



SECTION I: Instruction
IHCDA-G Post-Secondary Workforce
Readiness

Effective: 7/1/2014
Reviewed:

IHCDA-G Post-Secondary Workforce Readiness

THE FOLLOWING ARE PRINCIPLES ON WHICH THE POLICY IS BASED. THEY ARE CONCEPTS WE WILL HONOR.

It is essential that the curriculum that is adopted by the school accomplish the mission set out in the Application. To that end the curriculum is guided by the following principles:

1. The curriculum will help guide students in development of their character and academic potential through academically rigorous, content rich educational programs.
2. The curriculum must be based on a solid coherent foundation of learning for students.
3. The curriculum must offer a planned progression of specific knowledge in English, mathematics, science, and world languages.
4. The curriculum must fully prepare students for college.
5. The curriculum must define a common heritage for communication and republican principles in our society.
6. The curriculum must challenge each student to his or her academic potential.
7. The curriculum must be able to incorporate the regular and periodic exams that will be used to demonstrate that our students are mastering the stated curriculum goals.
8. The curriculum must help each student develop strong moral character. Moral behavior will be emphasized within the curriculum and outside it.
9. The curriculum must remediate every student in math, reading and writing who is performing below grade level as indicated by the Accuplacer test.
10. The curriculum must honor the values on which our society was founded. This will allow for discussions about the role religion has played in our country. The curriculum however, will not teach religious doctrines.
11. The curriculum should be as free of objectionable materials as possible. Realizing that any curriculum may have some possible objections, an opt-out policy must be implemented by the Board of the Charter High School.

The college preparation curriculum chosen by Colorado Early Colleges is designed to prepare the students for success in their college courses. This curriculum is ideally suited to accomplishing the school's mission. This curriculum has remediated students for several years, preparing them for college and beyond. The curriculum is designed to allow students to pursue courses that will satisfy

graduation requirements for Colorado Early Colleges. However, as curriculum adoption is an ongoing task, this policy allows for an orderly change to the school's curriculum. All stakeholders of the school will be guided by the mission of the CEC when adopting curriculum.

1. The students' academic achievement and character development is the only reason the school exists. Students must be challenged to reach their academic potential. If the curriculum is not challenging enough, it must be redesigned to foster academic achievement. The students at the appropriate grade levels must be involved in the process of curriculum adoption.
2. The Leadership Team under the direction of the Academic Dean and input from the Professional Learning Community will be used to address curriculum issues. The School Accountability Committee will be informed and consulted about curriculum issues. The Leadership Team will present its recommendations to the Board for final approval.
3. The Board will formally adopt the curriculum that accomplishes the mission of the school. The School Accountability Committee will hold annual reviews of the curriculum and its effectiveness for academic achievement.

BELOW ARE LISTED THE PROCEDURES THAT WILL BE USED TO CARRY OUT THE POLICY.

It is understood that the curriculum is the guiding light in directing the school in accomplishing the mission of the Charter High School. All efforts surrounding the academic achievement of students are connected to the curriculum. Therefore it is essential that all the stakeholder groups be involved in the process of curriculum adoption.

The original curriculum that is being used in the school was chosen by the founders to fulfill the mission of the Charter High School. The curriculum must go through an annual review to determine the effectiveness of the curriculum and how to improve it. The School Accountability Committee will initiate the annual review in the beginning of the second semester ~~each~~ school year. The School Accountability Committee will represent the stakeholder groups as much as possible.

To be successful, curriculum development must be a collaborative process. A comprehensive curriculum adoption process will include four phases: assessment, development, implementation and program evaluation. Throughout this process, the Leadership Team with input from the Professional Learning Community will report to the Board about the ongoing working the committee is accomplishing. The Board will take final action on all recommendations. The four phases are listed below.

STAGE ONE: Assessment

The following questions will be used to guide assessment efforts.

1. What are the perceptions of all the stakeholders relative to the present curriculum being used?
2. What should the future status of the program be?
 - a. Review the research and expert opinion of the subject area.
 - b. Review the exemplary programs in the field, which have been validated for their success.
 - c. Review the results of CSAP using the Colorado Growth Model and Alpine Achievement.
 - d. Review the results with the Professional Learning Community that is responsible for that area of the curriculum.

3. Based on the review, the Leadership Team will develop a Belief and Direction statement that will serve to drive the future decisions of the adoption.

The Leadership Team will present The Belief and Direction Statement to the Board and School Accountability Committee of the Charter High School for input, review and appraisal.

STAGE TWO: Development

The following questions will be used to guide development efforts.

1. What do we want the content of the program to be?
 - a. Develop a syllabus that incorporates standards for each course and discuss how they will be incorporated into the Belief and Direction Statement of Stage One.
2. How will we measure the results of the program?
 - a. Develop appropriate assessments for each of the content standards.
 - b. Determine how the standards address state standards.

The Leadership Team will make an assessment presentation to the Board of the Charter High School for input, review and appraisal.

What textbooks/instructional materials will be necessary to support the success of this program? The following process will be used by the Leadership Team, the Professional Learning Community and the School Accountability Committee.

1. Conduct an initial screening of pertinent materials from available publishers.
2. Narrow down the selection of materials to those that most closely meet the criteria of the Belief and Direction statement.
3. Place materials determined to be closest to the Belief and Direction statement for review by all the stakeholders. A response/rating form will be included with the materials for those who choose to complete it after they review the materials.
4. Review all the comments from the various stakeholders to determine if additional materials should be eliminated.
5. Conduct an "in-depth" evaluation of remaining materials; use relevant evaluation strategies to ensure appropriate sequencing and alignment to the Belief and Direction Statement and the Mission of the Charter High School.

The Leadership Team will present the textbook/materials selections to the Board of the Charter High School for input, review and appraisal.

STAGE THREE: Implementation

The implementation review will be conducted by the Leadership Team and the Professional Learning Community.

What support systems need to exist to make this program successful?

1. Identify the critical features of the program to be used for monitoring its implementation.

2. Based on these critical features, determine staff development and training needs. Deliver this training to the teachers charged with implementing the curriculum.
3. Following the first few months of implementation, the Leadership Team under the leadership of the Academic Dean will conduct an evaluation process to determine areas of strength and areas in need of refinement.

The Academic Dean will make an information report to the Board of the Charter High School concerning training and refinements.

STAGE FOUR: Program Evaluation

The following question will be used to evaluate the program.

How successful has this program been in terms of students' academic achievement?

1. Design a program evaluation that uses such indicators as standardized test scores, criterion-referenced tests, performance assessments and stakeholder surveys.
2. Provide profile data to the Board, School Accountability Committee and other appropriate stakeholders.

Curriculum proposals that effect the current school year instruction will be handled with the following procedures.

1. If a concern arises from the use of curriculum during a school year, the stakeholder initiating the concern must do so in writing.
2. Once a concern has been raised, the Leadership Team will convene and address the area of concern or interest.
3. Discussion about the curriculum concerns will be centered on the guiding principles of the Charter High School's mission.
4. The Leadership Team will present a recommendation to the Board regarding the curriculum issue being discussed.
5. The Board will consider issues associated with the curriculum proposal and vote on their decision.

Additional Legal Refs:

C.R.S. 22-35-104(10)Early College Designation

Policy Refs:

IDG-G Adoption of Curriculum

IFK-G Early College Graduation Policy