

# 2018 Schools of Opportunity Application

Please provide the following information about the nominated school. If you have questions or need clarification on any item, we can be [reached via email at opportunity@colorado.edu](mailto:opportunity@colorado.edu).

We strongly recommend you work on the applications in teams. For advice and suggestions based on previous years applications please contact us.

Submitting the online application is the first part of the review process. Next, your application will be carefully reviewed by our panel of education experts. You will receive notification in the Fall of 2018 if your school is a finalist. Schools reaching the finalist stage will be asked to host a site visit to their school campus around September or October 2018, and may be asked to provide additional evidence or information.

Applications must be submitted online, but you may find it helpful to download a PDF version of this application for planning or to follow along. See link in sidebar.

**Accessibility Notice:** We are committed to making information and resources that are available via the web accessible for all users. This form is currently not fully accessible for individuals who are using screen readers and other assistive devices and we are working to make this accessible to everyone. Individuals who need academic accommodations please contact Adam York at 303.735.5290.

**All nominations must be submitted online by Monday April 30, 2018.**

**Recognitions will be announced in Winter 2018.**

## Contact Information

Your Name

Your Email

Affiliation with School

School Name

School Website

School Address

School Phone

District Name

District Website

Principal's Name

Principal's Email

**Superintendent's Name**

**Superintendent's Email**

## School Social Media

| Social Media Service | Link |
|----------------------|------|
| <hr/>                |      |

**How did you hear about the Schools of Opportunity recognition program?**

Before continuing this application, please ensure that your school is eligible by answering the following six questions.

If your school does not meet one or more of the eligibility criteria, and you would like to discuss this with our staff, please email us at [opportunity@colorado.edu](mailto:opportunity@colorado.edu)

**1. Are you either in a public school district or a charter school?**

No

**2. Does this school enroll students in high school grades, usually 9-12?**

No

**3. Do at least 10% of this school's students qualify for free or reduced priced lunch (FRPL)?**

No

**4. Does the percentage of students with IEPs at this school fall no more than two percentage points below the high school average of the district where the school is located?**

No

**5. Has this school committed to ensuring that all students have access to rich, challenging and supported opportunities to learn?**

No

**6. Has this school committed to non-exclusionary discipline practices?**

No

## About the School

**Total Student Enrollment**

**What is your school's grade configuration?**

## School Type

Charter schools and all public high schools, even those with application requirements, are eligible for recognition. However, stratification or restricted access via school choice is a concern and an issue that we will consider for all applications. Schools working within a choice system and schools with application requirements in particular should address this concern, explaining how they work to ensure that all

community members have access to their schools. The space below is provided for that purpose.

**Which best describes your school?**

**If your school has application requirements or works within a choice system, please explain it here and please explain how you ensure that all community members have access to your school.**

## **School Demographics**

**Percentage of students at your school eligible for free or reduced priced lunch**

**Percentage of high school students with an IEP under IDEA in your DISTRICT**

**Percentage of high school students with an IEP under IDEA at your SCHOOL**

**Calculated IEP difference**

0

## **Percentage of students by race/ethnicity**

**American Indian or Alaskan Native**

**Asian, or Asian American**

**Black or African American**

**Native Hawaiian or Other Pacific Islander**

**White (non-Hispanic)**

**Hispanic or Latino**

**Two or More Races/Ethnicities**

## **English Language Learners**

**Percentage of students who are English Language Learners**

**Percentage of students who are Reclassified English Language Learners**

## **Additional Student Information**

**School Graduation Rate**

**District Graduation Rate**

**Please describe five-year trends.**

**School Dropout Rate**

**District Dropout Rate**

**Please describe how you calculate dropout rate, and include five-year trends.**

**School Suspension Rate**

**District Suspension Rate**

**Please describe how you calculate suspension rate, and include five-year trends.**

**School Expulsion Rate**

**District Expulsion Rate**

**Please describe how you calculate expulsion rate, and include five-year trends.**

## **Optional Demographic Data**

Untitled

**Upload Files**

**Civil Rights Data Collection (CRDC)**

### **How has this school closed the opportunity gap?**

Selection criteria are based on documented success of improving student opportunities to learn by implementing strategies aligned with the [Closing the Opportunity Gap book](#). Applicants should consult the descriptions below as well as the [scoring rubric link](#).

**We ask all applicants to address the two required criteria, plus four additional criteria selected from a menu of eight other options set forth below.**

**For each of your criteria, briefly describe in 250 words or fewer the actual practices your school uses to address the criteria.**

Here are some points to address in each write up:

- If you have multiple, relevant practices, please list them and then highlight the specific practice and details that are most important. Be sure to define your acronyms and program titles for reviewers who may not be familiar with your specific programs, district, or region of the country.
- Please help us understand your unique approaches to closing the opportunity gap by including a brief description of the status quo prior to implementation of the practices and how you know or measure that your efforts have been effective.
- In addition to your short write-up please pay attention to the required supporting documents that

you must upload for each criterion. Beyond the required documents we encourage you to submit the evidence (numerical data, reports, evaluations, news coverage, mulit-media etc.) that best supports your application.

## Required Application Criteria Responses

At the most basic level, a School of Opportunity must strive to ensure that all students have access to rich, challenging and supported opportunities to learn. This means that the school’s best opportunities cannot be exclusive or rationed. For this reason, we will recognize a school as a “School of Opportunity” only if it declines to restrict or stratify student access to those best opportunities. In addition, we seek to highlight schools with strong and welcoming cultures, therefore we will only recognize schools if they reject “zero tolerance” policies and other discipline policies that unnecessarily exclude students from opportunities to learn. **Accordingly, all applicants need to address the following two practices:**

### Criterion 1: Broadening and Enriching Learning Opportunities, with Particular Attention to Reducing Disparities in Learning Created by Tracking and Ability Grouping

Does the curriculum include a range of subjects, activities and experiences that provide a full, high-quality education? Is it designed with the particular needs of the students in mind? Research shows that having a rich and diverse array of subjects, including social studies, science, art, music and physical education, available throughout the school year improves student learning and academic success. Do students at this school have access to broad and meaningful learning experiences?

Research also shows that de-tracking reforms help increase student access to challenging curricular materials and high-quality instruction. Has the school taken steps toward universal access to accelerated and supported learning opportunities? Do all students have access to honors, IB and AP courses? Has the school abolished low-track classes with low expectations? To what extent do all groups of students participate in college counseling programs and in PSATs, SATs, and ACTs?

Review [schoolsofopportunity.org/selection-criteria](http://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 1](#)

#### Description (Criterion 1)

Course Guide and Catalogue

Evidence of the steps taken to increase access

Most Recent Master Schedule

Evidence of high rate of course enrollment by sub-population

Flow-Chart to Explain Course Progression

Additional Supporting Documents (Criterion 1)

### Criterion 2: Creating and Maintaining a Healthy School Culture, with Attention to Diversity and to Reassessing Student Discipline Policies

Schools where students feel oppressed or face bullying, harassment or discrimination also hamper students’ ability to learn. Has the school taken steps to create a safe, welcoming school environment for all

students, including students from all racial, ethnic and religious groups, genders and sexual orientations? To what extent has the school developed clear plans to proactively include the culture and identity of all students on campus and in the curriculum? How does the school prevent discrimination for different sub-populations, and how does it equitably and effectively resolve discrimination when it occurs? What national or local resources and curriculum does the school use to support the academic, social and emotional well-being of students? How does the school include parents as partners in the development of school culture?

A critical component of creating a healthy school culture is having a positive, restorative and non-exclusionary approach to school discipline. Students cannot access rich learning opportunities when they are excluded from school through suspensions, expulsions, and similar approaches to discipline. While suspensions are sometimes necessary and appropriate, these policies are particularly troubling when they disproportionately exclude students of color, special education students or lower-SES students. What does this school do to ensure that student discipline is approached equitably? Is as non-exclusionary as possible? Does the school have an active and successful plan to help students learn positive behavior and maintain self-control? Does the school provide learning resources for suspended students, so that they do not fall behind? Do suspended students and their families understand their rights and obligations, and do they have knowledge of and access to a clear appeal process?

Review [schoolsofopportunity.org/selection-criteria](http://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 2](#)

### **Description (Criterion 2)**

**Code of Conduct**

**Statement of Inclusivity**

**Documentation of Discipline Plan**

**Evidence of Programs Described in Narrative**

**Evidence of Equal Implementation Across Sub-Groups**

**Evidence of Community Partnerships to Include School Climate**

**Learning Resources for Suspended Students**

**Documentation of Parents Right to Appeal**

**Additional Supporting Documents (Criterion 2)**

## **Additional Application Criteria Responses**

Please provide information for four criteria below (Criterion 3-10):

### **Criterion 3: Provide More and Better Learning Time during the School Year and Summer**

While higher-income students receive expanded learning opportunities (like music lessons, museum visits, or hands-on science or social studies experiences) at school, afterschool and in the summers, lower-income students disproportionately lack such opportunities. These enrichment opportunities engage students in learning and help prepare them to succeed in college, in work and as participants in our democracy. Has the school engaged in initiatives to extend or enrich learning time? How does the school ensure that *all* students access these opportunities? Does the expanded time focus on broadening and deepening students' knowledge and understanding of curricular topics and engagement in learning? Does the school engage external organizations in implementing the plan?

Review [schoolsofopportunity.org/selection-criteria](http://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 3](#)

### Description (Criterion 3)

Plan for increasing and improving learning time    Additional Supporting Documents (Criterion 3)

## MBLT Programs

| Program Name | Partner Org | Hours Per Increased | How does this improve quality? |
|--------------|-------------|---------------------|--------------------------------|
|              |             |                     |                                |

## Program Participation (Unique Students)

| Program Name | Annual Participants | FRL Eligible | SPED | Emerging Bilingual | Non-White | Female |
|--------------|---------------------|--------------|------|--------------------|-----------|--------|
|              |                     |              |      |                    |           |        |

## Criterion 4: Use a Variety of Assessments Designed to Respond to Student Needs

Does the school design and use assessments of students' work, knowledge and skills to help teachers understand how well their students are learning and to provide feedback that improves curriculum and teaching? Are assessments student centered, and do they provide prompt and useful feedback? Do teachers have the time and resources to use multiple forms of assessment to analyze student learning? Has the school culture resisted the current push to place standards-based accountability testing toward the center of teaching and learning?

Review [schoolsofopportunity.org/selection-criteria](http://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 4](#)

### Description (Criterion 4)

**Blinded Student Work with Teacher Feedback**      **Evidence of Collegial Time Spent on Assesment Related Goals**

**Description of Teacher Evaluation System**      **Additional Supporting Documents (Criterion 4)**

## Criterion 5: Support Teachers as Professionals

Does the school employs a variety of collegial and sustained professional development activities (e.g., mentoring relationships between new teachers and experienced teachers, high-quality teacher induction programs, professional development drawing on school-level expertise, professional learning communities, collaboration among teachers, and relationships between teacher teams and social service support providers that serve students and families)? Does professional learning promote instruction that is culturally relevant and develop a cadre of well-trained teachers who have a deep understanding of

students' strengths, needs, and diversity? Does the school support efforts to develop healthy and beneficial attitudes and beliefs among administrators, teachers, and school personnel (and students) regarding teaching, learning, and student capabilities?

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 5](#)

### Description (Criterion 5)

## Documentation of Professional Development

| Title | Presenter Role/Affiliation | Hours Per Attendee/Semester |
|-------|----------------------------|-----------------------------|
|-------|----------------------------|-----------------------------|

Outcomes or Products of PD

Additional Supporting Documents (Criterion 5)

Evidence/Documentation of Long Term Strategies

## Criterion 6: Meet the Needs of Students with Disabilities in an Environment that Ensures Challenge and Support

Does the school provide fully resourced programs designed to support students with special needs in the least restrictive learning environment? Is inclusion the norm, and does the school avoid inclusion classes that are low-track classes filled with high-needs learners? Does the school provide supports for all modifications and provide layers of support for students with special needs (from moderate to severe)? Are special education students actively engaged in the social life of the school? Does the school fully comply the word and spirit of the Child Find mandate while taking care to avoid inappropriate over-identification of low-income students, students of color, and English learners?

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 6](#)

### Description (Criterion 6)

Documentation of Types of Services Provided

Additional Supporting Documents (Criterion 6)

Parent Guides or Other Public Materials

## Criterion 7: Provide Students with Additional Needed Services and Supports, Including Mental and Physical Health Services

Research documents that students' basic needs for things such as food, housing and stability impact their ability to learn. While students in low-income communities often have a greater need for these supports, including physical and mental health, they often have the least access to them. Does the school create partnerships to provide for unaddressed health issues, such as physical and mental health, eye care, and dental care, as well as nutrition needs of the students and/or their families? Are families in need of

housing, clothing or legal advice connected to service providers? Does it understand and respond to additional basic needs? Does the school provide these services on campus? Are off-site physical and mental health dental, vision and nutrition providers easily accessible to students and families? Are there efforts to coordinate between academic and non-academic supports? Do families have adequate transportation to access the services?

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 7](#)

**Description (Criterion 7)**

Documentation of How Services are Advertized      Additional Supporting Documents (Criterion 7)

**Additional Services For Students**

| Title | Partner (if applicable) | Needs Addressed | Number Served | Per Day |
|-------|-------------------------|-----------------|---------------|---------|
|       |                         |                 |               |         |

**Criterion 8: Create a Challenging and Supported Culturally Relevant Curriculum**

The school's curricular and pedagogical approaches should consciously and deliberately build on the interests, strengths and home cultures of the school's students. When instructional practices and content are aligned with students' experiences, they value students' communities and engage them in learning. Culturally relevant (or "responsive") pedagogy can be evidenced through literature, projects, assignments, events and field trips, ethnic studies courses, connections to families and communities, interventions and other resources. Further, these curricular experiences should be accompanied by supports for students and their teachers, to ensure that learners are challenged and successful at a high academic level.

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 8](#)

**Description (Criterion 8)**

Course Guide with These Courses Highlighted

Documentation of Specific Programs, Resources, and Approaches

Syllabuses For Applicable Courses

Additional Supporting Documents (Criterion 8)

**Criterion 9: Build on the Strengths of Language Minority Students and Correctly Identify their Needs**

Closing the opportunity gap for Language Minority (LM) students begins by approaching these students as

emerging bilinguals and building on the language strengths they bring to school. Does the school start from this asset-based approach? Does the school employ effective strategies such as providing all teachers with professional development about the unique needs and strengths of LM students, ensuring that LM students have access to qualified bi-lingual teachers, and including LM students in all aspects of the academic and social life of the school? Does the school support the LM students' academic learning in all areas as they move toward fluency? Does the school communicate with language minority students and their families to ensure that student needs beyond language are met?

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 9](#)

**Description (Criterion 9)**

**Documentation of Programs**

**Documentation of Relevant PD**

**Evidence of Student Progress**

**Additional Supporting Documents (Criterion 9)**

**Samples of Correspondence with Parents in First Language**

**Documentation of Social Services for EB Students**

**Documentation of Inclusion in Regular Courses**

**Criterion 10: Sustain Equitable and Meaningful Parent and Community Engagement**

Engaging parents and communities in schools requires more than just good intentions and unidirectional communications. It takes planning, structures, and shared trust. Does this school have formal and informal policies and structures in place to engage parents and communities in school decisions about programs, curriculum or budgets? Do teachers and school staff receive professional development about how to work with diverse families and communities? Do parents feel welcome on campus to support their children and to help guide the school? Are parent and community meetings held at multiple times so working parents can attend? Are childcare and live translation provided during meetings, parent conferences and school events? Is there a translator on campus to support daily parent communication? Is there trust between the school and the larger community? Are there formalized partnerships with community organizations to bring additional resources and programs into the school?

Review [schoolsofopportunity.org/selection-criteria](https://schoolsofopportunity.org/selection-criteria) for additional information.

Download: [Scoring rubric for criterion 10](#)

**Description (Criterion 10)**

**Parent and Community Groups**

| School Leadership/Decision Making Body | Purpose | Parent Role | Community Role | Participants |
|--|---------|-------------|----------------|--------------|
|  |         |             |                |              |

**Additional Supporting Documents (Criterion 10)**