsity boys and girl's teams are required to practice at other locations within the community. This comes with financial costs associated with transporting students and paying for the gym floors. It has also led several athletes and parents to question our commitment to our students. In addition we do not have the space needed to accommodate JROTC drill teams and other activities vital to developing strong student connection to school. We are currently losing students to the Aurora and Cherry Creek School districts, as well as private schools due to our facility deficiencies. In talking with some of the parents and students who have left the school, our principal has been informed that these schools offer better facilities and give the students and families the impression that they are appreciated.

**3. Will the building need to be closed to accommodate the facility enhancements?**

**Answer:** We believe that the building renovations can be completed during the summer primarily. Those that take place during the school year and day can be done in such a manner as not to disrupt normal school functions.