Crawford Elementary School
Aurora Public School District

Innovation School Application
Colorado Department of Education

International Leadership

Submitted: March 2016
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INNOVATION PLAN COVER PAGE

**PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN**

*Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)*

Innovation School Name: Crawford Elementary School

Location (address): 1600 Florence Street, Aurora, CO 80010

Plan Contact (name and position): Jenny Passchier, Principal

Email: jlpasschier@aps.k12.co.us

Phone: 303-340-3290

Please answer the following questions to help us review the innovation plan as efficiently as possible.

Is this plan for a new school or an existing school *(circle one)*? New / Existing

- If this plan is a new school, is the new school *(check one)*:
  - Replacing legacy schools on turnaround status; or
  - Part of a district plan to create a portfolio of schools necessary to serve the Act’s purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? Y/N

- If so, when was the request made and what was it for? ______________________________

Has the school been granted status as an Alternate Education Campus (AEC)? Y/N

- If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? *(Please note that the deadline is July 1st.)* Y/N

Is the school in Priority Improvement or Turnaround? Y/N

- Is the school a recipient of the federal School Improvement Grant (10039g))? Y/N

Will the school be seeking a waiver for graduation guidelines? Y/N
➢ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

**PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN**

Letter from the School Design Team

Address a formal letter of submission for the innovation plan to APS and the Colorado State Boards of Education. The letter should be a compelling introduction to the innovation process that demonstrates the school design team’s strong support and belief in the submitted plan. The letter should also:

1. Provide an overview of the innovation school plan development process.
2. Detail who participated on the design team and how membership is representative of the school community.
3. Provide a summary of school engagement efforts to obtain input and feedback from the larger school community, including staff, administrators, parents, students, and other community stakeholders.
4. Provide a summary of how the school obtained support from the community at large for designation as an innovation school and reference evidence of support in Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee and Appendix B: Evidence of Support from Additional School Community Stakeholders.

In progress
Executive Summary

In the Executive Summary, provide a narrative overview of (1) school challenges and identified needs for improvement, (2) summary of innovations and description of how innovations address challenges/needs, (3) expected/desired outcomes as a result of innovation, and (4) conditions, flexibilities, and waivers required for successful implementation of the innovation plan.

To be completed once the stakeholder approval with any modification of the Innovation Plan is complete, prior to going to the Board of Education
## School Profile

### Crawford Elementary School

**Principal Name and Contact Information:**

Jennifer Passchier, Principal:
1600 Florence St.
Aurora, CO 80010
303-340-3290
Fax: 303-326-1210

[ilpasschier@aps.k12.co.us](mailto:ilpasschier@aps.k12.co.us);

School Design Team Members: Jennifer Passchier, Jennifer Buster, Lacey Farmer, Clara Hernandez, Stacey Ciurej, Kelli LeVan, Holly Comstock, Michelle Bohy, Sylvia Carnahan, Sandy Clarke, Liz Soltys, Jordan Crosby, Mallory Kostrewa, Jordan Bustos, Erin Gravatt, Maren Getz, Christian Eaves, Marie Peterson, Terry Wentz, Linnea Reed-Ellis

### Enrollment Data:

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<tr>
<td>Total # of Teacher Days Per Year:</td>
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Historical Context and Background

Located in the heart in old Aurora and serving students in preschool through 5th grade, Crawford Elementary School has approximately 699 students and employs 77 instructional and operational staff. As a Title 1 school, ninety percent of the students at Crawford qualify for the Free and Reduced Lunch Program. Eighty percent of the students are classified as Limited English Proficient, 74% speak English has their second language and approximately 25% of the student population are refugees. There are over 30 countries represented at the school. With a 75% student stability rate, Crawford serves 71% Hispanic, 14% Asian, 10% Black, 3% White, 2% Multiple Races and less than .1% Native American and .1% Native Hawaiian.

Located in one of the most impoverished neighborhoods, Crawford Elementary School serves a community that has a high number of socio-economically disadvantaged families, multicultural challenges, coupled with community gang issues and crime rates higher that the State average.

With over 88% of the student body representing a traditional minority subgroup, Crawford Elementary School stakeholders’ support remains focused to ensure that this school is able to create a culturally innovative learning environment that is a true reflection of the ethnically-diverse community it serves….shifting the challenge of serving culturally diverse students into the asset of having culturally diverse students.

➤ Intervention to Innovation

Crawford Elementary School is currently in Year 2 of the 3 year funding in the Colorado Department of Education’s Tiered Intervention Grant (TIG) and has shown significant improvements in numerous areas of student achievement and professional learning. In 2014, Crawford Elementary School earned Improvement Status with a score of 57%. The top scoring level of Priority is 59%. With the development and submission of this Innovation Plan, Crawford’s School Design Team (SDT) aligned and enriched several of the successful structures that this grant-funded intervention is providing.

As with its Action Zone counterparts, Crawford Elementary School is attentive that the slowing/stopping of the negative trend of deficiencies at the school level made under Intervention status is now able to be fully leveraged to make the significant systemic changes that are available under new Innovation status. Working with students who have numerous challenges to success in the classroom requires a more aggressive level of due course than has previously been afforded to the feeder secondary school through the traditional turnaround parameters. Crawford has experienced academic growth successes that have the school achieving Improvement, thus the school is eager continue this trend, as well as align Action
Zone efforts to ensure students and families have seamless matriculation into their secondary school environments. With the latitude to move more freely within the governance of the school operations, it is anticipated that predicting need, implementing culturally-competent instructional environments, creating an individualized standards-based learning structure, monitoring growth data, assessing success and targeting movement to change if student need arises will be a more agile process.

As the most culturally diverse city in Colorado, recognized as the 12th most diverse large city nationally (2015 WalletHub) with a national neighborhood diversity index ranking Aurora 9th nationally as the most diverse at the neighborhood level (2015 Urban Diversity), Crawford Elementary School is positioned to, not only aggressively design and implement a fully culturally competent, high achieving, learning environment for their students, but also contribute learned ‘best practices’ to elementary and feeder schools across the nation in similar struggling situations.
Vision, Mission, and Values

The existing school vision at Crawford Elementary School’s is for Crawford students to be engaged individuals who shape their own successful future.

The existing school mission is in partnership with our families and community, we engage students in a relevant, rigorous and equitable standards based education in order to accelerate student growth, and create culture of 21st century learners who are problem solvers, innovators and creative thinkers.

The 2015-16 school goals are:

In order to accelerate student growth, we will engage students in a relevant, rigorous, and equitable standards based education by;

1.) Collaborating to plan, facilitate and debrief standards based lessons in math, writing and reading that provide opportunities for students to build their language and vocabulary skills.
2.) Providing intervention and enrichment opportunities in math and reading to support and enhance their learning of grade level standards.
3.) Providing opportunities for students to respond to their learning in all content areas through writing.
4.) Partnering with our families, we will increase family engagement by creating opportunities to collaborate with them in a variety of settings.

The promise to the student and community are to provide:

- High-quality instruction in a supportive learning community that meets the needs of every student
- Regular reports on your child's progress
- Frequent opportunities to talk with teachers and learn how to help your child at home
- Numerous ways to volunteer and get involved

School Values

Crawford is Home of the Cougar ROAR. Students and staff strive daily for Respect, Outstanding Effort, Acceptance, and Responsibility.

In efforts to ensure a positive learning environment is achieved, the following steps are followed:

- Teach all students at their individual level and make sure to meet the needs of students, to support our belief in ALL students.
- Assess reading, writing and math informally and formally throughout school year to ensure adequate progress. For those who need extra help, an intervention plan is developed and growth is monitored more frequently.
- Offer enriched equipment, curriculum, and professional development for Physical Education. During PE, students enjoy all-inclusive and accessible activities regardless of fitness level or ability.
- A full-time parent liaison is on staff to offer support to help parents access community resources.
- Provide small groups in reading and math to customize the instruction students get during the day.
- We supports students in 1st-3rd grade with Reading Corp as well as provide after school reading intervention for selected students in kindergarten through 5th Grade.
- Technology is at the heart of our learning. All classrooms have top of the line technology for students and teachers to use.

“Every student shapes a successful future”

In alignment with our strategic plan APS 2020: Shaping the Future, several school communities in Original Aurora are developing innovation plans that will create our first Aurora Community-based Transformation, Innovation and Opportunity Network (ACTION) Zone. For more information on the ACTION Zone, please see the accompanying Zone document.
The Need for Innovation

A.) Student Population

➢ **Writing Across Content Areas:** Although Crawford students' TCAP writing data was up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).

➢ **Use of Standards Based Teaching and Learning Cycle in Math:** Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).

➢ **The 5 Components of Reading:** Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.

During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

B.) Priority Performance Challenges

*Academic Achievement*

When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an *overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math*. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average. Writing has been the area where students have performed the lowest over the last 3 years. Because of this, writing needs to be a focus.

For the last 3 years, *writing is the area where our students have scored the lowest out of the content areas*. Leadership team identified the root cause as the instructional staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

*Academic Growth*
From 2011-2013, the growth percentile decreased in math, and math had the largest gap between the median growth percentile and median adequate growth percentile. After focusing on math during the 2013-2014 school year, our overall math growth percentile increased to 60. We accounted for the growth by planning and facilitating standards based lessons in math as well as monitoring students’ understandings of the standards consistently. After maintaining this focus during the 2014-2015 school year, Crawford needs to shift instruction to supports students’ in applying their math understandings to continue to meet the higher cognitive demands of the standards in order to continue to grow in math. Our ACCESS data shows the total median growth percentile decreasing since 2013. We need to accelerate the achievement of our second language learners by making sure that we build their language skills across all content areas.

**Growth Gaps**

In all other content areas, Crawford met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identify needs in each component. In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the comprehension component as well as strengthen our core instruction to be standards based.

**C.) Root Cause**

<table>
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<th>Priority Performance Challenges</th>
<th>Root Cause</th>
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<tbody>
<tr>
<td><strong>Writing Across Content Areas:</strong> Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).</td>
<td>Building an Understanding Proficiency: As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.</td>
</tr>
<tr>
<td><strong>Use of Standards Based Teaching and Learning Cycle in Math:</strong> Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).</td>
<td>Rigor of Standards: Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate their learning at the application level.</td>
</tr>
<tr>
<td><strong>The 5 Components of Reading:</strong> Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the</td>
<td>Developing Understanding of the 5 Components of Reading: We lack a consistent understanding of how to explicitly and systematically teach all the components of</td>
</tr>
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</table>
adequate growth percentile of 74. reading in order to diagnose and teach to identified needs in each component.

The major strategies and intent for Crawford students to excel include:

- **Writing Across the Content Areas**: If Crawford provides opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade, then students will increase in proficiency in all content areas and especially in writing.

- **Standards Based Teaching and Learning Cycle in Math**: If Crawford utilizes the standards based teaching and learning cycle to identify, facilitate and monitor students’ understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.

- **Five Components of Reading**: If Crawford understands all the components of reading and how to teach and assess students’ needs around these, then the growth percentile for our students with disabilities and catch up students will increase.

- **School Redesign**: Full school redesign resulting in ACTION Zone Innovation Plan

The recommendations from Staff, community and families that were considerations in the Innovation Plan supporting student need include:

- More professional learning for staff outside of student contact time
- Extended learning opportunities for students
- Opportunities for students to develop leadership skills
- Opportunities for students to apply their skills and knowledge
- Opportunities for use of technology in student learning
- Opportunities for families to engage in school projects
Proposed Innovation Model

Culture of Performance

- Write our World Crawford - Capturing families’ stories around education
- Parents in Action - Creating leadership opportunities for families to actively engage in their child’s education

Academic Systems

- Professional Learning for Staff - Providing release time for teachers to plan lessons that develop students’ global competencies and monitor their learning
- Extended Learning Opportunities for Students - Extended school day to provide students the opportunity to engage in rigorous lessons that develop their competency to compete globally
• **Global Leadership Development** - Providing opportunities for students to engage in learning opportunities that build students’ 21st century skills and leadership.

• **Alignment of Curriculum and Assessment to Standards and Students’ Needs** - Utilizing curriculum that aligns to the standards and also develops students’ global competencies. Utilizing assessment that monitor students understanding that are efficient and provide timely feedback.

**Talent Management**

• **Building the Capacity of Staff to Provide Feedback and Data Analysis** - Building a cohorts’ understanding of observation feedback and data driven instruction protocols
SECTION I: CULTURE OF PERFORMANCE

A. Supportive Culture and Community

1.) Write Our World Crawford: Capturing Families’ Stories around Education

Proposed Changes

In partnership with Write Our World, Crawford plans to capture families’ stories around education. By creating intergenerational conversations, all of our families will have the opportunity to explore and communicate the meaning of education in their home. Through 6 week workshops, families will e-publish a story based on both the parents’ experience with education and the students’ goals. This will drive a teacher professional development session to connect teachers to the home values of our students.

Current Challenges:

As evidenced by our UIP priority performance challenges and root causes, currently Crawford lacks increased awareness of home culture education, connectedness between the home and classroom, and deeper understanding of the differing values and perceptions of education across our community.

To address these needs head on, we propose implementing the “Write our World” Model at Crawford.

- Lack of awareness of home culture of education
- Connecting the home and classroom
- Understanding the different meaning and perceptions of education

Protective Factors:

This model will meet the following objectives:
- Creates a home and school connection
- Develops a bond between parent and child around education
- Provide a resources for teacher and staff to better understand the cultures around us
- Provides formal programming to involve parents

How does this plan address the major improvement strategies?

- In each of our three major improvement strategies, there is a strategic action about informing families of how to support student learning at home. This opportunity will create an understanding among staff, students and families on how education has been experienced by the family and will articulate the goals of the students. This will help staff to better bridge the learning at home based on this understanding.

Phase-In Timeline

- Year 1: Conduct two sessions targeting two groups with students in grades 3-5
➢ Year 2: Conduct two sessions targeting 6 groups with students in all grade levels with the support of leaders from Parents in Action
➢ Year 3: Conduct two sessions that include all groups at Crawford for all grades with the support of leaders from Parents in Action.

**Impact on Students & Families**

Our students will learn about their families’ school experience and will communicate their goals for themselves. This will create an opportunity to explore and communicate the meaning of education in their home.

*How does this affect the broader community?*

This will drive a teacher professional development session to connect teachers to the home values of our students. It will help staff to bridge the learning at home based on this understanding.

2.) **Parents in Action: Creating Leadership Opportunities for Families to Actively Engage in their Child’s Education**

**Proposed Changes**

This proposal would create a leadership opportunities for our families to actively engage in their child’s education. We will conduct a targeted outreach to the following communities:

- Somali, Latino, Burmese, Bhutanese, Swahili speaking communities using family liaisons and Welcome Center navigators, we will invite families to the first community meeting. Through a participatory process, we will set a purpose for the meetings and identify needs of the community. In this meeting, we will identify potential leaders to add to the planning meetings.
- Additionally, we will survey the community partners (Lutheran Family Services, JFS, Welcome Center), building staff (teachers, intervention specialists, community corps) of known families looking to take a leadership role and have language skills.

We will have at least 2, maximum 4 leaders from each community. They do not need to speak English, only be committed to attend 1-2 meetings a month and motivated to lead community meetings at Crawford monthly.

Each month, there will be a planning meeting using the trainer of trainers model where the community leaders meet with Family Liaison of population, Community Corps member/Community Center Coordinator/Family Liaison (identified staff), and topic specialist (if needed) to plan the upcoming monthly meeting. Here they will review the meeting agenda, create visual supports and practice the meeting. To prepare for this meeting, the identified staff will need to prepare for the meeting and set the vision to share with the leaders. This may include: becoming an expert on what the community wants to
learn about; identifying resources for the meeting; outreaching to community partners to get a speaker.

In total, there will be 1-2 meetings to prepare for the community meeting and 1 community meeting with the group at large. The planning meetings will be during the work day and planned with the identified staff, and the community meeting will be a set time (ie 2nd Tuesday of the month).

<table>
<thead>
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<th>Protective Factors:</th>
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<td>As evidenced by our UIP priority performance challenges and root causes, currently Crawford lacks increased awareness of parental engagement and variables that decrease the likelihood of engagement. To address the needs head on, we propose efforts to:</td>
<td>This model will meet the following objectives:</td>
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<tr>
<td>• Engage all families that are representing our student body</td>
<td>• Helps to engage all families in a safe and comfortable environment among their community</td>
</tr>
<tr>
<td>• Identify the unique challenge that each population is facing when engaging in school functions.</td>
<td>• Provides leadership development training for self-selected individuals</td>
</tr>
<tr>
<td>• Create a safe and comfortable space for everyone to engage and have their perspectives heard</td>
<td>• Reduce dependency on district translators</td>
</tr>
<tr>
<td>• Leadership development of our parents and how to foster leadership in our families</td>
<td>• Allows families to tell us about their challenges and what they want to learn and desire</td>
</tr>
<tr>
<td>• Translation to access understandings</td>
<td></td>
</tr>
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</table>

**How does this plan address the major improvement strategies?**

In each of our three major improvement strategies, there is a strategic action about informing families of how to support student learning at home. This innovation at the heart of creating partnerships with families and communities to engage in their education. By listening to the community needs and developing programming around that, we are partnering with the communities to meet their needs. This takes the assumptions and the one size fits all programming out and develops deep connections with our communities by empowering them to tell us what they need and helping us to know how to help families support the learning at home.
Phase-In Timeline

- Year 1: We will develop the processes for selecting parent leaders and for training them.
- Year 2: We will continue to engage and train parent leaders. Parents will begin to recruit other parents.
- Year 3: There will be a cohort of parent leaders that are clear on the process for selecting parent leaders and training them.

Impact on Students & Families

This structure will positively impact our students by engaging more families into their children’s learning. It will help the school understand the needs of our families in supporting their children’s education so that we can cater to this need. This will ultimately lead to increased student engagement and learning through the family and school partnership.

Culture Fair: Alignment with other Zone Schools

Aligned with Write Our World Crawford and parent leadership opportunities, the Cultural Fair is an annual school event where parents, students, teachers and community members come together to celebrate the diversity of the many cultures represented at Crawford Elementary School. Classroom activities, curriculums, family stories and ethnic showcases will be featured at these public events. Invitations to families to actively participate in showcasing their culture and ethnic celebrations at this educational event will be solicited. The Culture Fair is a parent engagement experience that will be replicated within the International Leadership Action Zone.

Benefits of Culture Fair
• To combat stereotypes and improve understanding and cooperation among people from different cultures.
• To raise awareness worldwide about the importance of intercultural dialogue, diversity and inclusion.
• To build a community of individuals committed to support diversity with real-life gestures.
• Global awareness and international collaboration during the formative years results in more well-rounded individuals
• Promotes project-based learning

ACHS Refugee Family Orientation Process: Alignment with other Zone Schools

- To inform students/families about the structure, components, and benefits of Crawford Elementary School
- To provide resources to help parents navigate their new setting

Importance of recognizing the backgrounds of the refugee students allows Crawford to:
• Expose students/families to all aspects of the American educational program so that they are familiar with how education works in their new country
• To eliminate the assumption that refugees have basic knowledge about what school is like in America

Students will:
• Share information about their personal goals for education in America
• Become familiar with the elements of a school day
• Become aware of the multiple benefits of an American education

Key points:
Translators will be available throughout Crawford and the school year.

Additional Ideas for Onboarding New Refugee Students
• Introduce the adults responsible for helping refugee students
• Tour the school facilities
• Invite local refugee students who live in the school community to talk about their adjustment to American schools
• Visit local community organizations that provide free or inexpensive winter clothing.

Home Visit Program: Alignment with other Zone Schools

• The purpose of a Home Visit program is to build relationships with the families of the students attending Crawford Elementary; home visits will also strengthen our community
• The purpose of a Home Visit program is NOT to point out the students with challenging behavior and at-risk students by visiting them frequently, but rather to visit each student who attends the school individually and build relationships with their families
• Both teachers and parents make their expectations clear, share their hopes and dreams for the child, and work together to meet them.
• Teachers work in teams (At least two teachers meeting the parents and the student)
• Consider a Home Visit Program for all school within the Action Zone
A. Responsive Teaching and Learning

1.) Extended Learning Opportunities for Students - Extended school day to provide students with the opportunity to engage in rigorous lessons that develop their competency to compete globally

This proposal calls for an extended learning day by 45 minutes for students. The extended time would provide all students in kindergarten through 5th grade with an opportunity for an intervention or enrichment opportunity in literacy. Students will receive a 20-30 minutes intervention/enrichment 4 times a week to address a need that is preventing them from reaching higher levels of proficiency. This will address students’ needs and build their skills and confidence. The one day a week without intervention/enrichment, students will have the opportunity to build their global leadership skills through a specific content/activity.

Currently, there is inadequate time in our school day to provide all students with access to rigorous and relevant standards based learning in all content areas. In addition, there are no in-school intervention/enrichment opportunities provided for all 4th and 5th grade students in literacy. The proposed modification involves:

- Beginning the new school year utilizing a new schedule for primary and intermediate grades. Although there are specified times, there may be some fluidity in the schedule based on the integration of content.

- Extended school day will support students in giving them equitable access to standards in all content areas. It will also give them opportunities to receive intervention or enrichment support in literacy. With the extension of the days, students will develop their 21st century learner and leadership skills through a designated block.

- Teachers will have the time that the need in each content area to effectively teach to the standards, as well as provide needed intervention or enrichment to identified students.

Proposed Changes
Provide all students kindergarten through 5th grade with an extended day which will allow for an extended literacy block that includes intervention and enrichment opportunities. Students will receive a 20-30 minutes intervention/enrichment 4 times a week to address a need that is
preventing them from reaching higher levels of proficiency. This will address students’ needs and build their skills and confidence.

The proposed school day under this plan will be to increase the school day by 45 minutes which will increase student contact time from 360 minutes to 405 minutes.

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<td><strong>Skills- 15 minutes</strong> (Multi-syllable Routines, Words Their Way)</td>
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<tr>
<td><strong>Skills- 20 minutes</strong> (Phonological Awareness and Phonics)</td>
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</tr>
<tr>
<td><strong>Writing-50 minutes</strong></td>
<td><strong>Specials- 45 minutes</strong></td>
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</tr>
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<td><strong>Intervention/Enrichment &amp; 21st Century Learner and Leader Development - 30 minutes</strong> (Intervention/Enrichment-4 days a week and 21st Century Learner and Leader Development 1 day a week)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
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</tr>
</tbody>
</table>

**Current Challenges:**
- Currently, there is no in school intervention/enrichment time provided for 4th and 5th grade in literacy
- Currently, kindergarten through 3rd grade has a designated literacy intervention/enrichment time four days a week; however, this time has been taken away from science and social studies

**Protective Factors:**
- All grade levels will have a designated intervention/enrichment time in literacy
- All grade levels will have equitable access to science and social studies instruction

**How does this plan address the major improvement strategies?**
- MIS #3- This plan helps to provide support for students’ needs around the 5 components of reading.
- This plan also ensures equitable access to standards based instruction for all students in all content areas.

**Phase-In Timeline**

- Year One- Crawford will adopt Engage NY for our math curriculum and also utilize Forefront Math as our data tracking system. Teachers will be trained on this at the start
of the school year and supported with continued professional learning throughout the year. Families will also receive training on the math in Engage NY and how to support their students. We will also begin our search for new literacy resources and assessment systems for Tier One instruction.

- **Year Two-** Crawford will adopt a new core resource for literacy. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. We will also begin our search for a new science and social studies curriculum.

- **Year Three-** Crawford will refine our use of new curriculum and effectively integrate ISSN performance outcomes. We will adopt a new core resource for science and social studies. Teachers will be trained on this at the start of the school year and supported with continued learning throughout the year.

2.) **Professional Learning for Teachers: Providing release time for teachers to plan lessons that develop students’ global competencies and monitor their learning**

<table>
<thead>
<tr>
<th>Proposed Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide release days for teachers during the school year which equates to 7 days a year for teachers to meet for data analysis and planning. This will allow for teachers to have interrupted planning time outside of their student contact time. Teachers will not attend district in-services or EPR days.</td>
</tr>
<tr>
<td><strong>Outcome One:</strong> Teachers will plan for intervention and enrichment opportunities for students in reading by analyzing student reading data round the five component of reading.</td>
</tr>
<tr>
<td><strong>Outcome Two:</strong> Teachers will plan for rigorous and relevant standards based lessons by identifying what students need to know and be able to do according to standards and ISSN performance outcomes.</td>
</tr>
<tr>
<td><strong>Outcome Three:</strong> Literacy Based ELD Planning: Teachers will create a two week literacy based ELD plan utilizing grade level standards and WIDA indicators by backwards planned for a literacy based application task that is focused on students’ language development.</td>
</tr>
<tr>
<td><strong>Outcome Four:</strong> Math Application Lesson Planning: Teachers will plan an application math lesson by identifying what students need to know and be able to do according to standards as well as ISSN performance outcomes. Teacher will plan for lessons to address students’ needs by utilizing the data driven instruction protocol.</td>
</tr>
</tbody>
</table>

Reading- Teachers will meet to look at reading data to plan for interventions and enrichment. Using the Crawford Assessment schedule, teachers will administer and analyze data that address the five components of reading. Students will be flexibly grouped using this data for intervention or enrichment.

Teacher Directed Time—Teachers will have 2 hours of teacher directed time to work on whatever they choose. This time could be used for READ Plan Updates.
K-5 Literacy Professional Learning: These meetings will also provide times to deepen teachers’ understandings of literacy instruction specifically around guided reading and close reading. Teachers will plan lessons and create a common formative assessment that will be analyzed. The ISSN performance outcomes will be included in this planning.

Professional Learning for k-2 and 3-5: Primary and Intermediate grades will engage in a learning opportunity for 3 hours. The topics may include: literacy, math, Acuity Analysis and professional learning around how to develop global competencies in students.

Math- Teachers will meet to plan a math application lesson with a focus on the ISSN performance indicators for math. Using their assessment information, teachers will determine standards that students are demonstrating an understanding of after receiving explicit instruction. Teacher will identify the standard(s) as well as mathematical practices and ISSN performance outcomes to plan a lesson that supports students to apply their learning within an engaging context. Teachers will create a common formative assessment for this lesson that they will then analyze to ensure students could apply the learning and to identify further support students need.

ELD- Teachers will plan for 2 weeks of ELD instruction. Using the WIDA indicators and ACCESS data, teachers will plan for identified skills that support students’ development of language with a literacy focus. Teachers will plan for a proficient end of the week task and plan backwards from that. They will also identify ways to monitor the learning along the way.

<table>
<thead>
<tr>
<th>Current Challenges</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Right now, teachers do not have consistent uninterrupted time outside of student contact time to plan for instruction and analyze data collaboratively.</td>
<td>• Teachers will have uninterrupted time to plan deeply using student data, and grade level standards and ISSN performance outcomes without having to miss instructional time with students.</td>
</tr>
<tr>
<td>• Teachers are currently being pulled out of the classrooms approximately 25 hours a year for reading and math data team meetings. This equates around 6 days of inconsistent instruction for students.</td>
<td>• Students will have more consistency in their instruction and in the classroom environment.</td>
</tr>
<tr>
<td>• Due to teachers being pulled for meetings, students not only receive inconsistent instruction but they also struggle behaviorally with guest teachers. Office referrals are slighter higher on days when students receive instruction from a substitute teacher. Our behavior interventionist receives many more calls for support in the classrooms when teachers are not in their classrooms.</td>
<td>• All students will have equitable assess to intervention/enrichment in literacy</td>
</tr>
<tr>
<td>• The principal and assistant principal help to facilitate all reading and math data teams. This is time not spent in classroom that could be used to give support and assist students.</td>
<td>• All students will have equitable access to science and social studies instruction.</td>
</tr>
<tr>
<td></td>
<td>• Administrators will have more time to spend in classroom giving support and feedback around the planning and learning from professional development.</td>
</tr>
<tr>
<td></td>
<td>• Money that would have been used to provide teachers with subs will be reallocated.</td>
</tr>
</tbody>
</table>
feedback around the implementation of professional learning and intervention/enrichment plans.

How does this address the major improvement strategies outlined the UIP?

- **MIS #1** - The proposed professional learning will support developing teachers’ understandings of the writing standards and ISSN language art performance outcomes. Teachers will have the opportunity to plan for writing and writing application tasks across content areas.

- **MIS #2** - The proposed schedule provides uninterrupted time to utilize the standards based teaching and learning cycle around math application tasks. Teachers will develop lessons that allow for students to apply their math understandings and also demonstrate the ISSN performance outcomes.

- **MIS #3** - The proposed professional learning structures will provide uninterrupted time for teachers to engage in learning around the 5 components of reading. There will also be time to analyze student data and to plan for tier 1 and tier 2 instructional needs.

Sample Professional Learning Schedule:

<table>
<thead>
<tr>
<th>Professional Learning Release Days</th>
<th>September 2, October 6, November 14, January 3, February 1, March 9, April 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder 1st 2nd 3rd 4th 5th</td>
<td></td>
</tr>
<tr>
<td>7:30-8:30 Reading Data Meeting</td>
<td>Teacher Directed Time Teacher Directed Time</td>
</tr>
<tr>
<td>8:30-9:30 Teacher Directed Time</td>
<td>Reading Data Meeting</td>
</tr>
<tr>
<td>9:30-10:30 Teacher Directed Time</td>
<td>Reading Data Meeting</td>
</tr>
<tr>
<td>10:30-12:00 K-5 Literacy Professional Learning</td>
<td>12:00-12:30 LUNCH</td>
</tr>
<tr>
<td>12:30-1:30 K-2 Professional Learning</td>
<td>Reading Data Meeting Teacher Directed Time Teacher Directed Time</td>
</tr>
<tr>
<td>1:30-2:30 Teacher Directed Time</td>
<td>Reading Data Meeting</td>
</tr>
<tr>
<td>2:30-3:30 Teacher Directed Time</td>
<td>Reading Data Meeting</td>
</tr>
</tbody>
</table>

In addition to the release days, teachers will be provided with an additional specials time on specific dates to plan for literacy based ELD and inquiry based math lessons.

<table>
<thead>
<tr>
<th>Literacy Focused ELD Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Dates</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>K</td>
<td>8/29 9/19 10/3 10/24 11/7 11/22 12/5 1/5 1/17 1/30 2/13 2/28 3/15 4/4 4/17 5/1</td>
</tr>
</tbody>
</table>

Crawford Elementary School: Innovation Application
Guided Reading and Close Reading Planning will occur during specials for 3 cycles each semester.

For this model to be successful, we will need to change our school calendar. Crawford will need to extend our school contact day for students to ensure they have an extra 45 minutes of instruction.

The current model, though it increases teacher-pupil contact time by 45 minutes, it does not increase the teacher duty day. Rather it allows teachers the opportunities to address the challenges of not having sufficient time to fully deliver planned instruction. The tables below demonstrate how the proposed calendar changes would not necessarily change teacher workload.

---

**Sample Professional Learning Comparison and Schedule**
<table>
<thead>
<tr>
<th>Current School Year</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Planning- Before School (once a week)</td>
<td>ELD Planning- During <strong>Extra Special</strong> (every other week)</td>
</tr>
<tr>
<td>Math Application Planning- During Specials (on specified dates)</td>
<td>Math Application Planning- During <strong>Extra Special</strong> (on specified dates)</td>
</tr>
<tr>
<td>Guided/Close Reading Planning- During Specials (on specified dates)</td>
<td>Guided/Close Reading Planning- During Specials (on specified dates- 6 times a semester)</td>
</tr>
<tr>
<td>Reading Data Meetings- During School Day with Sub Required</td>
<td>Reading Data Meetings- During Release Day</td>
</tr>
<tr>
<td>Math Screener Meetings- During School Day with Sub Required</td>
<td>Math Screener Meetings- During Release Day</td>
</tr>
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</table>

*Professional Learning Comparison: First Grade*
3.) **Extended Learning Opportunities for Students**—Extended school day to provide students with the opportunity to engage in rigorous lessons that develop their competency to compete globally

This proposal calls for an extended learning day by 45 minutes for students. The extended time would provide all students in kindergarten through 5th grade with an opportunity for an intervention or enrichment opportunity in literacy. Students will receive a 20-30 minutes intervention/enrichment 4 times a week to address a need that is preventing them from reaching higher levels of proficiency. This will address students’ needs and build their skills and confidence. The one day a week without intervention/enrichment, students will have the opportunity to build their global leadership skills through a specific content/activity.
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- Currently, there is no in school intervention/enrichment time provided for 4th and 5th grade in literacy
- Currently, kindergarten through 3rd grade has a designated literacy intervention/enrichment time four days a week; however, this time has been taken away from science and social studies

**Protective Factors:**
- All grade levels will have a designated intervention/enrichment time in literacy
- All grade levels will have equitable access to science and social studies instruction

**How does this plan address the major improvement strategies?**
- MIS #3- This plan helps to provide support for students’ needs around the 5 components of reading.
- This plan also ensures equitable access to standards based instruction for all students in all content areas.
4.) Curriculum and Assessment

This component will utilize curriculum that aligns to the standards and also develops students’ global competencies and will utilize assessments that monitor students understanding that are efficient and provide timely feedback.

Crawford Elementary will seek new curriculum and assessments in order to utilize resources that are aligned to the common core standards and address all necessary components in all content areas. We will also utilize assessments that are efficient and provide teachers with information that will immediately inform their instruction and impact student learning.

Our current resources do not effectively address the common core standards and do not effectively address all components in each content area. Additionally, the current assessments are time consuming and do not always provide useful information to inform instruction quickly.

Students will receive instruction using resources that build their understandings of the grade level standards. Students will also receive response instruction because of effective and timely progress monitoring and assessments.

Teachers will have a resource to assist them in planning for instruction that is aligned to standards. They will utilize assessment that are efficient and give them timely information.

### Proposed Changes

- To utilize resources that are aligned to the common core standards and addresses all necessary components in all content areas.
- To utilize assessments that are efficient and provide teachers with information that will immediately inform their instruction and impact student learning.

### Current Challenges:

- Our current resources do not effectively address the common core standards and do not effectively address all components in each content area.
- The current assessment are time consuming and do not always provide useful information to inform instruction.

### Protective Factors:

- Students will have equitable access to standards based instruction through the use of a common resource.
- Students’ learning will be informed by assessments.

### How does this plan address the major improvement strategies?

This addresses all major improvement strategies by providing teachers with resources and data that align to standards so that all students have equitable access to standards based instruction and access to intervention/enrichment informed by data. When our staff has adopted new curriculum, all students will be engaged in rigorous lessons that are based on the standards and also integrate the ISSN performance outcomes in each content area.
Phase-In Timeline

- Year One - Crawford will adopt Engage NY for our math curriculum and also utilize Forefront Math as our data tracking system. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. Families will also receive training on the math in Engage NY and how to support their students. We will also begin our search for new literacy resources and assessment systems for Tier One instruction.

- Year Two - Crawford will adopt a new core resource for literacy. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. We will also begin our search for a new science and social studies curriculum.

- Year Three - Crawford will refine our use of new curriculum and effectively integrate ISSN performance outcomes. We will adopt a new core resource for science and social studies. Teachers will be trained on this at the start of the school year and supported with continued learning throughout the year.

5.) Building the Capacity of Staff to Provide Feedback and Data Analysis - Building a cohorts’ understanding of observation feedback and data driven instruction protocols

Crawford will train all the teacher leaders and other staff who provides coaching in the 6 Step Process Observation Protocols which includes praise, probe, action step, planning, practice and follow-up.

Additionally, we will have all teacher leaders and other staff that show interest in leadership to be trained in the Data Driven Instruction Protocol to help facilitate data meetings. The components of the protocol include affirmation, starting with the exemplar, identifying the gaps, planning for a re-teach, practicing the re-teach and a follow-up.

Currently, the principal and assistant principal are formally trained in the observation and feedback protocol and data driven instruction protocol. Teacher leaders and other staff that provide coaching are familiar with the 6 Step Protocol but have not strategically implemented it.

This training will allow for increased capacity of the coaching staff to provide consistent and actionable feedback to teachers. This training will also build the capacity of the staff to utilize this protocol independently and lead data meetings. This will impact our staff by building greater capacity to lead professional learning. Also, with more staff trained formally on the protocol, there will be more consistency in expectations for meeting outcomes.
Phase-In Timeline

- Year One- We will train all the teacher leaders and staff that provide coaching in observation and feedback and DDI protocols. They will implement these protocols into their coaching and will support grade level meeting with data analysis.
- Year Two- We will train interested teachers in the DDI protocol. They will support grade level meetings with data analysis.
- Year Three- All grade level data meetings will be facilitated by grade level leaders using the DDI protocol

6.) Global Leadership Development- Providing opportunities for students to engage in learning opportunities that build students’ global leadership.

Currently, there are few strategic opportunities for students to develop global leadership skills and ensure they are becoming international leaders. By implementing a specified time for explicit instruction in global competencies teachers can plan more intentionally to provide content and activities that will foster this development. By the end of year three, students will consistently be engaged in activities they apply our global competencies which include investigating the world around them, recognizing perspectives, communicating their ideas and taking action on issues that are meaningful to them. Crawford Elementary students represent a global society and hold different perspectives so we will foster this strength.

<table>
<thead>
<tr>
<th>Proposed Changes</th>
<th>Current Challenges:</th>
<th>Protective Factors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Once a week for 20-30 minutes students will engage in a content/activity that builds students’ global leadership. This will include helping students to investigate the world, recognize perspectives, communicate ideas and take action. The content and activities will be directed by teachers in the first year and then by year 3, students will have choice in the content or activity they engage in at this time.</td>
<td>- Currently, there are few strategic opportunities for students to develop global leadership skills.</td>
<td>- This structure will allow for increased engagement because students have selected their own content/activity</td>
</tr>
</tbody>
</table>

How does this plan address the major improvement strategies?
This addresses all major improvement strategies by providing teachers with resources and data that align to standards so that all students have equitable access to standards based instruction and access to intervention/enrichment informed by data. When our staff has adopted new curriculum, all students will be engaged in rigorous lessons that are based on the standards and also integrate the International Studies Schools Network (ISSN) performance outcomes in each content area.
Phase-In Timeline

- **Year 1**: Develop teachers’ understandings of Global Leadership Skills Performance Outcomes. Teachers will utilize a 30 minute block once a week to provide students with the opportunity to utilize these skills.
- **Year 2**: Teachers will meet as grade levels to plan for grade level choice topics and activities to develop students’ global leadership. Students will choose one of the topics or activities. These choices will change on a quarterly basis.
- **Year 2**: The K-2 Vertical Team and 3-5 Vertical Teams will meet to plan for choice topics and activities to develop students’ global competency and International Leadership skills. Students will choose one of the topics or activities. These choices will change on a quarterly basis. The groupings will be k-2 groups or 3-5 groups.

Students will begin to learn about global competencies that they will need to possess in order to compete as a leader in a global society. They will have the opportunity to practice these skills through engaging topics and activities that they choose themselves. Our community will be affected by this structure because as we identify topics and activities, we will find experts in our community to help students learn about their topics of interest and serve as mentors in this work.

For this model to be successful, Crawford needs to extend the school contact day for students and needs to change the calendar to support more professional learning for teachers.

**B.) Special Populations**

This Innovation Plan embeds ELD supports throughout the day, *see Educational Model charts.*
SECTION III: TALENT MANAGEMENT

A.) Highly Effective Teachers

1.) Building the Capacity of Staff to Provide Feedback and Data Analysis - Building a cohort’s understanding of observation feedback and data driven instruction protocols

Proposed Changes
- All the teachers leader and other staff who provide coaching with be trained in the 6 Step Process Observation Protocol
- All teacher leaders and other staff that show interest in leadership with be training in the Data Drive Instruction Protocol to help facilitate data meetings

Current Challenges:
- Currently, the principal and assistant principal are formally training in the observation and feedback protocol and data driven instruction protocol
- Teacher leaders and other staff that have provided coaching are familiar with the 6 Step Protocol but have not strategically implement it.

Protective Factors:
- This training will allow for increase capacity of the coaching staff to provide consistent and actionable feedback to teachers.
- This training will build the capacity of the staff to utilize this protocol independently and lead data meetings.

How does this plan address the major improvement strategies?
This addresses all major improvement strategies by providing a structure to give teachers feedback on their instruction consistently. It will also build the capacity of staff to systematically look at data.
### SECTION IV: BUDGET AND OPERATIONS

**A. Budget and Policy**

**In progress**

**Summary Budget:**

<table>
<thead>
<tr>
<th>School Name: __________________________</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2012-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
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<tr>
<td><strong>Per Pupil Revenue</strong></td>
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</tr>
<tr>
<td><strong>State &amp; Federal Grant Funds</strong></td>
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<tr>
<td><strong>Other Sources (i.e. savings from actuals v. averages)</strong></td>
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<tr>
<td><strong>Total Revenue</strong></td>
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<td></td>
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<tr>
<td><strong>Instructional Salaries &amp; Benefits</strong></td>
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<tr>
<td><strong>Instructional Services / Supplies</strong></td>
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<tr>
<td><strong>Other Instructional Expenses</strong></td>
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<tr>
<td><strong>Total Instructional Expenditures</strong></td>
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<tr>
<td><strong>Supporting Services Salaries &amp; Benefits</strong></td>
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<tr>
<td><strong>Other Supporting Services Expenses</strong></td>
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<td></td>
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<tr>
<td><strong>Total Supporting Services Expenditures</strong></td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
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</tr>
<tr>
<td><strong>NET INCOME</strong></td>
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</tr>
</tbody>
</table>
Expected Outcomes: Improvement in Academic Achievement

In progress

SAMPLE PERFORMANCE TARGETS TABLE (Modify as necessary):

<table>
<thead>
<tr>
<th>School Performance Targets (Innovation Years 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected PARCC (MGP) (Grades 4-10)</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
</tbody>
</table>
Conditions Necessary for Innovation: Waivers

SUMMARY OF REQUIRED CHANGES

In progress

A.) District Policy Waivers with Replacement Language

IN PROCESS – All waivers are to be considered in process and will be updated or altered to appropriately reflect feedback to the innovations models.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCE/GCF: Professional Staff Recruiting/ Hiring (GCE/GCF)</th>
<th>Area of Impact: Talent Management – Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting</td>
<td>The Board directs the Superintendent to develop and maintain a recruitment program designed to recruit and retain high performing licensed personnel in the District's schools. It is the responsibility of the Superintendent and chief personnel officer, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other licensed personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the school system and the need for licensed staff members of various backgrounds. Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District’s schools. Any present employee of the Board may apply for a position for which s/he is licensed and meets other stated requirements.</td>
<td></td>
</tr>
<tr>
<td>Background Checks</td>
<td>Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.</td>
<td></td>
</tr>
<tr>
<td>Hiring</td>
<td>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the Superintendent and chief personnel officer.</td>
<td></td>
</tr>
<tr>
<td>Appointment of Candidates</td>
<td>Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority</td>
<td></td>
</tr>
</tbody>
</table>
of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Superintendent and chief personnel officer shall submit a new recommendation to the Board for approval.

GCE-GCF-R:

To maintain control and continuity in the hiring and transferring of teachers, no one other than the Division of Human Resources is to make a commitment for employment or assignment. All scheduling of interviews and decisions on employment status are communicated to applicants through the Division of Human Resources. The procedures followed in the hiring process are described in the policy GCE-GCF-R.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay.</td>
</tr>
</tbody>
</table>

**Replacement Policy**

[DRAFT] Recruiting

Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel and determination of compensation to the innovation school. While, the APS Human Resources Department will continue to provide support in professional staff recruitment and hiring, the school principal and leadership team, in alignment with the innovation plan, has the authority to determine the personnel needs of the school and to locate suitable candidates for employment. Any present employee of the Board may apply for a position for which s/he is qualified and meets other stated requirements.

Hiring

There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the innovation school. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the school principal.

GCE-GCF-R:

The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. Any employment offer from the school will be a written offer contingent upon a successful background check.

**District Policy**

**GCK: Professional Staff Assignments and Transfers**

(GCK)

**Policy Language/Summary**

Licensed personnel shall be assigned and reassigned as needed in a manner determined by the principal, chief personnel officer or designee and consistent with the Master Agreement between the district and the Aurora Education Association, which includes the principal’s consent for all transfers. The following transfer categories require approval by the Board of Education: 1. Transfer from one building to another; 2. Transfer from one position category to another (i.e., teacher to counselor, teacher to administrator, administrator to teacher); and 3. Transfer from one organizational level to another (i.e., elementary to middle school, middle to high school).

The following reassignment categories are not considered transfers and do not require approval by the Board of Education: 1. Reassignment to a different grade level or area of instruction within a building; and 2. Reassignment of special teachers and special education teachers within their area of expertise.
The three consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity will not be included in computing the probationary period.

### Rationale for Innovation
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

### Replacement Policy
**[DRAFT]** The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

### District Policy
**GDJ: Classified Staff Assignments and Transfers**

**Area of Impact:** Talent Management – Staff Transfers

**Policy Language/Summary**
Classified employees shall be assigned only to those positions for which the Superintendent of Schools deems they are qualified.

Classified employees who wish to transfer to a vacant position for which the employee is qualified shall:
1. Complete an online transfer request form. The employee’s supervisor will be notified via e-mail from human resources of the employee’s interest in transferring. Once a transfer form is complete, employees may use the HR request for transfer system to select posted positions to which they are interested in transferring. Only the assignments and/or locations specifically requested online by the employee shall be considered.
2. All requests for transfers will be considered; however, submission of a request does not guarantee an interview.
3. In all cases, the initiator of the transfer request will be advised of the action taken.
4. Transfer requests will be recorded in the human resources office.
5. The Board of Education shall act on all transfer requests approved by the Superintendent of Schools.
6. Employees requesting a transfer may withdraw said request at any time.

### Rationale for Innovation
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

### Replacement Policy
**[DRAFT]** The school may refuse direct placements or involuntary transfers of classified staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

### District Policy
**GCFC – Professional Staff Licensing and Credentialing**

**Area of Impact:** Talent Management – Teacher Hiring and Licensure

**Policy Language/Summary**
A Board of Education shall not enter into a contract with any person as a teacher, except in a junior...
Summary

college district or in an adult education program, unless such person holds or is entitled to hold an educator's license or letter of authorization issued in the manner prescribed by law.

Services - Disbursements

No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless such person holds or is entitled to hold a valid educator's license, letter of authorization or written authorization from the Department of Education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or letter of authorization or shall have an application for such license or authorization in process at the Colorado Department of Education during all periods of employment by a school district. Any person who performs services as a teacher without possessing a valid educator's license or letter of authorization or without having an application for such license or authorization in process at the Colorado Department of Education shall forfeit all claim to compensation out of school district monies for the time during which services are performed without such license, letter or written authorization.

Qualifications - Licensed Administrators

All licensed administrators shall hold the required degree from an accredited institution of higher education. All building and district licensed administrators shall hold an appropriate Colorado license with the appropriate endorsement, as required by law, or prescribed by the district. All building administrators must have previous teaching experience. The Superintendent of Schools may designate other positions for which the incumbent must have previous teaching experience. Exceptions to these minimum qualifications for administrators may be made by the Superintendent of Schools: a. For applicants who lack the required professional license and/or degree, but who are pursuing a program leading to its completion; and/or b. When a position warrants special expertise, the district may request the Colorado Department of Education to issue the applicant emergency authorization.

Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects and non-licensed administrators.

Replacement Policy

[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction and non-licensed administrators as necessary to implement the innovation plan.

District Policy

GCOC: EVALUATION OF ADMINISTRATIVE AND PROFESSIONAL/TECHNICAL STAFF (gcoc)

Area of Impact: Talent Management - Performance Evaluation

Policy Language/Summary

Purpose of Evaluation

The administrator and professional/technical performance evaluation system should assist in creating positive working relationships among members of the Board of Education and administrative and professional/technical staff by clarifying and accommodating the responsibilities of the Board and the professional needs of staff as described below.

To accommodate the responsibilities of the Board of Education, the evaluation system should: 1. assure that Board policies, programs, and goals are carried out as intended; 2. clarify staff duties and responsibilities to the district; and 3. improve the overall quality of administrative and professional/technical staff in the district.
To accommodate the professional needs of administrators and professional/technical staff, the evaluating system should: 1. identify and reinforce strengths in staff performance; 2. identify and assist in the elimination of weaknesses in staff performance; 3. direct staff into appropriate avenues of professional growth; and provide ample warning and assistance prior to termination when appropriate and feasible.

**Frequency of Evaluation**

Administrators and professional/technical staff shall be evaluated annually. More frequent evaluations may be initiated at the discretion of the supervisor. Nothing in this policy shall limit the authority of the Board of Education to demote or terminate any administrator or professional/technical employee as authorized by Colorado Revised Statutes.

**Rationale for Innovation**

To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

**Replacement Policy**

[DRAFT] In accordance with the innovation plan, the school shall be responsible for developing and implementing a program for the performance evaluation of its employees. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.

**District Policy**

**IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR (IC/ICA)**

**Area of Impact:** Calendar and Schedule

**Policy Language/Summary**

The school year calendar shall be adopted by the Board of Education each year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved by the Board of Education.

**Rationale for Innovation**

To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.

**Replacement Policy**

[DRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the following school year, the length of time the school will be in session during the next following year. The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved through the innovation plan.

**District Policy**

**ID: SCHOOL DAY (ID)**

**Area of Impact:** Calendar and Schedule

**Policy Language/Summary**

As stated in C.R.S. 22-32-109(n)(l), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation].

- Half-day kindergarten: 450 hours per school year
- Full-day kindergarten: 900 hours per school year
- Grades one through five: 990 hours per school year

The district recognizes the need for teachers to extend the normal school day for elementary students in order to provide extra help for students who have been absent; require additional assistance to master a subject; or to enforce penalties for the proper management of student
behavior. Teachers may utilize recess or before/after school time for these purposes. If the student's school day is to be extended, efforts will be made to contact the parent. Extension of the student's school day may be no longer than 15 minutes without prior parent permission.

C.R.S. 22-32-109(n)(II)(A) further states that actual hours of teacher-pupil instruction and teacher-pupil contact may be reduced to no fewer than [the hours indicated in the regulation].

- Half-day kindergarten: 435 hours per school year
- Full-day kindergarten: 870 hours per school year
- Grades one through five: 968 hours per school year

ID indicates the district’s minimum school day length requirements.

- Half-day kindergarten shall be two hours and forty-five minutes long.
- Full-day kindergarten shall be six and one-half hours long, exclusive of lunch.
- Elementary school (grades 1 through 5) shall be six and one-half hours long, exclusive of lunch.

Extension of Elementary and K-8 School Day

Teachers may use recess and before/after school time in order to provide extra help to students and to enforce the proper management of their classes and appropriate student behavior. Teachers may not use recess and before/after school time when, in the best judgment of the principal or designee, this practice would be detrimental to the safety or well-being of the students. Teachers may extend a student’s school day for up to 15 minutes before or after the normal school day without parent permission or prior parent notification. However, the teacher will make a reasonable effort to notify the parent prior to the extension. Teachers may extend a student’s school day for more than 15 minutes before or after the normal school day only if prior parent permission has been obtained. Teachers will notify the office prior to extending a student’s school day beyond the 15 minutes.

Teachers may not cause a student who is transported by school bus to miss a bus without prior arrangements for the parent to transport the student. Teachers who choose to extend the student’s day during recess or before/after school will be responsible for providing for the supervision of the student during the extension. Schools shall provide notice to parents of the District school day policy and regulation through the school calendar, newsletters, handbooks, parent meetings, etc.

Rationale for Innovation

To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.

Replacement Policy

[DRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the following school year, the length of time the school will be in session during the next following year. The school day adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year.

The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

Extension of Elementary and K-8 School day rules still apply.

District Policy

| IJJ/IJK: TEXTBOOK SELECTION AND ADOPTION/ | Area of Impact: Educational Program |
### SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (IJJ/IJK)

**Policy Language/Summary**

<table>
<thead>
<tr>
<th>I. The Board of Education shall determine the basic instructional material for all courses of instruction, including all material to be used in the human sexuality portion of any curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. The Board of Education shall adopt supplementary materials, as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly.</td>
</tr>
<tr>
<td>III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A. Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy JKL, of the Aurora Public Schools.</td>
</tr>
<tr>
<td>IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.</td>
</tr>
<tr>
<td>V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.</td>
</tr>
<tr>
<td>VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education.</td>
</tr>
<tr>
<td>VII. A special public display of instructional material recommended for adoption shall be maintained for two weeks during the month preceding action by the Board of Education.</td>
</tr>
<tr>
<td>VIII. Materials adoption will normally occur as a part of the cyclical curriculum approval process, with lists of basic and supplementary materials available to the public.</td>
</tr>
<tr>
<td>IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials.</td>
</tr>
<tr>
<td>X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning.</td>
</tr>
</tbody>
</table>

**Rationale for Innovation**

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.

**Replacement Policy**

[DRAFT] I. The school has the authority to determine its own basic instructional material for all courses of instruction as necessary to implement the innovation plan. The Board of Education shall determine the basic instructional material to be used in the human sexuality portion of any curriculum.

II. The school shall adopt supplementary materials in accordance with the innovation plan and as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly. The school will retain the authority to adopt research-based materials in support of the innovation plan.

III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes
the use of material as listed below: A. Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy IJL, of the Aurora Public Schools. **Innovation schools will retain the authority to adopt additional research-based materials in support of the innovation plan.**

IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.

V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.

VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education. **The school will maintain an accurate, up-to-date list of any other instructional material adopted in accordance with the innovation plan,** to be made available upon request.

IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials. **Innovation schools will retain the authority to adopt and reapprove additional research-based materials in support of the innovation plan.**

X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning. **Innovation schools will retain the authority to purchase and use additional research-based instructional computer software in support of the innovation plan.**

### District Policy

#### IKA: Grading and Assessment Systems

**Policy Language/Summary**

**District Assessment System**

In addition to the state assessment system, the district has developed a comprehensive assessment system that: • challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge; • includes “early warning” features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary; • provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and • provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district’s academic standards.

**Additional Assessment Information for Parents/Guardians**

In accordance with state law and this policy’s accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

**Classroom Assessment System**

Classroom assessment practices shall be aligned with the district’s academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur
continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis. Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Student progress communication to parents/guardians

Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee.

Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Criteria for grading student progress will be prescribed by the Superintendent of Schools.

IKA-R: Grading System

The basic grading system for reporting student academic progress in grades kindergarten through 8th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 9-12, the A, B, C, D, F system will be used. The letters are interpreted as detailed in IKA.

Rationale for Innovation

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and assessment systems.

Replacement Policy

[DRAFT] In accordance with the innovation plan, the school has the authority to develop and adopt a basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. The system will meet or exceed the minimum standards of the district and state.

B.) State Statute & Rule Waivers with Replacement Language

IN PROCESS – All waivers are to be considered in process and will updated or altered to appropriately reflect feedback to the innovations models.

[DRAFT] Request for Waivers from State Statute

<table>
<thead>
<tr>
<th>State Statute</th>
<th>Area of Impact: Talent Management – Hiring</th>
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</table>
| Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay (109) | }
<table>
<thead>
<tr>
<th><strong>Statute Description</strong></th>
<th>In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale for Innovation for Innovation</strong></td>
<td>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay (interacts with 22-63-201 &amp; 22-63-206).</td>
</tr>
<tr>
<td><strong>Replacement Policy</strong></td>
<td>[DRAFT] Pursuant to state law, the APS board will delegate decision-making authority related to selection of school personnel and determination of compensation to the innovation school. The principal, in consultation with the school leadership team, and in alignment with the school innovation plan, will select school personnel directly and rates of pay will be at or above the district schedule. For all unique job descriptions the school leadership team shall determine the rate of pay during the budget cycle for the following year.</td>
</tr>
<tr>
<td><strong>State Statute</strong></td>
<td>C.R.S. 22-63-206 Local board duties concerning school calendar (206)</td>
</tr>
<tr>
<td><strong>Statute Description</strong></td>
<td>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</td>
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<td>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</td>
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<td>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</td>
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<td>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</td>
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<td>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</td>
</tr>
<tr>
<td><strong>Rationale for Innovation</strong></td>
<td>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay (interacts with 22-32-109(1)(f) &amp; 22-63-201). To protect the strategic implementation of the innovation plan, the school requires the</td>
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</table>
authority to refuse direct placements or involuntary transfers.

### Replacement Policy

[**DRAFT**] The school may refuse direct placements or involuntary transfers of personnel as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

### State Statute

|---|---|

**Statute Description**

(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher’s license or authorization issued pursuant to the provisions of article 60.5 of this title.

(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.

(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.

**Rationale for Innovation**

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects (interacts with 22-32-109(1)(f) & 22-63-206).

### State Statute

|---|---|

**Statute Description**

No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher’s license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school.
district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.

**Rationale for Innovation**
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. A waiver to C.R.S. 22-63-402 is required to pay any non-licensed teaching staff hired for non-core subjects.

**Replacement Policy**
[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan.

**State Statute**
C.R.S. 22-9-106 Local board duties concerning performance evaluations (106)

<table>
<thead>
<tr>
<th>Statute Description</th>
<th>Area of Impact: Talent Management - Performance Evaluation</th>
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<tbody>
<tr>
<td>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department. (4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</td>
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</table>

**Rationale for Innovation**
To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

**Replacement Policy**
[DRAFT] 1.5(a) In accordance with the innovation plan, the school may develop and adopt its own personnel evaluation system, which will comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. 4(a) The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.

**State Statute**
22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar (109)

<table>
<thead>
<tr>
<th>Area of Impact: Calendar and Schedule</th>
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<tbody>
<tr>
<td>Statute Description</td>
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<tr>
<td>Rationale for Innovation</td>
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<tr>
<td>Replacement Policy</td>
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</table>
scheduled for the school year. The board, district administration, or school administration shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar, excluding changes resulting from emergency closings or other unforeseen circumstances, shall be preceded by adequate and timely notice from the board, district administration, or school administration of not less than thirty days.

**Rationale for Innovation**
To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time and teacher planning time. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(B) to determine its own school year and school day calendar.

**Replacement Policy**
[DRAFT] Prior to the start of the following school year, in alignment with the innovation plan, the school will determine the following year’s school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled in the school. Such calendar shall include the dates for all staff in-service programs scheduled for the school year. The school shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of not less than thirty days.

**State Statute**
22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)

**Statute Description**
In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;

**Rationale for Innovation**
To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.

**Replacement Policy**
[DRAFT] In accordance with the innovation plan, the school shall determine its own educational programs to be carried on in the school and shall prescribe the textbooks for any course of instruction or study in such programs.

**C. Collective Bargaining Agreements Waivers with Replacement Language**

IN PROCESS – All waivers are to be considered in process and will updated or altered to appropriately reflect feedback to the innovations models.

[DRAFT] Innovation Replacement Policies for Additional Waivers from Collective Bargaining Agreements

<table>
<thead>
<tr>
<th>CBA Article/Section</th>
<th>Article 19: Teacher Transfers</th>
<th>Area of Impact: Talent Management – Staff Transfers</th>
</tr>
</thead>
</table>
A. General Considerations

1. Transfers shall mean only those changes involving moves from one (1) building (school location) to another. Reassignments to different grade levels or different areas of instruction within a building are not considered transfers. A transfer request shall be either voluntary and initiated by the employee or involuntary as initiated by the District. Return from leave as described in Articles 26, 30, 31, 32 and 33 and recall as described in Article 20 shall not be considered transfers under this Article. (2014)

2. In making transfers of teachers, consideration shall be given to the effect on students, the effect on the educational program of the District, the interest of the teachers involved, and establishing a balance in the distribution of teachers with regard to experience, length of employment in the District, and other significant characteristics such as gender, age and ethnic background. (2014)

3. Prior to filling a vacancy by hiring a new employee under contract (as opposed to using a substitute teacher in the vacancy), notice of that vacancy shall be posted on the District web site. (2014)

4. Teachers who desire a change of assignment within a building shall discuss the matter with their principal, but shall not submit a transfer request form. Final determination of intra-building assignments or reassignments shall be made by the principal. (2014)

5. Teachers who transfer through a voluntary transfer (Section B) or a mutual consent transfer (Section D) may transfer to a school only with consent of the hiring principal and with input from at least two (2) teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process. (2014)

B. Voluntary Transfers

3. New teachers shall not be given assignments until all existing teachers requesting transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all transfer candidates. (2014)

C. Involuntary Transfers

1. Teachers shall not be assigned without their consent to any position outside their areas of professional competence. (2014)

2. No teacher shall be transferred involuntarily without good cause. Such cause shall be stated in writing at a meeting between the teacher involved and the Superintendent, or the Superintendent’s designee, prior to the actual transfer. Good cause includes, but is not limited to, any teacher who is displaced as a result of a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution. (2014)

3. A list of all vacant appropriate positions shall be made available to an involuntary transfer. (2014)

4. If, in the view of the administration, there are two (2) or more assignments or schools appropriate for assignment to teachers involved in involuntary transfers, the teachers involved may designate an order of preference for up to three (3) positions. The administration shall consider the designation and shall make reasonable effort to place the teacher in one of the designated positions. (2014)

5. Involuntary transferred teachers shall retain all rights to subsequent voluntary transfer. (2014)

6. When a building must involuntarily transfer a teacher due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be the last non-probationary person hired into the building in the program.
area being reduced and is deemed effective by the existing evaluation system, unless there is a compelling need in the building to retain the teacher. The principal will then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below. (2014)

D. Mutual Consent Transfer Procedures

1. The school District shall immediately provide the teacher with a list of all vacant positions for which s/he is qualified, as well as a list of vacancies in any area identified by the school District to be an area of critical need. To secure a mutual consent placement, the teacher shall apply and be considered for positions for which s/he is qualified. New teachers shall not be given assignments until all existing teachers requesting a mutual consent transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all candidates. (2014)

2. A non-probationary teacher who does not secure a mutual consent placement by the end of the contract year, shall become a member of a priority hiring pool and will be provided first opportunity to interview for a reasonable number of available positions for which s/he is qualified in the School District. New teachers shall not be interviewed until all teachers in the priority hiring pool who are qualified for the vacancy have been provided the opportunity to interview for the position by an administrator in the building where the vacancy exists. (2014)

3. The School District has the ability to place the teacher in a twelve-month or other limited-term assignment, substitute assignment or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. (2014)

4. If the teacher is unable to secure an assignment at a school of the School District after two (2) hiring cycles, the School District shall place the teacher on an unpaid leave of absence until such time the teacher is able to secure an assignment. For purposes of this Article, a hiring cycle shall be defined as the period of time commencing on April 1 and concluding on September 1. (2014)

5. If the teacher secures a position at a school of the District while placed on unpaid leave, the School District shall reinstate the teacher’s salary and benefits to the level they would have been had the teacher not been placed on unpaid leave. (2014)

**Rationale for Innovation**

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

**Replacement Policy**

[DRAFT] The school may refuse direct placements or involuntary transfers of personnel as initiated by the district.

The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan.

When a building must involuntarily transfer a staff member due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be selected by the principal based on performance evaluations and effectiveness. The school will not be required to involuntarily transfer the last non-probationary employee.
Crawford Elementary School: Innovation Application

A reduction in the number of teachers in the District shall be in accordance with Colorado statutes in effect when the reduction notice is mailed. As used in this Article, “teacher” means any person, including a specialist, as defined in Article 1, Section 6 of this Agreement. (2014)

2. As used in this Article, “qualified” means that the teacher has the appropriate Colorado Department of Education licensure and endorsement or has the proper courses to meet regional or State of Colorado accreditation standards. The teacher’s qualifications under this Article shall be judged on the transcripts, endorsements and certifications in that teacher’s file in the Human Resources Office not later than 10 calendar days after the date the reduction notice is mailed to the teacher. Later obtained or noted endorsements and certifications and later additions to that teacher’s transcript shall not be considered in connection with the reduction. (2014)

3. If the Board in its judgment determines that teachers should be reduced (cancellation of employment) by reason of financial necessity, declining enrollment or for other reasons justifying a decrease in the number of teaching positions, the District shall institute the procedures set forth in this Article. (2014)

The procedures in this Article shall apply to any reduction of a non-probationary teacher and to a reduction of a probationary teacher either at the semester or at the end of the school year when the probationary teacher has not been given a timely notice of nonrenewal of the teacher’s contract. The provisions of this Article do not apply to the nonrenewal of the contract of a probationary teacher in accordance with Colorado statutes then in effect, whether or not said nonrenewal is caused by a reduction in the number of available positions. Likewise, the provisions of this Article do not apply to overages of teachers in a building or program area that can be handled under the voluntary or involuntary transfer provisions of this Agreement and that would not result in the teacher in an overage situation being reduced. (2014)

5. Before District representatives recommend a reduction in force, subject to this Article, to the Board, the Association shall be notified of the conditions necessitating the reduction and the needs of the District. If possible, said notification shall be given by November 1 prior to an anticipated semester reduction and by April 15 prior to an anticipated end-of-the-year reduction. With such notification, the Superintendent, or the Superintendent’s designee, shall furnish the Association with relevant appropriate data concerning the reduction. Reductions shall only occur at the end of a semester or academic year. (2014)

6. The District shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected by taking the following factors into account: (2014)

a. Effectiveness, meaning teacher performance as determined by the teacher performance rating over the previous three (3) evaluation cycles as determined by the District’s performance evaluation system. If the teacher does not have three (3) years of performance ratings from the District, then the Superintendent or Superintendent’s designee shall consider only those available performance ratings. Nothing in this Article
requires the consideration of evaluations conducted in other school districts.

b. Length of service in the School District. (2014)

After considering the factors above, the Superintendent or Superintendent’s designee shall also consider the following factors in recommending a teacher for inclusion in the pool for consideration for reduction:

(2014)
a. Education, licensing endorsements and other professional qualifications (2014)
b. Probationary and non-probationary status (2014)

Rationale for Innovation
To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.

Replacement Policy
[DRAFT] 6. The school shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected. The school will have the authority to determine which personnel are contributed to the district pool, based on performance evaluations and effectiveness in accordance with the innovation plan. Length of service in the school and school district and education, licensing endorsements, and other professional qualifications will then be considered.

CBA Article/Section
Article 1: Definitions

Area of Impact: Talent Management – Teacher Hiring and Licensure

Article Summary
The terms “teachers” and “teaching staff” shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special assignment. (2014)

Rationale for Innovation
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of “teachers” and “teaching staff” in Article 1 to include non-licensed, non-core teachers and staff members.

Replacement Policy
[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan.

CBA Article/Section
Article 36: Performance Evaluation

Area of Impact: Talent Management - Performance Evaluation

Article Summary
A. General Considerations:
1. All teachers will be evaluated annually. (2014)
2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals’ designee as outlined below. (2014)
a. Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education
(CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training. (2014)

B. Observations:

FORMAL: 1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of two (2) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year. (2014)

6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January. (2014)

INFORMAL

8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of four (4) times per year. (2014)

9. Within two (2) working days of each informal observation, the teacher will be provided with documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher’s instructional practice. (2014)

10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)

C. Evaluation Procedures

SELF-EVALUATION AND TEACHER PROFESSIONAL LEARNING PLAN procedures are outlined in Article 36.

MID YEAR REVIEW procedures are outlined in Article 36.

END OF YEAR REVIEW AND FINAL RATING procedures are outlined in Article 36.

D. Ineffective Performance:

1. If the non-probationary teacher’s performance is determined to be ineffective, a remediation plan shall be developed in writing using the final ratings, comments and evidence discussed during the end of year review and will identify areas for improvement and resources to support improvement. The evaluator and teacher will then collaboratively update the teacher professional learning plan to be used for the following school year. (2014)

2. If a probationary teacher is to be recommended for nonrenewal, the District shall provide written notification of the fact of such nonrenewal both to the teacher and to the Association at least four (4) working days prior to final Board action on such nonrenewal and in no event later than June 1. At the time of such notification, the District shall also advise the teacher of the reasons for said nonrenewal; however, the District shall be under no obligation to provide a copy of said reasons in its notification to the Association. In the case of a dismissal of a probationary or non-probationary teacher, regardless of the date, the dismissal shall be conducted in accordance with the procedures set forth in the Colorado Teacher Employment, Compensation, and Dismissal Act of 1990. (2014)

3. Any teacher who believes their ineffective rating was the result of improper application of the evaluation
procedures set forth in this Article may file a grievance as outlined in Article 44 Grievance Procedure of this agreement. (2014)

E. Evaluation Appeals

Per State Statute and Colorado Board of Education rules, the process to appeal a rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate. (2015)

J. The superintendent or designee shall be the final decision-making authority in determining a teacher’s final Performance Evaluation Rating and whether a non-probationary teacher shall lose his or her non-probationary status. The superintendent OR DESIGNEE shall provide a written rationale for his or her final determination. (2015)

K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the following school year as a probationary employee. (2015)

L. If the superintendent or designee determines that a rating of ineffective or partially effective was not accurate, but there is not sufficient information to assign a rating of effective, the teacher shall receive a “no score” and shall not lose his or her non-probationary status. However, if in the following academic school year that Teacher receives a final Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating and the Teacher shall be subject to loss of non-probationary status. This subsequent rating of partially or ineffective may be appealed. (2015)

Rationale for Innovation
To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

Replacement Policy

[DRAFT]

A. General Considerations

1. All teachers at the school will be evaluated annually.

2. a. Evaluators will receive teacher evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.

B. Observations

FORMAL

1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. In accordance with the innovation plan, all teachers will be observed formally a minimum of one time per year and will be observed informally a minimum of five times per year.

6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January.

INFORMAL

8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day
interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. *Informal observations will be conducted a minimum of five times per year. Additional informal feedback and observations may be solicited from select peer teachers as detailed in the innovation plan.*

Evaluation timelines and details will be determined by school leadership and shared with staff prior to the start of the following school year.

<table>
<thead>
<tr>
<th>CBA Article/Section</th>
<th>Article 13: Teacher Duty Day and Teaching Hours</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
</table>

### TEACHER DUTY DAY
1. The length of the student school day, a matter of Board policy, is based upon judgment as to the value of time spent in school by the student and is not a negotiable subject. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014)
2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30-minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014)
3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The “contact time” may not exceed 30 hours per week including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014)
   a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)
   b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)

### PLAN TIME AND SUPERVISION
10. Teachers in elementary schools shall have 90 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual elementary schools may choose alternative blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)
11. Teachers in K-8 and P-8 schools shall have 75 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual K-8 and P-8 schools may identify the blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)
12. The hours per duty day during which a teacher is not in contact with the teacher’s students shall be used for teacher determined preparation, planning and consultations. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher’s noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)

TEACHER WORK DAY
17. Teacher work days are necessary for teachers to complete responsibilities of their position. Therefore, such days will be scheduled both at the beginning of, and during the school year. Schools will schedule at least one (1) full duty day or two (2), one-half days previous to the start of the school year as a non-contact teacher work day. This time will be designated for teachers to get ready for the school year and no meetings or other events will be scheduled during this time. This provision will only apply if there is a 187 day contract for returning teachers with four (4) consecutive non-student days at the beginning of the contract year. If either the contract days are reduced to less than 187 or non-student days are reduced to less than four (4) prior to the beginning of school, this provision will not apply. Any days identified on the calendar as teacher work days shall be teacher directed. No required meetings or other events will be scheduled during this time. (2014)

Rationale for Innovation
To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from Sections of Article 13 to determine its own school year and school day calendar, as well as to dictate teacher duty day, contact time, plan time, and work day.

Replacement Policy

<table>
<thead>
<tr>
<th>[DRAFT]</th>
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<tbody>
<tr>
<td>TEACHER DUTY DAY</td>
</tr>
<tr>
<td>1. The length of the student school day shall be determined by the school in accordance with the innovation plan, prior to the end of the school year. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014)</td>
</tr>
<tr>
<td>2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30-minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014)</td>
</tr>
<tr>
<td>3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The school shall determine the teacher duty day and teacher “contact time,” which may exceed 30 hours per week, in accordance with the innovation plan, including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014)</td>
</tr>
<tr>
<td>b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)</td>
</tr>
</tbody>
</table>

PLAN TIME AND SUPERVISION
10. Teachers in elementary schools shall have 45 minutes of daily noncontact time during their duty day. By action of the principal in consultation with other school-based teams, individual elementary schools may determine these blocks of time. Such time shall be utilized for teacher determined planning or preparation.
Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time **averaged over the school year**, and supervision duties shall not exceed 35 minutes per week averaged over the school year. For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver.

12. The hours per duty day during which a teacher is not in contact with the teacher’s students shall be used for teacher determined preparation, planning and consultations, as outlined in the innovation plan. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher’s noncontact time **averaged over the school year**, and supervision duties shall not exceed 35 minutes per week averaged over the school year. For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver.
Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee

Applicants **are required** to provide:

1. Evidence that the **majority** of administrators consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from school leader indicating admin support)

2. Evidence that the **majority** of teachers consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from teachers indicating current teacher support AND the date that the CBA 60% teacher vote will take place).
   - The majority (60%) CBA waiver vote can take place after the state approves innovation status. Please provide the anticipated date the vote will be held if not before submission of the innovation plan.

3. Evidence that the **majority** of SAC members consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from SAC president indicating committee support)
Appendix B: Evidence of Support from Additional School Community Stakeholders

1. Applicants are required to provide a statement of the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school. Note: This does not require majority evidence.

2. Applicants may also include any available evidence of support from students, parents/guardians, community members/groups.

3. Applicants may also include any evidence of support from identified community partners, organizations, agencies, consultants, or other stakeholder groups.
Appendix C: APS Graduation Policies (High Schools Only)

(High Schools Only) All applicants should include the APS district graduation policies regardless of whether or not the school seeks innovations around graduation policies.
Appendix D: Unified Improvement Plan (UIP)

All applicants should attach a copy of their most recent/current Unified Improvement Plan (UIP).