Aurora Central High School
Aurora Public School District

Innovation Application
To the Colorado Department of Education Board of Education

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: **Aurora Central High School**

Location (address): **11700 East 11th Avenue, Aurora, CO 80010-3758**

Plan Contact (name and position): **Gerardo De La Garza**

Email: gadelagarza@aps.k12.co.us

Phone: 303-340-1600 ext. 27003

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)? **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.? **No**

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

Has the school been granted status as an Alternate Education Campus (AEC)? **No**

➢ 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.) **No**

Is the school in Priority Improvement or Turnaround? **Yes**

➢ Is the school a recipient of the federal School Improvement Grant (10039g))? **Yes TIG July 2012**

Will the school be seeking a waiver for graduation guidelines? **Yes**

➢ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.
Letter from the School Design Team

[INSERT SCANNED COPY WITH SIGNATURES]
Executive Summary

[To be completed prior to 03/4 once all models are finalized]
## School Profile

**Aurora Central High School**

**Principal Name and Contact Information:**
Gerardo De La Garza, Principal,
11700 East 11th Avenue, Aurora, CO 80010-3758;
gadelagarza@aps.k12.co.us; 303-340-1600 ext. 27003

**School Design Team Members:**
ACHS Staff: Nicole Avent-Henry, Kelly Benson, Gayle Bintner, Karyn Singley Blair, Chaniqua Brown, Heather Egeland, Mike Gallo, Dena Josyln-Custer, Mark Manners, Garrett Myers, Jennifer Pock, Kyle Reutter, Nate Smith, Genella Spencer, Sharon Summers, Tammy Wollbrink, ACHS Students: Matthew Bouchez, Juan Carbajal, Savion Harris, ACHS Parents: Michael Retland, Richard Rimpson, Troi Rimpson, Community Member/Partner: Lara Ann Frey-Amicho, Janet Kiyota

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<thead>
<tr>
<th>Enrollment Data:</th>
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<tbody>
<tr>
<td>Grades: 9th-12th</td>
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<tr>
<td>Student Enrollment: 2,172</td>
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<table>
<thead>
<tr>
<th>School Day Per Year:</th>
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<tr>
<td>Total # of Student Days Per Year: 175</td>
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<tr>
<td>Instructional Minutes/Day: M,T,Th,F: 436, W: 245</td>
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<tr>
<td>Total # of Teacher Days Per Year: 182</td>
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<td>Extended Day Program?: N/A</td>
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<th>Student Demographic Breakdown:</th>
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<tbody>
<tr>
<td>% Black: 15.8</td>
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<tr>
<td>% Hispanic: 66.8</td>
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<tr>
<td>% White: 5.7</td>
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<tr>
<td>% Other: 11.7</td>
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<td>% ELL: 70.4</td>
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<tr>
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<td>% Gifted and Talented: 3.8</td>
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<th>Personnel Data:</th>
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<tr>
<td># of Administrators: 4</td>
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<td>% of Teachers “Basic”: 0%</td>
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<tr>
<td># of Teachers: 118</td>
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<td>Average Daily Attendance Rate:</td>
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<td>Teacher Attendance Rate:</td>
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<td>Graduation Rate (HS only):</td>
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<tr>
<td>READING</td>
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<td>Grade 12</td>
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<td>Grade 12</td>
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<th>Aurora Central % at or above Proficient PARCC:</th>
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<tr>
<td>Grade 9</td>
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<td>8.7%</td>
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<td>19.8%</td>
<td>Grade 11</td>
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<tr>
<td>-</td>
<td></td>
<td></td>
<td>Integrated Math I</td>
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<td>Integrated Math II</td>
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<td>Integrated Math III</td>
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Historical Context and Background

With roots tracing back to 1913, Aurora Central High School (ACHS) has endured through many local and national hardships such as fire, when the school was almost completely destroyed, low enrollment caused by World War military drafts, and more. Despite the school’s history of perseverance, ACHS’ current performance raises questions among the State, District and Aurora community regarding the future of the oldest high school in the Aurora Public School District.

Located in one of the most impoverished neighborhoods in Aurora, Colorado, ACHS serves a diverse community including a high number of socio-economically disadvantaged families, refugees and recent immigrants, and more. Additionally, the community struggles with gang issues and crime rates that exceed state averages.

Students at ACHS represent 15 different counties and speak 12 different languages. Some of the countries represented include Jordan, Turkey, Kenya, Nepal, India, Pakistan, Ethiopia, Uganda, and Sudan. As a result, English Language Learners (ELLs) make up 70% of the entire student body.

With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focused on ensuring that the school can provide culturally responsive instruction in a way that respects and values the ethnically-diverse community it serves.

➢ From Intervention to Innovation Status

ACHS has reached its fifth and final year in Priority Performance Status in need of Turnaround, as designated by the Colorado Department of Education’s (CDE) accountability system. This means the school has almost exhausted all opportunities for improvement on the State’s 5 year Accountability Clock and may face substantial State action including take-over and/or reconstitution.

2012-2015

In one previous effort for improvement, in 2012 ACHS pursued and developed an application for a 1003 g Tiered Intervention Grant (TIG) through the CDE. ACHS was eligible to apply for TIG
since it is categorized as a chronically low-performing school in the lowest 5 percent of achievement. In July of 2013 the State approved ACHS’ TIG application and awarded the school with significant funds to enact their proposed strategies: $1,070,778 for Year 1 (2013-2014), $779,200 for Year 1 (2014-2015), and an option to renew for additional $750,000 for Year 3 (2015-2016). Since obtaining the funds, ACHS implemented some of the TIG improvement strategies. However, as part of the grant renewal process for Year 3, the State suspended funds pending resolution of several concerns including:

1. The principal and an assistant principal left their positions at the end of the 2014 – 2015. 
2. The new school leadership must indicate they will carry out the TIG-funded activities.
3. The application did not provide evidence on how or if TIG-funded activities result in a positive impact on student achievement.
4. The data provided did not clarify the current status of the school and the application did not summarize how the data included supports the impact of improvement strategies for student achievement.
5. A large amount of TIG funding was utilized for a Data Specialist and Early Warning Indicator Specialists. It was unclear in the application if these positions have an impact on student achievement.

While the school was able to address the noted concerns, including the hiring of a new interim principal and assistant principal, it is clear as this third year of TIG implementation carries on, that TIG activities have not yielded sufficient changes in performance to exit turnaround.

**2015-2016**

As a result, the school is nearing the end of the accountability clock with persistent underperformance and may experience State action unless ACHS chooses a pathway for dramatic change. Experience with TIG and other improvement efforts indicate that ACHS will not be able to affect dramatic improvement with surface level changes alone. Instead, ACHS must revisit core activities, systems, and structures that stand in the way of student achievement. This realization drives our efforts to pursue Innovation Status through the CDE. Innovation Status provides ACHS with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that stand in the way of improvement. This option to pursue Innovation Status as also been endorsed by the State and District.
As part of ACHS’ process to obtain Innovation Status, the school assembled a School Design Team (SDT) comprised of a variety of school stakeholders including administrators, teachers, classified staff, parents, students, and community partners charged with leading the development and submission of this Innovation Application. The SDT engaged in deep work to understand school needs, reflect on current successful systems and structures, and propose new enhanced models to address our deep root causes and build upon CDE recommendations related to the implementation of the State’s Tiered Intervention Grant (TIG).

State Recommendations for Innovation
During the month of November 2015, a team from the CDE’s Federal Programs Unit conducted an onsite monitoring visit to evaluate the implementation and outcomes of ACHS’ TIG. Through the review, the TIG team examined evidence of the District’s implementation of grant requirements, the alignment between the school grant plans and TIG-funded activities, and compliance with fiscal and administrative oversight requirements.

While it was noted that ACHS met compliance milestones, the TIG review team emphasized that ACHS requires more intensive strategies for sustainable impact on school performance. Despite implementation of TIG funded activities, it is evident that ACHS continues to significantly underperform. Following the visit, the team compiled a set of recommendations, which are noted below:

➢ **Build off of current planning work to align the TIG and Innovation plans, as well as other school improvement efforts and priorities.** Despite challenges during the first two years of the grant, ACHS’s TIG was renewed for a third year to support activities associated with Innovation planning. There appears to be a ‘disconnect’ between the various stakeholders (District, school administration, staff, students, and community) regarding priorities and a lack of ownership of the school’s mission. We encourage the district to persist in rigorous planning during this school year.

➢ **Ensure that all teachers are adequately supported and that successful teachers are recognized and rewarded for their work.** A system of incentives and rewards is an expectation of the TIG Transformation Model. Teachers indicated that observations and feedback tied to professional development was inconsistent. They also said that there was a lack of recognition and rewards from the administration for teachers who
demonstrated excellent performance. Finally, teachers expressed frustration with professional development, saying it is not differentiated.

➢ Seek ways to more effectively use time and extend learning time. The school leadership team, staff, and students reported few changes to the schedule during implementation of the TIG and little extra learning time beyond after-school tutoring. Teachers reported inconsistent effectiveness of Professional Learning Communities and availability of time to collaborate, plan, and progress monitor with other teachers.

➢ Prioritize partnerships with the community. School staff felt that large groups of parents, such as those in the refugee community, are not engaged in the improvement efforts of the school and do not share the same values as the school and its administration. Both staff and parents indicated a willingness to engage in stronger partnerships, but did not feel that the school had done enough to include families in the school’s operations or development of school culture.

Additionally, on November 30th, 2015 the CDE Office of School and District Performance issued a letter to complement the Office of Federal Program’s TIG review. The letter articulated State concerns and recommendations for ACHS to address in the Innovation Application. Specifically, the office noted that in order for CDE to support an Innovation Application for ACHS, it must build upon and go further than the original TIG plan addressing specific structures to improve student attendance, engagement, and achievement. They highlighted the following recommendations:

➢ The District and school should pursue and secure formal autonomies around talent management, including:
  ▪ Intentional and preferential teacher recruitment and hiring processes and timelines for ACHS;
  ▪ Systems for teacher retention and incentivizing improved student performance; and
  ▪ Other needed flexibilities in ACHS staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.
➢ The District and school should **pursue and secure greater flexibility in use of time to allow for:**

- School leadership to **adapt daily, weekly, and annual schedules** to ensure expanded and better-designed time to meet student needs;
- Teachers to have greater flexibility to engage in **common planning, data analysis, and professional learning** relevant to specific student needs; and
- School leadership to **direct strategic teacher planning and professional learning time** at the school site.

➢ The District should ensure that the school principal and his staff are **fully empowered to make decisions and take necessary actions** needed to implement the Innovation plan and the required activities in the TIG plan.

ACHS acknowledges the concerns and recommendations noted by the CDE’s Offices of Federal Programs and School and District Performance. Despite the resources and strategies provided by TIG, ACHS struggled with systemic and high quality implementation often limited by the lack of flexibility from local and state structures. As a result, ACHS is eager to engage in school redesign and put forth an application for Innovation status, which creates a venue to gain flexibilities in areas that often stand in the way of improvement efforts.

To adequately address the diverse needs of all students, ACHS must implement a differentiated and responsive instructional model that deviates from the traditional approach, which we have adopted.

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), ACHS 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 schools across the nation in similar struggling situations.
**Our Existing School Mission:**

ACHS seeks to teach students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. The staff provides instruction in all subject areas, focusing on enabling students to demonstrate effective communications through reading, writing, speaking, listening, reasoning and technology literacy.

**Our Existing School Vision:**

“Every student shapes a successful future”

**ACHS Plans for Mission, Vision, and Values Revisions:**

With the adoption of the International Leadership theme and this proposed Innovation Application, ACHS intends to engage new and existing staff, students, and the community in school vision, mission, and values development activities at the start of the 2016-17 school year. This will enhance the school’s community building efforts at the launch of the first year of implementation under Innovation Status. Innovation Status grants the school increased autonomy, thus elevating the school’s voice and decision-making authority. The formulation and articulation of the guiding purpose by those most impacted by the plan will not only increase stakeholder investment in these strategic statements, but also increase stakeholder accountability and ownership to fulfill the mission, vision and value statements.
The Need for Innovation

 ➢ PERFORMANCE OVERVIEW

Although the graduation rate at ACHS increased by 10 percentage points between the 2011-12SY and the 2013-14SY, less than half of ACHS seniors graduate each year. The school’s graduation rate (46.2%) remains consistently lower than the district and state averages.

While the average attendance rate at ACHS remains steady, it has not surpassed 82% in the past four years. Additionally, chronic absenteeism is a significant problem for nearly two-thirds of all students. ACHS will not be able to increase attendance rates dramatically without additional targeted efforts to address chronic absenteeism.

While the combined number of in-school suspensions (ISS), out-of-school suspensions (OSS), and expulsions at ACH increased progressively in prior years, this number decreased by 65% from 797 in the 2013-14S to 272 in the 2014-15 school years. This positive trend indicates that ACHS has had sustained some success addressing school-wide behavior incidences.

Overall reading proficiency at the State has remained steady between 67-69%, while District proficiency has remained steady around 50%. Reading proficiency at ACHS has increased progressively over the past three years, but remains significantly lower than State and District averages. In 2014, ACHS’ overall proficiency in reading was 36% indicating that nearly two-thirds of the student population is not proficient in reading.

Math proficiency at the State remains steady between 35-36% and proficiency at the District level remains steady around 20%. At ACHS overall proficiency remains significantly below the District average and continues to decline. Ninety percent of the ACHS student population is not proficient in math.

Writing proficiency at the State remains steady between 49-52%, while proficiency at the District and school levels is trending upward. Although proficiency at ACHS has increased by 5% since 2012, it remains below the State and District averages.
Through the CDE’s Unified Improvement Plan (UIP) development process, the ACHS Instructional Leadership Team (ILT) conducted a thorough analysis of school quantitative data across 4 areas: academic achievement, academic growth, growth gaps, and post-secondary and workforce readiness. These areas align with the CDE’s School Performance Framework (SPF) ratings of school performance. Through the UIP process the team identified trends and priority performance challenges. The table below summarizes these UIP areas:

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9th and 10th grade achievement scores, for all disaggregated groups persistently below state expectations in reading, math, and writing</td>
<td>• MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period.</td>
</tr>
<tr>
<td>• Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”</td>
<td>• The total MGP in the areas of reading, math, and writing are below state average.</td>
</tr>
<tr>
<td>• The MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.</td>
<td></td>
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<table>
<thead>
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<th>Growth Gaps</th>
<th>Post Secondary and Workforce Readiness</th>
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<tbody>
<tr>
<td>• All subgroups have not demonstrated median adequate growth for the past three years.</td>
<td>• At-risk students are not successful in the comprehensive setting</td>
</tr>
<tr>
<td>• Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.</td>
<td>• School’s attendance rate has remained constant and flat</td>
</tr>
<tr>
<td>• Overall growth data for IEP and ELL has decreased in Math over a three year period.</td>
<td>• The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations.</td>
</tr>
<tr>
<td></td>
<td>• The school is below state expectations in ACT Composite</td>
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1 As noted by ACHS’ 2015-16 Unified Improvement Plan
### Table: 2015-2016 UIP Summary

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Notable Trends</th>
<th>Priority Performance Challenges</th>
</tr>
</thead>
</table>
| **Academic Achievement** | Academic Achievement has been rated as “Does Not Meet” as identified by the SPF  
Overall Academic Achievement in Reading has risen slightly from 2012 to 2014 from 32.5% to 39.7%.  
The 2014-15 ACHS 9th grade MAP Reading Test Result of 201.5 is slightly lower than the NWEA 5th grade result of 207.1  
Overall Academic Achievement in Math has decreased slightly from 2012 to 2014 from 13.32% to 11.68%.  
The average 2014-15 ACHS 9th grade MAP Math Test Result of 212 is slightly lower than the NWEA 5th grade average result of 212.7  
Overall Academic Achievement in Writing has risen slightly from 2012 to 2014 from 15.5% to 21.5%. | The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing  
Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.” |
| **Academic Growth**     | Academic growth has been rated as Approaching as identified by the SPF.  
Academic growth in reading has decreased from 57%tile in 2011 to 49%tile in 2014 | MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period  
The total MGP in the areas of reading, math, and writing are below state average. In particular, |
Academic growth in math has decreased from 49%tile in 2011 to 48%tile in 2014.

Academic growth in writing has decreased from 57%tile in 2011 to 49%tile in 2014.

Academic growth in English Language Proficiency (ACCESS) has been rated as MEETS for the past three years as identified by the SPF.

Reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.

### Academic Growth Gaps

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<td>2012</td>
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<tr>
<td>Minority</td>
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<tr>
<td>FRL</td>
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<td>Catch Up</td>
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<td>Total</td>
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<tr>
<td>Minority</td>
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<td>39</td>
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<td>50</td>
<td>50</td>
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<td>Minority</td>
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<td>46</td>
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<td>FRL</td>
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<td>IEP</td>
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<td>ELL</td>
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<tr>
<td>Catch Up</td>
<td>52</td>
<td>49</td>
<td>51</td>
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</tbody>
</table>

All subgroups have not demonstrated Median adequate growth for the past three years.

Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.

Overall growth data for IEP and ELL has decreased in Math over a three year period.
Postsecondary & Workforce Readiness

- Graduation rate has increased slightly each year from 2012 to 2014. It still receives the “Does Not Meet” rating as identified by the SPF.

  The 4 year graduation rate has averaged 40.7%, the 5 year graduation rate has averaged 53%, the 6 year graduation rate has averaged 57.9%, and the 7 year graduation rate has averaged 57.4%. The current 4 year ACHS graduation rate is 42.2% which is 38% points below state expectation.

  ACT Composite Score rating is “Does Not Meet” as identified by the SPF. 2014 score remains comparatively unchanged from 2012.

  Drop-Out rates has decreased slightly over three years from 2012 to 2014 and received a rating of “Approaching” as identified by the SPF.

- Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues.

  The school’s attendance rate has remained constant and flat.

  The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations.

  The school is below state expectations in ACT Composite
School Readiness Assessments

Additionally, as part of the first phase of school design, Mass Insight Education (MIE) conducted a School Readiness Assessment (SRA) at ACHS on September 3rd, 4th, and 10th, 2015. The SRA gathered qualitative data to summarize stakeholder understanding and recommendations for improvement. The SRA team conducted several focus groups and surveyed various stakeholders including ACHS staff, administration, students, family, and community members. SRA findings included:

School Performance – Qualitative Data

<table>
<thead>
<tr>
<th>Culture of Performance</th>
<th>Academic Systems</th>
<th>Talent Management</th>
<th>Operations and District Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Strong Foundations on Which to Build</em></td>
<td>- Key priorities for the school year: Culture and Climate, Observation and Feedback Cycles, and Data-Driven Instruction - Continued improvements in student behavior and promotion of higher student expectations - College and career supports for juniors and seniors</td>
<td>-Emerging professional learning communities -Staff Interest in expanding the use of common assessments -Pride in the ACHS art department in strengthening student-adult relationships and opportunities for student enrichment</td>
<td>-Thoughtful distribution of responsibilities for staff coaching and evaluation among administrative team -Commitment to implementing a transparent and consistent evaluation process</td>
</tr>
<tr>
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<td>-Protected common planning time for content area and grade level teams</td>
</tr>
<tr>
<td><em>Areas of Need</em></td>
<td>- Shared sense of collective accountability for student outcomes and curtailing focus on external factors -Systems to support students in developing long-term goals beginning in 9th grade -Systems to address chronic absenteeism and low student</td>
<td>-Standards-based instructional planning and delivery -Vertical articulation of curriculum to prevent gaps and design of instruction around essential standards, not resources -Increase student engagement through</td>
<td>-Staff recruitment and retention strategies to lower staff turnover and fill persisting vacancies -Differenatized, data and needs-based professional development for staff -Shared instructional vision aligned to school improvement plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Family and community involvement in student success and avenues of communication and feedback -Focused effort to leverage partnerships to support school goals -Efficient and effective master schedule</td>
</tr>
</tbody>
</table>
Teaching and Learning
- Lack of adequate use of best instructional practices
- Appropriate assessment system
- Strategies for ELLs
- Culturally responsive instruction

Systems and Structures for Planning and Collaboration
- Lack of DDI
- Inconsistent PLCs

Talent
- Inadequate PD
- Inconsistent job embedded supports

Limited Culture and Climate
- Poor Student Engagement
- Limited community engagement regarding student future planning
- Community communication and engagement

Responsive Student Support Systems
- Lack of MTSS
- Lack of intervention and credit recovery opportunities
- Lack of systems to monitor and intervene for students who are off-track to graduate and/or dropout

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²² As noted by ACHS’ 2015-16 Unified Improvement Plan
Following the identification of Priority Performance Challenges for the UIP, the ACHS ILT conducted root cause analysis to identify the core causes underlying the identified challenges. The determined root causes include: [REVISE ITEMS BELOW BASED ON UIP REVISIONS]

1. ACHS lacks systems and structures that support common course/grade-level PLC time for teachers to unpack standards, so that teachers have a strong grasp of what skills their student’s need, professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn.

2. ACHS lacks research based instructional strategies and best practices in all content areas that target literacy, math, and language learners.

3. ACHS lacks consistent rituals, routines and instructional expectations across classrooms are not consistently implemented.

4. ACHS lacks adequate professional development and training for our staff to teach literacy and numeracy across all content areas, therefore staff is not able to implement effective strategies and address literacy and math deficits.

5. ACHS lacks appropriate methods to assess student learning, including formal and informal assessments, and use results to plan further instruction.

6. ACHS does not establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

7. ACHS lacks cultural competency for our student community, and consistent, challenging instructional practices to support social, emotional and academic success.

8. ACHS lacks instruction that has been formatively aligned to and informed by data results and student academic needs.

9. Cohesive planning and pacing in ACHS content area PLCs has not specifically identified best-practices for literacy and numeracy instruction, particularly when gathering and implementing best practices.
10. ACHS lacks additional systems and supports in our math instructional model, such as tutoring and/or intentional inclusion to continue to reduce academic growth gaps.

11. ACHS lacks in-depth training on instructional strategies to support English Language Learners.

12. ACHS lacks culturally responsive professional development focusing on affective, behavioral and cognitive needs of students.

13. ACHS does not adapt teaching for the benefit of all students, including those with special needs and ELL resulting in major foundational gaps in knowledge not addressed in current differentiation strategies for students.

14. ACHS has not connected sufficiently with minority students, specifically our ELL students, and inspired them to attend and excel academically at a level that meets state expectations and prepares them for college and/or workforce.

15. ACHS inconsistently communicates and plans with immigrant families around the expectations of high school graduation, post-secondary options and pathways.

16. ACHS lacks aligned post-secondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.

17. Excessive administration and high quality teacher turnover has led to a lack of consistent systems structures and related progress monitoring at ACHS.

18. ACHS does not adequately respond to Low-performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school.

➢ SUMMARY
As noted in the sections above, ACHS has multiple and significant areas of need. Our UIP root causes, three year data trends, and SRA findings indicate that we must address the following to achieve dramatic improvement:

- Systems and structures for planning and collaboration
- Teaching and learning

Page 21
● Talent management
● Culture and climate
● Responsive student support systems

While ACHS has attempted to implement changes in these areas previously, these attempts were limited, due to local and structural barriers that only allowed the school to make surface level change. These deep needs require a more intensive, multi-layered solution, which can only be achieved by redesigning core aspects of our school that are not serving students in the best way.

Additionally, by joining the ACTION Zone, improvements can be addressed across feeder schools. Schools can also collaborate to better meet community needs. For more information on the ACTION Zone, please see the attached Zone document. Innovation Status allows ACHS to put forth a school redesign plan that moves beyond surface-level strategies. Innovation Status also allows ACHS the opportunity to achieve flexibilities from local and state policies that can stand in the way of our improvement efforts and what is best for our students.

A Note on Students with Disabilities and this Plan

Innovation Plans and IDEA

All innovation plans must be implemented with the Colorado Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.), which itself is intended to “closely align” with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

The implementation of specific innovations under the ACTION Zone plans

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a pre-existing service model to an “innovative” model, it is expected that the student’s teachers of record take the necessary
steps—up to and including calling for an IEP meeting—to ensure that appropriate modifications, accommodations, or (if necessary) adjustments to the student’s IEP are made, and that the IEP is delivered with fidelity.

Implications for students educated in district-determined full-time placements

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP’s during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.
To address our significant areas of need and root causes, the SDT engaged in re-design in the following areas:
SECTION I: CULTURE OF PERFORMANCE

➢ CULTURE AND CLIMATE

The Need for Innovation section of this application emphasizes that ACHS must address certain areas related to school culture and climate to drive student performance. Notably, we identified core key areas of focus for our culture and climate models.

<table>
<thead>
<tr>
<th>Need – What need did we need to meet?</th>
<th>Rationale – Why and how does it address a root cause?</th>
<th>Design – Where did we meet this need?</th>
</tr>
</thead>
</table>
| Formal structures to strengthen student-adult relationships | -Supports continued positive work on behavior  
-Increases student attendance and engagement  
-Builds trust and community | -House Model  
-Advisory  
-New Student Onboarding  
-Parent and Student Academic Counseling Program |
| Systems and structures to monitor student performance, needs, and identify supports for at-risk students | -Proactive and targeted approach to prevent drop-out and chronic absenteeism trends  
-Proactive and targeted approach to provide academic and non-academic supports | -House Model  
-Advisory  
-Parent and Student Academic Counseling Program |
| Family and community partnerships for student success | -Increases parent trust in school  
-Increases family awareness of importance of school attendance  
-Builds parent capacity to support student education and future goals  
-Leverages family assets to support student and school needs  
-Partners with parents to address student academic and non-academic needs | -New Student Onboarding  
-Parent and Student Academic Counseling Program  
-Student Attendance Strategy  
-Family Outreach Program  
-Home Visit Model  
-Cultural Fair  
-Parent Volunteer Program |
| Systems to support students | -Proactively engage students in | -Advisory |
in developing long-term goals and preparation for post-secondary options | their future plans, help them develop plans post high school, and keep them on track to graduate | Parent and Student Academic Counseling Program - Student Pathways and Future Planning

1.) **ACHS House Model**

ACHS is one of the largest high schools in the area, serving over 2,000 9th-12th grade students. The sheer size of the school and lack of formal systems and structures to promote a strong culture and climate limits the school’s ability to provide caring, academically stimulating, authentically engaging, and more personalized experience for student academic success.

As indicated by quantitative and qualitative data, the school often feels impersonal to students. There are also limited formal structures to foster strong student-adult mentorship relationships that could go a long way in supporting positive attendance, identifying and meeting student academic and non-academic needs, and more. The size of the school also affects the ability to implement new initiatives and systems consistently. For example, the school has struggled with consistent and even roll out of new school-wide initiatives that affect over 2,000 students.

To address these needs, ACHS will implement a House Model, which will structure the large school into smaller student communities where a group of students would have access and consistent interaction with an assigned staff team that would be equipped to address student academic and non-academic needs. This organizational model has been implemented in other comprehensive turnaround high schools and has seen success in achieving more student engagement and accountability in a learning environment. Research indicates that the smaller learning communities benefit schools by fostering increased student attendance, elevated teacher satisfaction, and improved school climate. (Supovitz & Christman, 2005; Howley, et al., 2000). Specifically, at ACHS we will reorganize our student communities into Houses to:

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3 [https://www.bostonglobe.com/business/2015/10/27/jeremiah-burke-wins-prize-for-most-improved-boston-public-school/Qh0GFFI1XaNNrZAoEi6MsI/story.html](https://www.bostonglobe.com/business/2015/10/27/jeremiah-burke-wins-prize-for-most-improved-boston-public-school/Qh0GFFI1XaNNrZAoEi6MsI/story.html)
• Increase student engagement through the development of stronger, tight-knit communities, more consistent teaching and engagement strategies implemented across a House;
• Allow for creation and implementation of systems to identify and monitor students who are on/off-track;
• Increase attendance - since each House will have a dedicated staff team with a laser focus on performance of students in their House, they will regularly examine academic and non-academic indicators to identify challenges and identify solutions quickly; and
• Decrease behavior incidences – while ACHS will have school-wide behavior expectations, each House, by being a smaller community will have tighter, more even implementation and understanding of the code of conduct.

**House Structure**
Through the development of smaller learning communities via our House model, ACHS expects to impact dramatically, not only academic and post-secondary achievements, but also the school culture and ‘sense of belonging’ that many of our culturally-diverse students voice is lacking. To implement this structure, ACHS will organize staff and students into smaller learning communities.

**Sample 9th grade House:**

No more than 100-120 students per house:

- Students rotate through classes, sharing teachers
- Students will have access to a consistent team of adults who know them well and work together to meet student academic and non-academic needs

Team of Staff Dedicated to Meet Academic and Non-Academic Needs of Students in the House:

- 1 core academic teacher per content area
- Special Education teacher
- Dean
- Counselor
- Overseen by 1 administrator
• Groups of students are clustered by similar scheduling of core classes and an advisory period.
  0 Students rotate through these classes, sharing teachers and many of the same peers in each class and have a consistent group for advisory. This consistency will foster stronger peer-to-peer, and student-adult relationships.
• Students will have access to a consistent team of adults who know them well and work together to meet student academic and non-academic needs. This team will be comprised of:
  0 Core teachers, special education teacher, dean, Counselor and administrator\(^4\)
  0 This team will collaborate weekly to analyze student performance, understand student academic and non-academic needs, and create and monitor support plans as needed.
• Student grouping in each community will be organized by “grade level spans” and will ensure that students are not “tracked.” Similarly, student groupings will ensure that they do not limit student opportunity and access to additional experiences. Honors and Co-op classes can also be offered within this model. ACHS would explore and pilot different grouping arrangements that allow flexibility for student advancement in a competency based system, while receiving adequate support from their small communities. As the model expands and evolves, ACHS will examine how student interests can be considered to create student groupings and form unique identities for each House.
• To foster development of strong student-adult relationships, and truly create supportive communities, we aim to create houses of no more than 100 - 120 students
• Implementation: begin with one “grade” in year one, scaling to additional levels each year (beginning with Grade 9)
• Transportation, custodial and nutritional services will be adjusted through collaboration and year to year planning with the District to support the ACHS House model

\(^4\) Administrators may participate in more than 1 team
Behavior Management and the House Model

Additionally, the ACHS behavior management and attendance system will be expanded and enhanced through the small community House model. Each House will tighten implementation and monitoring of the ACHS positive behavior incentive system (PBIS). While, PBIS will be implemented to encourage and incentivize positive behavior, ACHS will also implement a school-wide Restorative Justice approach to address misbehavior when it occurs. Restorative Justice focuses on repairing harm caused to relationships and the community rather than punishment- aiming to keep students in school while creating a safe environment where learning can flourish. Through the implementation of our proactive and repairing strategies – (PBIS, and Restorative Justice), ACHS will move away from traditional zero tolerance policies that lead to mandatory suspensions and expulsions. We aim to begin rollout of our Restorative Justice program by training administrators, deans, counselors, and department heads in year 1. Additionally, during year 1 we will introduce the 5 Rs to whole staff to initiate a paradigm shift in culture: Relationship, Respect, Responsibility, Repair, and Reintegration.

![Diagram of the 5 Rs]

Implementation – A Phased-In Approach

We recognize that successful implementation of the House Model will require significant attention to detail and thoughtful supports. As noted in the section below, ACHS has had previous failed attempts to implement the House model. Our past failure resulted from poor implementation and model limitations. Specifically, ACHS attempted to implement the full model all at once, without a thoughtful phase in plan. Students were grouped in Houses; however, we did not pay significant attention to the support structures for staff including team
building, structures and systems to facilitate collaboration and student data analysis, and more. We know that the success of this model is strongly contingent upon the success of the staff team heading the House to build relationships with students, get to know each student individually, collaborate and problem-solve to address student academic and non-academic needs, and consistent and tight implementation of our PBIS and Restorative Justice behavior model. We know that the entire school will not be ready to make the quick shift in time for next year. Instead, we will devote resources to pilot this approach at the 9th grade for the 2016-2017 school year. At the same time, we will prepare staff to adopt the model for the upcoming years.

- **Year 1 (2016-2017):** Pilot House Model with the 9th grade and build staff capacity to prepare for model expansion to 10th grade for the 2017-2018 school year.
  - Summer: Organize student groupings, space, and, teaching team for the 9th grade Houses.
  - Summer: Build 9th grade pilot staff team capacity to implement the House model. Provide training on PBIS, Restorative Justice, relationship building, Advisory, and train on the Multi-tiered system of supports (MTSS) systems and protocols for collaboration to identify student needs and provide supports
  - School Year: Ongoing training and coaching for pilot staff on implementation of House model on all areas noted above. Evaluate implementation and continuously improve House model.
  - School Year: Begin training and capacity building for 10th grade staff teams in preparation for Y2 implementation.

- **Year 2 (2017-2018):** Continue with 9th grade House model and expand to 10th grade. Revise model based on Y1 implementation learnings and data. Build staff capacity to prepare for model expansion to 11th grade for Y3.
  - Summer: Revise House model based on pilot year implementation lessons learned.
  - Summer: Organize student groupings, space, and, teaching team for the 9th and 10th grade Houses.
  - Summer: Provide any additional capacity building for 9th and 10th grade staff teams based on lessons learned.
  - School Year: Ongoing training and coaching for House staff teams. Evaluate implementation and continuously improve House model.
  - School Year: Begin training and capacity building for 11th and 12th grade staff teams in preparation for Y3 implementation.

- **Year 3 (2018-2019):** Continue with 9th and 10th grade House model and expand to 11th and 12th grade. Revise model based on Y2 implementation learnings and data.

Aurora Central High School: Innovation Application
Continue providing differentiated staff support and coaching for successful implementation.
  o Summer: Revise House model based on Y2 implementation lessons learned.
  o Summer: Organize student groupings, space, and, teaching team for all Houses.
  o Summer: Provide any additional capacity building for staff teams based on lessons learned.
  o School Year: Ongoing differentiated training and coaching for House staff teams.
    Evaluate implementation and continuously improve House model.

How does is This Model Different from Past Efforts?
Past ACHS improvement efforts, such as our 2013 TIG proposal, also included similar ideas to restructure the school in a House structure. However, these past efforts failed in part due to 2 key areas:
  1. Unsupported implementation (see section above); and
  2. Lack of focus on staff roles, responsibilities, capacity, and collaboration to sustain the model.

We firmly believe that the success of this model rests mainly with the power of the staff team assigned to each house, rather than the student groupings themselves. Student groupings will only go so far in informally supporting stronger relationship building and engagement. This current model creates formal structures to address attendance, behavior, future planning, and relationship building, which will be spearheaded by the team dedicated to the House, and supported by intentional systems and structures that enable the teams to do this well.

- As described in the Educational Model section of this application, House staff teams will have common House collaboration plan regularly (at a minimum once weekly) focused on examining student academic and non-academic data, identifying at-risk students, and identifying supports to address needs through a tight MTSS process.
- Each House will be overseen by 1 administrator to increase consistency, communication, and supports.
- Each House team will be comprised of staff that is equipped to address academic and socio-emotional needs for each student (content area teachers, counselor, dean, special education teacher, and administrator.)
- Staff teams will receive significant launch training and capacity building for all responsibilities related to the House model such as PBIS, Restorative Justice, MTSS, advisory, and more.
- Staff teams will have access to continued differentiated trainings and coaching for these areas based on their needs.
2.) **Student Attendance Strategy**

ACHS will implement a comprehensive attendance strategy and policy that identifies, addresses, and monitors ACHS’ attendance challenges (with a specific focus on chronic absenteeism) and encourages student presence. Through a comprehensive approach we will aim to increase student attendance by 5 percentage points per year. Our approach will include the following components:

1.) Recognize high and improved attendance;
2.) Engage students and community;
3.) Monitor attendance data;
4.) Provide personalized outreach; and
5.) Develop and identify responses to systemic attendance barriers.

We know it is crucial to communicate with students and parents to reinforce the core idea that daily school attendance is a priority. To reinforce this message, ACHS will test incentives and rewards that provide recognition to students and families with good and improved attendance, such as *Get Schooled*.\(^5\)

Relatedly, ACHS believes that attendance can improve when students and families are intentionally engaged and informed about the positive impact of good attendance as well as the negative consequences of chronic absenteeism. To this end, ACHS will implement an attendance campaign promoting a culture of attendance and educating parents and the community about the value and importance of good school attendance.

While the efforts described above focus on promoting and recognizing positive attendance, our data demonstrates that chronic absenteeism is a significant challenge. To address this head-on and decrease chronic absenteeism dramatically, ACHS staff will regularly analyze and monitor school attendance data with a focus on students missing more than 10% of the school year. Our ability to tackle chronic absenteeism, hinges on our ability to quickly and accurately identify students who are chronically absent. During House team collaboration time, House teams will meet regularly to review the House’s attendance data and coordinate efforts to reduce chronic absenteeism. Specifically the team will analyze attendance data weekly to identify a list of students with attendance issues and ensure each student receives appropriate supports. The team would also look at additional data to fully grasp all other factors contributing to more severe attendance problems. This additional data will inform the level and intensity of supports (e.g. data to help determine when to pull in more intensive supports such as social worker and community services.)

\(^5\) [https://getschooled.com](https://getschooled.com)
Finally, school-wide attendance data will be analyzed regularly to identify and understand systemic barriers that impact chronic absenteeism for large numbers of students. If ACHS can identify specific systemic barriers, the school can collaborate with the ACTION Zone schools, support staff, and central office to identify appropriate systemic solutions. For example, at this time, anecdotally we believe job responsibilities often impact current student attendance; however, at this time we do not have concrete quantitative data to inform broader systemic solutions.

Implementation Overview
To launch key activities related to our core strategy described above, during year 1 (2016-201) our school will assemble a school attendance implementation work group that will develop deep understanding of our school-wide attendance data and barriers. The team will study successful attendance models and policies to create incentive and rewards that are tailored to our student interests. The team will also plan and launch a school-wide attendance campaign that promotes the importance of school attendance. Finally, prior to the start of the school year, the team will establish clear and transparent processes for the House teams to analyze attendance data and address chronic absenteeism. Each house will monitor student attendance for their community and address challenges through the MTSS model during House collaboration time.

The intended impact of linking the importance of school attendance to academic success for students, staff and parents is:

- Student Experience: ACHS attendance strategy and policy will increase the instructional time for our chronic absentee and tardy students which will result as an increase in student achievement.
- Teacher Experience: A clear and transparent ACHS attendance strategy and policy result in a manageable and smooth experience for teachers where staff roles related to attendance are clearly outlined. This will positively contribute to more productive learning environments and greater staff satisfaction, which may lead to higher teacher retention.
- Parent Experience: ACHS attendance strategy and policy will actively engage parents in increasing attendance and demonstrate to parents that ACHS is concerned about their child’s safety and well-being. Collaboratively, by addressing attendance challenges, we can positively impact the ACHS graduation rate.

3.) ACHS New Student Onboarding Process
ACHS wants to ensure we provide supportive transitions for all new students. As noted by our student mobility rates, ACHS welcomes many new students throughout the school year. Many
of these students are also new to the country. We also understand that student dropouts are often aggravated during key transitions. To ensure successful transition and support academic success for all students, we will enhance the current student registration process to provide personalized onboarding supports for all new students. The goals for the supports will be:

1) To inform students and families about the structure, systems and processes, learning experiences, components, and benefits of ACHS.
2) To provide resources to help students and parents navigate their new setting.

Students will:
- Share and discuss their personal goals for education.
- Become familiar with the elements of a school day at ACHS.
- Become aware of the multiple benefits of a competency-based, global leadership education.
- Through the House model, students will have access to various academic and non-academic supports and resources.
- Onboarding of new students will occur on Monday, Wednesday, and Friday 30 minutes prior to the start of the new student’s Advisory class. This will allow the student to take care of the clerical tasks around the school (visit the nurse, get a locker and ID, go to Bookkeeper, etc) and speak with Counselor about their schedule and graduation pathways.
- Students will be introduced to their Advisory class and given a tour of the school and taught the expectations of ACHS.
- One day before the first day of school, freshmen and new students will come for an abbreviated school day where they receive their schedules, go to all of their classes, meet their Advisory teachers and review expectations, policies and procedures.

Additional Differentiated Supports for Onboarding New Refugee Students
- Invite local refugee students who live in the school community to talk about their adjustment to American schools.
- Partner with local community organizations to identify additional resources to meet student non-academic needs.

ACHS would collaborate with Community Based Organizations (CBOs) to help create a bridge of relation with educators and parents. CBOs would engage parents in schools in low income urban communities.

The three core elements of community-based relational approach:
1. Emphasis on relationship building among parents and educators
2. A focus on the leadership development of parents
3. An effort to bridge the gap in culture and power between parents and educators.

➤ STUDENT PATHWAYS AND POST-SECONDARY READINESS

1.) Advisory

Significant research\(^6\) points to the value of small advisory groups in high schools. Specifically, research indicates advisory can contribute to strong student-student and student-teacher relationships, enhance student development of academic and life-long habits such as international leadership, and ensure that students’ social-emotional needs are addressed.

As noted in the sections above and in our root causes and data, ACHS currently lacks systems and structures that intentionally strengthen student-adult relationships, provide explicit instruction for 21\(^{st}\) century skills and International Leadership skills, promote future planning, and meet socio-emotional needs. These needs will be specifically addressed by offering advisory for all students grades 9-12.

Advisory Structure at ACHS

Advisory groups offer protected space and time to strengthen community and culture and develop student leadership. Advisory will dedicate time at the start of the school year to build culture and establish systems and routines for the remainder of the year. Additionally, advisory will be a time for students to receive explicit instruction focused on global competencies needed to achieve and develop international leaders. Related to this, advisory will support the development of student agency, self-management, and organization to support a scaffolded implementation of our competency-based learning model.

Purpose:

- To provide academic and socio-emotional support to students facilitated through strong student-adult relationships;

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• To prepare students for life transitions including career development and post-secondary opportunities including the supported development of Individual Career and Academic Plans (ICAP); and
• To provide explicit instruction in 21st century skills including global competencies to ensure development of student international leadership.

**Organization:**
• Advisory groupings will be informed by the House model. I.e. Advisory will be organized by House and led by House staff.
• All students will have daily advisory class – duration will be determined annually and informed by the master schedule. Currently, we are looking at 45 minutes daily for the 2016-2017 school year.
• Every effort will be made to maintain small advisory classes to strengthen student-teacher relationships.
• The school will have flexibility to identify and adopt curricular materials that align with the core purposes identified above.
• Advisory structures will foster interpersonal relationships among staff and students.
• Starting in 2016-17, advisory will be introduced to all students.

**Advisory Intended Outcomes:**
• Build school culture and student voice;
• Increase engagement and attendance;
• Connect with families and community;
• Create a safe place to discuss personal issues; and
• Strengthen student-adult relationships.

**Implementation**
  o Summer: Organize student groupings, space, and curricular materials for Advisory.
  o Summer: Provide staff capacity building necessary to successfully implement Advisory.
  o School Year: Ongoing training and coaching for pilot staff on implementation. Evaluate implementation and continuously improve Advisory.
2.) Student Pathways and Future Planning

ACHS recognizes that the school lacks formal school-wide structures that expose and prepare students for a variety of post-secondary options. To this end and to ensure college and career readiness for all ACHS students, we will launch a structure to ensure that every student develops a post-secondary plan, informed by exposure and experience in individually selected college and career choices. This model integrates with Advisory. Through this approach, every ACHS student will have exposure to post-secondary pathways in the 9th and 10th grade. After exposure and through the support of advisors and counselors, students will then select a pathway (e.g. college, military, technical school, career/job) and engage in foundational experiences and activities (internships, college/technical school visits, etc.) related to that pathway in the 11th and 12th grades.

Structure

As part of Advisory, all students will complete a post-secondary readiness plan. This plan will be integrated into our graduation requirements and will be started during student’s freshman year. As the student progresses, the plan will grow and be revised/expanded upon until it is finalized prior to graduation. Through advisory, they
will gain exposure to various post-secondary options and the requirements for each path starting in the 9th and 10th grade years. Following exposure, students will have information to select a pathway to further experience. These experiences will allow students to generate well informed post-secondary plans. Advisors help track student progress toward their goal/path. Additionally, we will seek to create a new school role design to manage community partnerships and identify internship, job-shadowing, and community career related experiences for students.

**Post-Secondary Exposure and Experiences**

- Individual paths will be created between the student and advisory/counselor to help guide course selection and inform postsecondary choices
- Access to pathway related internships and job shadowing will be coordinated during junior/senior years
- ACHS will develop partnerships with the community and postsecondary academic instruction partners (universities, community colleges, technical and vocational schools) to increase student career exploration opportunities
- Pathways experiences may be scheduled and awarded credit to count as electives

➢ **FAMILY AND COMMUNITY PARTNERSHIPS**

ACHS historical archives indicate that former school leaders reflected on parent engagement impact on the school:

**1975** - Joseph S. Fleirl served as principal from 1975 to 1981. Mr. Fleirl shared this comment during the 1991 rededication ceremony, "One of the finest memories I have of Central was the monthly PTA Study Group meetings held in homes throughout the community. It was the most professionally rewarding experience of my career!"

**1981** -- Harold Beebe was principal from 1981 to 1986. Mr. Beebe had this comment to share during the 1991 rededication ceremony, "Aurora Central is the first high school I ever worked with that had such an active PTA involved with the students and staff. I am still impressed by the commitment of those parents!"
These quotes show that ACHS had a vibrant tradition of parent engagement efforts. To re-
create past success, the SDT examined current practices and research to understand how to
strengthen home-school partnerships.

Parent, family, and community involvement in education correlates with higher academic
performance and school improvement. When schools, parents, families, and communities work
together to support learning, students tend to earn higher grades, attend school more
regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-
family community involvement as a key to addressing the school dropout crisis and note that
strong school-family-community partnerships foster higher educational aspirations and more
motivated students. The evidence holds true for students at both the elementary and
secondary level, regardless of the parent’s education, family income, or background—and the
research shows parent involvement affects minority students’ academic achievement across all

This Brief also concludes that “Too many policymakers, community leaders, and even parents
still view schools and student learning as the sole responsibility of educators. While educators
take their professional responsibilities seriously, they also recognize that they cannot do it
alone.

To create stronger school-family partnerships, the SDT approached this issue with a two-fold,
solutions-oriented approach. The first step included assessing current activities by posing a
series of questions and secondly, reframing questions to develop proposed solution strategies.

Why are parents reluctant to come to ACHS?
First, it should not be assumed that the lack of parental involvement means families do not
want the best education or future for their child. The majority of ACHS parents face major
barriers within their own educational journey that have contributed to their lack of comfort in a
school setting. Many parents do not speak English, have not had formal educating themselves,
and may lack an overall understanding of American educational system. Other common issues
affecting their ability to partner with the school include lack of transportation and low-wage
employment constraints and more.

How can ACHS Involve all Parents in a Meaningful Way?
➢ Re-establish a welcome/attentive approach at all offices in the school  
  • Ensure parents/family members and visitors receive a positive and welcoming message  
  • Ensure translators are available to support parents in their native language  
➢ Educate the building staff about the Aurora community  
  • Provide workshops to staff before students come back to school in August that support ideas to create a parent-engaged classroom and school  
➢ Create a parent involvement program that supports student learning goals, as well as other topics of interest to the parents and the community  
  • Establish a Parent Advisory Committee that meets monthly/bi-weekly.  
  • Create a learning environment for the Family, i.e. math nights, constructive discipline, prenatal care, career development, budgeting, etc.  
  • Provide incentive programs for parent participation  
➢ Create a school resource center in Community Room A  
  • Open up the Wellness Center to serve families and siblings of our students  
➢ Utilize and embrace the amazing cultures of our families.  
  • Leverage the cultural strengths that these families can contribute to creating a globally impactful educational environment at ACHS

Following reflection of the internal assessment and questions posed above, the school proposes the following approaches to strengthen the family-school partnerships:

1. **Parent/Family Outreach Program**

ACHS recognizes that parent teacher conferences can be a limited strategy to meet with parents to celebrate student achievements and problem solve barriers. Based upon extensive studies on best practices for parent-school partnerships, ACHS plans to develop a parent/family outreach alternative. Key tenants of our approach include:

- The purpose of a Parent/Family Outreach program is to build relationships with the families of the students attending Aurora Central and understand them better. This can look like Home Visits, visits in public spaces, etc.
- Staff and parents schedule these visits at a mutually agreed upon time and place (it could be the home if that is easiest for the parent, but it could be any public place)
● The purpose of a Parent/Family Outreach program is NOT to point out the troublemakers 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.

● Teachers can opt to schedule outreach visits in lieu of traditional school-based parent teacher conferences. In the event that outreach visits happen in addition or beyond parent teacher conference time, teachers may be compensated for the time they put into it (including mileage within the attendance area).

● Both teachers and parents make their expectations clear, share their hopes and dreams for the child, and work together to meet them.

● Teachers/staff members work in pairs (Two teachers/staff members meeting the parents and the student together)

● If an interpreter is not available, the Tele-Language service can be used

● Meet with said student 2 times per year, once in Fall and once in Spring

**Implementation Overview**

➢ Year View and Proposed Rollout for the Parent/Family Outreach Option:

  o Summer: Begin staff training and capacity building on how to build parent relationships, build trust, and facilitate a successful home visit.

  o Fall: Conduct and pilot first series of parent/family outreach visits.
    ▪ Focus on Introductions and Successful school year supports.
    ▪ Debrief the First visit: Which student(s) stood out the most? Who needs more support vs. who doesn’t? What have we learned about the family we visited?

  o December/January: Begin training for second visit

  o Spring: Second round of Parent/Family Outreach Visits
    ▪ Focus on Academics and Parent Capacity Building
    ▪ Debrief the Second visit: Who has improved since the first visit? Who has not? How can we help this student and his/her family before the school year ends?

  o End of School Year: Complete evaluation and preparing for new school year.

1.) **Parent and Student Academic Counseling Program**
• Conduct parent/student counseling check-ins prior to the first day of each school year, or 20 minute face-to-face, or phone conversations with parents/guardians.
• Create an introductory video about the school prior to the school year designed to support parent knowledge of their child/student’s academic journey, expectations and successes (Involve broadcast journalism class with this project)

2.) Parent Volunteer Program
• Create increased opportunities for abled parents to contribute to school, classroom and community events.
• Parent volunteering goes beyond simply attending conferences; it involves making a meaningful impact throughout the school day and year by addressing school and student needs. (i.e., Tutoring, attending classes, chaperoning field trips, helping with sporting events, and clubs and activities.)

3.) Culture Fair
The Cultural Fair is an annual school event where parents, students, teachers, and community members come together to celebrate the diversity of the cultures represented at ACHS. Classroom activities and curriculums 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.

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

➢ SHAPING OUR FUTURE INTERNATIONAL LEADERS

ACHS serves an incredibly diverse student population. Our staff and community members are incredibly proud of this rich diversity. We believe that our student diversity is an asset, and not a deficit. We aim to maximize these assets by developing the knowledge, skills, and dispositions students need to participate and thrive in a global economy. To this end, in alignment with the ACTION Zone’s International Leadership theme we will implement an instructional model that offers our students a rich, global curriculum that engages students in investigating and addressing real-world problems and ensures college and career readiness.

To achieve our goal of developing globally competent students, ACHS will offer a competency-based instructional program that is built upon college readiness competencies (derived from the Colorado Academic Standards (CAS) and WIDA standards) and 4 global competencies for international leadership. It is our firm belief that students who demonstrate proficiency in these competencies will successfully lead and create positive change at the local and global level both during their experience at ACHS and beyond. These college readiness and global competencies do not replace the knowledge and skills determined essential by the APS curricular maps; rather they provide an authentic framework that organizes the same standards and content area expectations around globally focused, authentic, and engaging topics.

➢ COMPETENCY-BASED INSTRUCTION

The ACHS Competency-Based Instructional Model

ACHS will implement a competency-based learning model, which ensures that students demonstrate understanding of college readiness and global leadership learning outcomes. This means all students will demonstrate repeated proficiency of a particular process, content or skill (based on the CAS and WIDA standards, and our 4 global competencies) as measured by different types of assessments. Students will have the opportunity to learn content and skills in subject area classes and through personalized work that they complete at their own pace, allowing for acceleration and/or intervention, depending on each individual student’s need.
One of the primary differences between ACHS and a traditional school is our competency-based approach. It may be helpful to think of the traditional system as time-based and a competency-based system as performance-based. Unlike a traditional system in which students earn credits and advance based on completion of time in a course, or seat time, in a competency-based system students keep working on specific skills and knowledge until they can demonstrate their understanding and ability to apply them. Then students move to the next learning outcome.

Why Implement a Competency-Based Instructional Model? How does it Address Our Needs?

<table>
<thead>
<tr>
<th>ACHS Challenges and Needs</th>
<th>How is it address by competency-based instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant number of under credited students who are not on-track to graduate</td>
<td>The traditional seat-time requirements are an insurmountable barrier for under-credited students. Competency-based instruction provides flexible structure for the necessary acceleration of skill development and credit accumulation.</td>
</tr>
<tr>
<td>Students with interrupted schooling and high mobility.</td>
<td>Students with interrupted education, high mobility or other home challenges continue to progress without having to repeat courses. Students can continue to progress on discrete learning objectives while taking care of family members, or other home transitions.</td>
</tr>
<tr>
<td>Students performing below more than two grade levels and exhibit significant math and literacy gaps.</td>
<td>In a competency-based model, students receive the help they need to address specific learning deficiencies while working on other competencies. Students progress, even if it takes a bit longer for some, rather than being trapped taking the same course over and over.</td>
</tr>
<tr>
<td>Significant number of English Language Learners</td>
<td>ELL student needs and academic success is best achieved through a competency-based model. In a competency-based system, when students are not just passed on through the system, ELL student needs stand out- there is no way to avoid those needs. Because the school tracks student proficiency data in real time, their needs stand out and must be addressed so they can progress. A competency-based system allows us to clearly identify ELL gaps. The needs and student progress are transparent to everyone. Parents and students know exactly where students are performing and their progress. We will</td>
</tr>
</tbody>
</table>

be able to immediately identify students who need extra coaching and will be able to provide the supports more rapidly.

| Disengaged learners | Students are motivated by explicit, measurable learning objectives as well regular, ongoing formative assessment feedback. Transparency regarding what is needed to earn a credit and graduate also foster increase motivation. Lastly, instruction anchored around a culture of international leadership provides authentic and engaging topics for instruction. |

1) **Curriculum and Standards to Support Our Competency-Based Learning Model**

To enact our goal of developing globally competent students we know we must set high expectations for students to meet. We will ensure that all ACHS graduates demonstrate mastery in the skills and knowledge necessary to thrive in our global economy. This means that all ACHS students must demonstrate repeated proficiency in the competencies (knowledge and skills) essential for college and career readiness. As noted above, these competencies will be derived from and aligned with the CAS, thus ensuring our students know and can apply expected grade and content area standards. Additionally, we will ensure our students demonstrate proficiency in 4 global competencies.

<table>
<thead>
<tr>
<th>At ACHS globally competent students must be able to:</th>
</tr>
</thead>
</table>
| 1.) **Investigate the World.** Students investigate the world beyond their immediate environment.  
  a. Identify an issue, generate questions, and explain its significance  
  b. Use variety of languages, sources, and media to identify and weigh relevant evidence  
  c. Analyze, integrate, and synthesize evidence to construct coherent responses  
  d. Develop argument based on compelling evidence and draws defensible conclusions  
| 2.) **Recognize Perspectives.** Students recognize their own and others’ perspectives  
  a. Recognize and express their own perspective and identify influences on that  

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8 Global competencies instructional resources and training provided by membership to the International Studies School Network and partnership with the Asia Society.

Aurora Central High School: Innovation Application
b. Examine other’s perspectives and identify what influenced them  
c. Explain the impact of cultural interactions  
d. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives

3.) **Communicate Ideas.** Students communicate their ideas effectively with diverse audiences  
   a. Recognize and express how diverse audiences perceive meaning and how that affects communication  
   b. Listen to and communicate effectively with diverse people.  
   c. Select and use appropriate technology and media to communicate with diverse audiences  
   d. Reflect on how effective communication affects understanding and collaboration in an interdependent world

4.) **Take Action.** Students translate their ideas into appropriate actions to improve conditions  
   a. Identify and create opportunities for personal or collaborative action to improve conditions  
   b. Assess options and plan actions based on evidence and potential for impact  
   c. Act, personally or collaboratively in creative and ethical ways to contribute to improvement, and assess impact of actions taken  
   d. Reflect on capacity to advocate for and contribute to improvement

Through the ACTION Zone partnership with Asia Society and our membership with the International Studies Schools Network (ISSN), ACHS will receive robust supports to develop and implement our new competency-based curriculum. In alignment with CAS and global competencies, ACHS will adopt and customize Asia Society’s Graduation Performance System’s (GPS’) curricular framework including

- Performance outcomes that are the competencies students need to demonstrate by the time they graduate to be both globally competent and college ready;
- “I Can Statements,” which describe in first-person voice what students will be able to do; and
- Assessment rubrics that show a progression of skills development.

The GPS system also consists of a suite of curriculum design tools that express the teaching and learning targets for globally competent students. The Performance Outcomes are provided in
six academic disciplines plus the interdisciplinary Global Leadership. These tools can be used to design learning units, lesson plans, and performance assessments around globally significant issues, as well as to enable student accountability for learning and to evaluate student work. GPS is informed by best-practice research on performance-based assessment in the United States as well as from top-rated school systems worldwide. It is adapted from a system developed by Envision Education and the Stanford Center For Assessment, Learning and Equity (SCALE). Schools that utilize the GPS, have a higher graduation rate than other schools with similar profiles. Hypothesis LLC, a research and evaluation organization, has analyzed data on Network schools from 2004 – 2011. Across the network of 35 schools (20 high schools, 6 middle schools, 6 middle/high schools, and 3 elementary schools), 82% of ISSN students are minorities, 67% are from low-income families, and 14% are English Language Learners. The most recent data show ISSN schools outperform demographically similar schools on state assessments in about 66% of such comparisons. ISSN schools had a graduation rate of 89%, substantially higher than the typical graduation rate for students in urban school systems of about 61%.

Supported by the GPS’ curricular framework and materials ACHS will deepen understanding and use of proficiency scales and student progress goals that define transparent performance outcomes. ACHS will utilize a rating system ranging from 1-4 including 0.5 increments which ensures all students can deepen rigor through level four by developing, applying, and creating knowledge and skills. Proficiency scales will allow students to self-assess progress toward mastery, and to be assessed by teachers along a continuum of performance that is clearly laid out at the start of the students’ learning journey.

2) **Personalized Learning to Support Student Recuperation and Acceleration**

Current student achievement data indicates that ACHS student performance is significantly low. By the time students attend ACHS, many students do not demonstrate grade level proficiency as a result of interrupted education, poor attendance, language barriers and more. It is also evident that the school struggles to develop student proficiency during their time at ACHS. This is evident in student achievement data trends and poor graduation rates. Unfortunately, this reality means that students often leave our school without the skills and knowledge needed to succeed beyond high school. Despite strong awareness that our students start at varying levels of readiness and require significant supports for recovery, the traditional education model limits our ability to address gaps and ensure students master the skills and knowledge to
succeed after ACHS. We are faced with the immense challenge of addressing learning gaps for underprepared students while also ensuring they access current grade level material in a fixed time-frame. In reality, this means a teacher rushes to cover material at a surface level with little space, time, and capacity to personalize instruction for students and ensure their recuperation and acceleration.

To address this issue, ACHS will adopt a deeply personalized competency-based learning model that includes formal structures for rapid student recuperation and acceleration.

By transitioning away from seat time, a personalized competency-based model allows students to progress as they demonstrate mastery of competencies, regardless of time, or pace of learning. Personalized recuperation and acceleration strategies will be supported by changes to the ACHS student and teacher day.

The proposed daily schedule will create longer core content area blocks for math, science, and social studies, and English language arts. Longer core blocks will allow for reduced transitions and increase time for personalization via 3 structures noted below and described further in subsequent tables. ACHS will also offer integrated English Language Development (ELD) and Literacy courses for our ELL students. Additionally, ACHS will pilot an Enrichment period, a second structure to promote personalized, self-paced recuperation or acceleration while also advancing student global competency. ACHS will pilot these structures in year 1 with the ninth grade. The pilot will help inform costs, capacity needed to implement the model, and revisions to expand the model school-wide based on return on investment (ROI) examining capacity commitment and results.

**Sample Schedule for Pilot 9th Grade 2016-2017**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Daily Schedule</th>
<th>*Except for PD release days (no late starts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:30 – 8:25</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>8:30 – 9:25</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>9:30 – 10:25</td>
<td>English Language Arts</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>10:30 – 11:25</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Lunch A</td>
<td>11:30 – 12:05</td>
<td>Lunch 11:30-12:05</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>12:10 – 12:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Time</td>
<td>Daily Schedule</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>7:30 – 8:25</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>8:30 – 9:25</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>9:30 – 10:25</td>
<td>House Plan</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>10:30 – 11:25</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advisory 11:30 – 12:05</td>
<td>Personal Lunch 11:30-12:05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch B 12:10 – 12:45</td>
<td>Advisory 12:10-12:45</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>12:50 – 1:45</td>
<td>Enrichment (Rotating Students within House)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Re-teaching of competencies and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Acceleration for students who have demonstrated advanced levels of proficiency</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>1:50 – 2:45</td>
<td>PLC Plan (Content)</td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>2:50 – 3:45</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:50 – TBD</td>
<td>Extended Learning Opportunities (optional with AFS)</td>
<td></td>
</tr>
</tbody>
</table>

Sample Pilot Teacher Daily Schedule 2016-2017 (Math Teacher Example)
*Please note start, end times, and exact period duration will be adjusted based on agreed upon calendar and master schedule.

3) **Personalization Structures in Core Content Areas**

*Core content area classes will have increased flexibility to meet students where they’re at and personalize learning as needed.* Teachers, informed by data will have the ability to determine the extent to which instruction occurs in whole group, small group, or independently. Teachers will use ongoing formative assessments to meet individual student needs more readily and promote acceleration and recuperation.
Core content area classes may be organized to give teachers and students the flexibility to personalize instruction via 3 structures: 1.) Individual Learn Time, 2.) 1:1 Tutoring and 3.) Targeted Instruction. The charts below provide a detailed view of the personalized structures:

**Please note, while the structures may include volunteers- volunteers would not provide direct instruction, rather they would support engagement, behavior management, and collaboration in each setting.**

<table>
<thead>
<tr>
<th><strong>Individual Learning Time</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In core subject area courses, students will have opportunities to engage in Individual Learning Time.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
<td><strong>Teacher/ Volunteer Actions</strong></td>
</tr>
<tr>
<td>- Students work individually, either online or in writing, on coursework and projects</td>
<td>- Teachers are actively monitoring student engagement &amp; learning (via both physical presence and observation, &amp; circulating among all students)</td>
</tr>
<tr>
<td>- Peers assist each other - both with tasks and with topics</td>
<td>- Teacher sets up and manages system for communication, that allows students to transparently request support/instruction</td>
</tr>
<tr>
<td>- Students are both self-managed - set &amp; complete daily goals, find their own resources</td>
<td>- Facilitates strategic peer &amp; instructional pairings to promote support &amp; collaboration</td>
</tr>
<tr>
<td>- Students actively present questions and/or support requests to both peers &amp; teachers</td>
<td>- Foster and support student reflection &amp; self-assessment (around process, engagement, autonomy)</td>
</tr>
<tr>
<td>- Students actively solicit feedback from peers and teachers on their work &amp; progress</td>
<td></td>
</tr>
<tr>
<td>- Students are self-paced - move asynchronously through coursework, depending on their needs &amp; progress</td>
<td></td>
</tr>
<tr>
<td><strong>What resources support learning? How is learning assessed?</strong></td>
<td><strong>- Classroom environment and layout of space must allow for independent work areas throughout the room.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>- Access to technology is needed to support individual learning.</strong></td>
</tr>
</tbody>
</table>
### 1:1 Tutoring

*One to one instruction to accelerate or reteach students*

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are receiving 1:1 support from: teachers, community partners, or students who have already shown mastery on this competency.</td>
</tr>
<tr>
<td>- Eliciting 1:1 support from classroom community to demonstrate mastery.</td>
</tr>
<tr>
<td>- Offering 1:1 support to classroom community to help fellow students achieve mastery.</td>
</tr>
<tr>
<td>- Accessing resources needed to support acceleration or relearning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/ Volunteer Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Directing which students need 1:1 tutoring each day.</td>
</tr>
<tr>
<td>- Directing which students should offer their 1:1 support to their classroom community.</td>
</tr>
<tr>
<td>- Tutor has plan in place for the students selected for 1:1 support.</td>
</tr>
<tr>
<td>- Checks for understanding during the 1:1 time.</td>
</tr>
<tr>
<td>- Tutor transitions student to individualized learning time by giving the student specific and measurable next steps.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What resources support learning? How is learning assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Additional adults in the room during 1:1 time.</td>
</tr>
<tr>
<td>- Variety of texts and opportunities for students to demonstrate mastery.</td>
</tr>
<tr>
<td>- Monitoring tools for informal assessments.</td>
</tr>
<tr>
<td>- Technology access to support individualized student learning.</td>
</tr>
</tbody>
</table>

### Targeted Instruction - Small Group

*Small group based on need for initial instruction, scaffolding, reteaching, or acceleration.*

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are receiving small group instruction focused on a discrete skill within a competency from teachers and/or peers.</td>
</tr>
<tr>
<td>- Small group learning will set the stage for the independent work time.</td>
</tr>
<tr>
<td>- Space and time for gaps to be filled within instruction</td>
</tr>
<tr>
<td>- Time where teachers are setting students up for success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/ Volunteer Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher provides instruction through best instructional practices to the small group</td>
</tr>
<tr>
<td>- Teacher sets up and manages routines for small group instruction</td>
</tr>
<tr>
<td>- Teacher checks for understanding through formative assessment, questioning, as well as through discourse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What resources support learning? How is learning assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Classroom setup must allow for small group space</td>
</tr>
<tr>
<td>- Technology access to support individualized student learning.</td>
</tr>
</tbody>
</table>
4) **Personalization via the Enrichment Period** (See 12:50pm-1:45pm in above Sample Schedule)

Enrichment is a separate period during which students will receive personalized, self-paced interventions (acceleration or remediation) in the core content areas. Students will have an enrichment period daily that will rotate throughout the content areas.

- Sample Rotation: Monday, Wednesday, Friday will be a set schedule of the three core content area classes (English Language Arts, Math, Science, Social Studies) while Tuesday, Thursday will be student/teacher/House directed enrichment.

5) **Student Mastery**

*How will we know if students demonstrate proficiency?*

Mastery of a competency (aligned to standards and global competencies) will be determined by multiple demonstrations of proficiency on a specified competency as measured by common proficiency scales. In unit development, teachers will create multiple opportunities for students to demonstrate mastery of competencies across various modes of instruction. Standards and scale aligned assessments (formative and summative) and performance tasks will be created within PLCs using scoring rubrics to assess student proficiency at levels 3 and 4. Teachers will have common understanding of what proficiency looks like through the use of student benchmarked work samples.

Teachers will also utilize NWEA MAPS or comparable state standardized-based assessments to measure student growth and gather data to level students and provide appropriate supports.

Valid assessments allow teachers and students to collect a body of evidence that shows students’ proficiency levels on the specific learning outcomes which allow students to advance to the next learning outcome when they have reached proficiency.

6) **Assessment System** *(Please see Staff Collaboration and DDI section for how assessments system is integrated with the school’s DDI cycle.)*
In alignment with a competency-based instructional model, ACHS aims to administer a comprehensive assessment system that includes a variety of summative and formative assessments focused on helping determine and provide evidence of student mastery. The assessment components include:

A. **State and federally-mandated assessments**: ACHS will administer assessments required by the Colorado Department of Education (PARCC, ACCESS, SAT, etc)

B. **Formative Assessments**: Supported by curricular resources from the GPS framework, we will customize or develop common formative assessments to support student learning. Guided by our work with Relay and Paul Bambrick-Santoyo’s Data Driven Instruction model, we aim to ensure that our interim assessments:
   - Are common across content areas and grade levels
   - Provide a transparent starting point to begin each cycle and define a teaching roadmap
   - Align with state and college readiness assessments
   - Align with the instructional sequence of clearly defined grade level/content expectations; and
   - Re-Assess previously taught standards

- **Interim assessments**: Beginning with the 9th grade for the 2016-17 school year, ACHS will pilot the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAPs) interim assessments or comparable state standards-based progress monitoring assessments to identify student readiness and support leveling at the start of the school year and monitor progress throughout. MAPs allows ACHS to offer personalized assessment experiences by adapting to each student’s learning level—precisely measuring student progress and growth for each individual. ACHS will also have access to student data within 24 hours of test administration. All other grade levels will default to existing APS interim assessments. ACHS will then examine pilot results and determine if and how it may be scaled for additional grade levels each year. At the moment, if successful, ACHS will expand test administration by one grade level each year. After each interim assessment PLCs will take time during full-day release days to analyze assessment data and plan/adjust instruction for the next instructional window.

- **Ongoing, frequent, formative assessments**: Supported by PLCs and consulting experts, teachers will develop and implement ongoing formative assessments to
pinpoint student progress toward mastery on the proficiency scales. See staff collaboration and DDI cycle to learn more about the formative assessment data driven cycle at ACHS.

7) **Student Promotion and Retention**

As ACHS moves to implement a competency-based model school-wide over a 3 year phased in approach, we aim to revise current District promotion and retention policies to shift practice from the traditional Carnegie Unit credit, which measures student seat time and course grades, toward a promotion policy that awards credit based on student demonstrations of proficiency in the 4 global competencies and our college and career readiness competencies. As ACHS scales our competency-based model over the next three years (beginning with grade 9 in 2016-2017), we will work closely with ACTION Zone staff, District experts, and consulting partners to create an implementation plan that thoughtfully phases in a competency-based promotion and retention model in preparation for our incoming 9th grade class’ graduation.

Additionally, ACHS aims to move away from traditional age-based student “grade” designations (9th, 10th, 11th, 12th). Rather, to further align with a competency-based model that emphasizes student progress toward graduation, ACHS will implement new student phase designations that indicate student milestones toward graduation. See a working student classification model below.

*Student Classification - Sample*

Please note that the terminology for the milestones and parameters will be drafted and approved by staff through an implementation work group prior to the start of the school year.

Advancement / Promotion based on acquisition of credits rather than age or number of years a student has been enrolled in school.

For Example:
- Freshmen (0-4 credits earned) = White
- Sophomores (5-10 credits earned) = Yellow
- Juniors (11-16 credits earned) = Green
- Seniors (17-22 credits earned) = Black
8) **Grading and Credit Acquisition**

In our competency-based system grades will be issued based on demonstration of proficiency in the identified competencies for each course.

1. To earn credit, a student must demonstrate proficiency (3.00-4.00) in a minimum of 70% of course outcomes and demonstrate understanding at least a level 2.0 in all remaining course outcomes.
2. Proficiency scales may be converted into letter grades for GPA calculation and college application; or an implementation team may develop a transcript reader to provide colleges information on the ACHS competency-based model.
3. In this competency based system, grades are based *solely* on students’ current levels of performance with specific identified competencies.
4. Attendance, behavior, and other non-achievement measures are not part of core content grading in a competency based system (Seat time, homework completion, etc. do not factor into grade calculation).
5. Attendance, behavior, and other “soft-skills” along with demonstrations of global competencies may be reflected in Advisory grades.
6. Competency-based progress reports will be available to students via an online platform that communicates student progress towards mastery of standards.

9) **Graduation Requirements**

ACHS will build upon the APS minimum graduation requirements and offer courses for all APS required courses; however, ACHS will have flexibility in the seat time requirements per course in alignment with our competency-based instructional model. ACHS will award 0.5 credits for each Advisory course. During Advisory students will receive additional instruction and have opportunities to demonstrate proficiency in global competencies. Since students will demonstrate mastery for global competencies in this setting, ACHS will award credit for these courses. Finally, all students will be expected to complete a post-secondary readiness plan prior to graduation. ACHS will finalize graduation requirements in consultation with competency-based experts, ACTION Zone staff, and other District experts via an implementation planning work group prior to the end of the school year. As stated above ACHS
customized graduation requirements will not reduce minimum State or District requirements, rather they will expand upon existing requirements and align with a competency-based model.

<table>
<thead>
<tr>
<th>GRADUATION REQUIREMENTS BY SUBJECT</th>
<th>REQUIRED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3.0</td>
</tr>
<tr>
<td>• US HISTORY</td>
<td>• 1.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>• CIVICS/US GOVERNMENT</td>
<td>• 0.5 UNITS OF CREDIT</td>
</tr>
<tr>
<td>MATH</td>
<td>4.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>WORLD LANGUAGE</td>
<td>1.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>7.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>• Includes Advisory Group (0.5 credit/year)</td>
<td></td>
</tr>
<tr>
<td>MINIMUM CREDITS TO GRADUATE</td>
<td>22.0 UNITS OF CREDIT</td>
</tr>
<tr>
<td>Post- Secondary Plan Completion</td>
<td></td>
</tr>
</tbody>
</table>
10) **Staff Collaboration and Data Driven Instruction (DDI) Cycles**

Staff may have daily PLC periods to increase collaboration with content area peers and House staff teams. These periods will ensure we address planning needs and individual student needs.

**Sample Pilot Teacher Daily Schedule 2016-2017 (Math Teacher Example)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:30 – 8:25</td>
<td>Math</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:30 – 9:25</td>
<td>Math</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td><strong>9:30 – 10:25</strong></td>
<td><strong>House Plan</strong></td>
</tr>
<tr>
<td>Period 4</td>
<td>10:30 – 11:25</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch A</strong></td>
<td><strong>11:30 – 12:05</strong> Personal Lunch 11:30-12:05</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
<td><strong>12:10 – 12:45</strong> Advisory 12:10-12:45</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch B</strong></td>
<td><strong>12:10 – 12:45</strong></td>
</tr>
<tr>
<td>Period 5</td>
<td>12:50 – 1:45</td>
<td>Enrichment (Rotating Students within House)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-teaching of competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and/or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acceleration for students who have demonstrated advanced levels of proficiency</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td><strong>1:50 – 2:45</strong></td>
<td><strong>PLC Plan (Content)</strong></td>
</tr>
<tr>
<td>Period 7</td>
<td>2:50 – 3:45</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>3:50 – TBD</td>
<td>Extended Learning Opportunities (optional with AFS)</td>
</tr>
</tbody>
</table>

The two PLCs include:

1.) Content-based PLCs: Focused on Data Driven Instruction (DDI) Cycles to plan effectively in a competency-based model

2.) “House” based PLCs: In the Culture and Climate section of this application, you will learn more about the House model. House PLCs will focus on implementation of a multi-tiered system of supports model for students in each House.
ACHS will launch a revised data driven instruction cycle that aligns with a personalized, competency-based instructional model that also increases consistent implementation across all teams.

Content PLC time is defined on a daily/weekly basis to align with the data cycle.

For Example:
- Monday - Use data analysis (from previous week) to track progress and update learning plans
- Tuesday - Determine priority competencies for the next week and create proficiency scales
- Wednesday - Create common formative assessment
- Thursday - Plan learning activities for the next week
- Friday - Collect and analyze data

As illustrated by the cycle, content area PLC time will focus on improving best first instruction and developing responsive student learning plans by connecting daily instructional practice with standards-based formative assessment and instruction, data analysis, personal reflections on instruction, and next steps. Additionally, as part of step 5, staff will intentionally select research-based instructional strategies.

**House-Based PLCs - MTSS (Multi-Tiered System of Support)**

House-Based PLC time is defined on a daily/weekly basis to align with the data-cycle. House-Based PLCs will be used to proactively identify and respond to students in need of differentiated support above and beyond the differentiation occurring in the classroom. (Many supports will be implemented through enrichment)

Through House-Based PLCs:
- Student rotation / placement in enrichment courses will be determined.
- Additional student supports related to non-academic factors such as behavior, attendance, health, etc. will be designed.
- Differentiated plans for students accelerating through competencies will be designed.
- Individual student data analysis (academic and non-academic indicators) to identify at-risk students and develop and monitor support plans.

11) **Staff Professional Development (PD) and Training**

As ACHS prepares to scale a personalized competency-based instructional model and emphasize global competency, it will be necessary to build staff capacity to support their success in this model. Specifically, the ACHS design team articulated key areas for capacity building for all current staff and any new staff that join ACHS after launch. These areas include:

- Instructional planning, delivery and assessment in a competency-based system.
• Deep understanding of standards and grade-level progressions.
• Create, use, and assess proficiency scales to inform instruction and determine competency.
• Using proficiency scales to inform grading practices consistently across the building.
• Plan for components of personalized learning including blended learning approaches (i.e. individualized learning time, 1:1 tutoring, and targeted instruction and collaborative work)
• Effective co-planning for intervention and acceleration within a collaborative house model.
• Effective co-planning/co-teaching.
• Integration of global competencies/themes into all content areas.
• How to embed ELL best practices in all content areas and all settings.
• Plan for and implement culturally responsive practices.
• Choice offering to allow for staff personalized development.

Additionally, as we implement training and monitor model implementation it will be important for the school to remain nimble and have the ability to revise the professional development plan annually for continuous improvement. To this end, ACHS will have flexibility from existing policy to develop a school specific PD plan, which may impact the ACHS master calendar annually. This plan will be developed by school administration in collaboration with the Instructional Leadership Team (ILT) and input from staff. Relatedly, ACHS retains the right to opt in or out of any District provided PD.

PD will occur during full-day student release days that occur approximately every month. These dates will be in common with other ACTION Zone schools to facilitate cross-school collaboration and maximize economies of scale for shared PD costs. These full days will replace the current weekly late start Wednesday model. ACHS data indicates that late start Wednesdays negatively impact attendance. Additionally, attendance suffers during District Elementary Professional Release (EPR) dates as our high school students must prioritize child care for younger siblings. Our new model will remove these barriers and positively influence attendance.

In preparation for school launch, ACHS will schedule back-to-school in-service days for faculty to participate in professional development and personal planning time. Dates for back-to-
school in-service days will be determined by the end of the prior school year in collaboration with the ILT and shared with all staff (please see waiver section for more information.)

How/when do we train teachers and build their capacity to be successful?

• All staff back to school kickoff learning prior to 1st day (Time TBD annually prior to the start of the school year)
• The school will have approximately monthly full day PD days in place of late start Wednesdays.
• These days will overlap with the elementary EPR days in order to better support our students with younger siblings who are responsible for their care when school is not in session.
• Providing consistent time and opportunity within the school day for teacher collaboration and planning.

12) **English Language Learners (ELLs)**

The current model to support ELLs at ACHS have been limited. Data demonstrate that the current ELD model is inadequate at ensuring student academic success. Currently, supports for ELLs at Central are confined to isolated ELD courses. Practically, this means that students who need additional language supports do not receive those necessary supports in content area instruction. To address this need, ACHS will offer a 2 pronged approach:

- Embedded school-wide ELL supports in all content areas and settings across the house models. ACHS will build staff capacity in the initial implementation year to ensure all staff can embed research-based ELL instructional practices and language development techniques in all courses and settings (core, advisory, electives, etc.) This will ensure all ELL students receive responsive instruction that scaffolds language learning needs across the entire school day making the general curriculum accessible to all ELL students.

- Offer integrated Language Arts-ELD courses which provide targeted language development in a literacy context. For students whose language proficiency is at the intermediate level or higher (Access level 3.5, 4.0, 5.0, 5.9), ACHS will provide
explicit language instruction in this setting. ACHS has piloted an extended integrated English Language Arts-ELD course in the past and has seen dramatic language development and ELA advancement. ELD students who need more language supports (Access levels 1,2,3,3.5) will be placed in “fluid” sheltered classes and separate English Language Development classes where their language competency will be assessed regularly. Language development will be monitored regularly to assess progress and inform student language progressions.

13) **Special Education Students**

The School District recognizes that the Plan to Create an Innovation School Zone will not impact or in any way diminish the schools’ or District’s obligations to comply with all obligations under the Individuals with Disabilities Education Act (“IDEA”), the federal IDEA regulations, the Colorado Exceptional Students’ Educational Act (“ECEA”), or the Colorado Rules for the Administration of the Exceptional Students’ Educational Act.”

**Innovation Plan and IDEA**

All innovation plans must be implemented with the Colorado Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.), which itself is intended to “closely align” with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

**The implementation of specific innovations under the ACTION Zone plans**

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a pre-existing service model to an “innovative” model, it is expected that the student’s teachers of record take the necessary steps—up to and including calling for an IEP meeting—to ensure that appropriate
modifications, accommodations, or (if necessary) adjustments to the student’s IEP are made, and that the IEP is delivered with fidelity.

**Implications for students educated in district-determined full-time placements**

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP’s during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.

**COMPETENCY-BASED MODEL IMPLEMENTATION**

**Implementation – A Phased-In 9th Grade Pilot Approach**

We recognize that successful implementation of a competency-based instructional model will require a thoughtfully phased-in approach. Reflecting on the current state and capacity of our school, we recognize that the entire school will not be ready to make a complete shift in time for successful implementation next school year. We recognize that this model, as noted in the professional development section above, will require deep instructional expertise from staff. While our entire staff may not be ready for this model yet, we are confident we can assemble a core set of strong, committee, and driven staff who would be willing and motivated to pilot this approach with our 9th grade for the 2016-2017 school year. We would create a supportive structure to pilot the House Model and a full competency-based instructional model with our incoming 9th graders. We would utilize the pilot year as an opportunity to learn from mistakes and make revisions to the model for thoughtful expansion in years 2 and 3. Our phased-in approach would include:

- Year 1 (2016-2017): Pilot full competency-based model with the 9th grade and build staff capacity to prepare for model expansion to 10th grade for the 2017-2018 school year.
  - Summer: Identify pilot team and build staff capacity to implement our competency-based model.
  - School Year: Ongoing training and coaching for pilot staff on implementation of the model. Evaluate implementation and continuously improve model. All grade levels: facilitate instructional cultural shift: staff will focus on specializing and becoming “experts” in the standards and proficiency levels within their assigned work. Build staff capacity by providing training on classroom design to
help teachers look at their own beliefs about learning, examine tenets of personalizing learning, build student agency by creating classroom codes of collaboration, introduce new operating procedures, enhance formative assessment, develop and take advantage of transparency of learning targets, and plan for a competency-based instructional model that emphasizes higher order skills.

- **School Year**: Continue training and capacity building for 10th grade staff in preparation for Y2 implementation.

**Year 2 (2017-2018)**: Continue with 9th grade implementation and expand to 10th grade. Revise model based on Y1 implementation learnings and data. Build staff capacity to prepare for model expansion to 11th grade for Y3.

- **Summer**: Revise model based on pilot year implementation lessons learned.
- **Summer**: Provide any additional capacity building for 9th and 10th grade staff teams based on lessons learned.
- **School Year**: Ongoing training and coaching for staff. Evaluate implementation and continuously improve House model.
- **School Year**: Begin training and capacity building for 11th and 12th grade staff teams in preparation for Y3 implementation.

**Year 3 (2018-2019)**: Continue with 9th and 10th grade implementation and expand to 11th and 12th grade. Revise model based on Y2 implementation learnings and data. Continue providing differentiated staff support and coaching for successful implementation.

- **Summer**: Revise model based on Y2 implementation lessons learned.
- **Summer**: Provide any additional capacity building for staff based on lessons learned.
- **School Year**: Ongoing differentiated training and coaching for staff. Evaluate implementation and continuously improve model.
SECTION III: TALENT MANAGEMENT

In order to redesign a robust human capital strategy that would best support implementation of this Innovation Plan and allow the school to rapidly and urgently exit Priority Performance Status as designated by the CDE’s Accountability System, ACHS examined current school talent strategies and established priorities for redesign. This process yielded a coherent overall talent strategy for the school.

ACHS Human Capital Strategy: In order to ensure every student has the most effective teacher, we will implement a robust, competitive, and culturally responsive human capital system, which includes:

1. A recruitment system that attracts and generates a pool of highly effective, diverse candidates
2. A multi-step selection process that assesses candidates based on a set of skills and traits required to be successful at our school
3. An onboarding plan to orient and equip all new hires with the information and skills needed to be successful at our school
4. A differentiated retention and compensation model that incentivizes teachers for hard to staff areas, and additional leadership pathways.
5. A transparent and equitable evaluation process that assesses staff strengths and areas for growth and provides meaningful and timely feedback fostering individual reflection and growth.

➢ RECRUITMENT AND HIRING

This recruitment plan aims to ensure that we maintain a pool of highly qualified and effective applicants throughout the year and will include an aggressive marketing plan to attract the best qualified staff. An in-staff, full-time Recruitment/Marketing Specialist (or other assigned personnel) will oversee this process. This recruitment plan will also include partnerships with Colleges of Education and Career Placement Offices at local, Regional and National Colleges and Universities.

Recruitment Flexibility
This recruitment plan is to develop a system that has the flexibility to recruit highly effective and highly qualified staff that supports the needs of our community. This system is separate from the APS District Human Resources (HR) process, but is supported by the District.

Rationale

Students will have teachers that bring a set of skills that relate back to our theme of “International Leadership.” ACHS students will benefit from a highly skilled staff and build better relationships with all school staff which will increase student attendance and improve student achievement. Teachers will not only hold themselves to a higher standard, they will also hold their students to higher standards. With the theme of International Leadership, Aurora Central High School will support recruiting staff that can enhance and advance that theme.

Multi-Step Selection Process

The staff will be selected through a rigorous multi-step process to ensure candidates have multiple opportunities to demonstrate essential ACHS skills and character traits required to implement the model. Staff will be held to a higher standard and expected to maintain that standard in order to continue year to year employment. This will be based on our new innovative teacher-evaluation process. This process will ensure that teachers are truly committed to the innovation process, our students, families and the community.

- Year 1: Hire full-time recruitment specialist (or assign other personnel) to begin ongoing process; establish, test, revise recruitment and selection process
- Year 2: Establish Formal Partnerships with universities and colleges, Boettcher Foundation, Teach Across America, Teach for America, Grow Your Own Program; and other pipeline organizations
- Year 3: Fully implemented; revise and continuously improve recruitment and selection model

➤ RETENTION & COMPENSATION

ACHS will have a differentiated retention and compensation model that incentivizes teachers for hard to staff areas, and additional leadership pathways. This model will include Compensation, Career Pathway Advancement Opportunities, Collective Voice in Educational Decisions and
Adequate Teacher Support Systems. ACHS needs the flexibility in staffing to allow for quick and actionable decisions to ensure students engage with the most effective instructional staff at all times. This will be achieved through annual staff contracts.

Objectives

- Compensation- Create a salary structure that will attract and retain highly-effective educators and reward them for specific roles, responsibilities and achievements.
- Career Pathway Advancement Opportunities - Give staff a variety of opportunities to advance and participate in leadership roles.

Impact on Students and Staff

Offering incentives/bonuses at ACHS will attract a higher talent staffing pool to the school, allowing us to be more selective in hiring in order to ensure students have access to the most highly effective teachers. This incentive ability will also provide a competitive hiring ability with the surrounding higher achieving districts. The ability to provide extra incentives will ensure we do not have vacancies and are able to meet the needs of our students in all hard-to-staff content areas. A more robust career progression/ladder structure will provide students with access to teachers who have developed expertise in various areas. Last, this system will incentivize excellent teachers to stay at our school, students will benefit from increased staff stability and the ability to build longer-term relationships with adults resulting in increased student achievement.

The system of career progression and compensation will provide adults in our school with increased job satisfaction, decreased chronic teacher absenteeism, increased interest in pursuing a long-term career at this school, leadership skills and the opportunity to specialize in areas of interest, and additional compensation.

Sample Options

Annual Staff Contracts could include:

- All staff at ACHS will be given the equivalent of a 1 step increase upon being hired. Staff would keep the step increase as long as the teacher maintains an Effective evaluation rating and stays at ACHS. If a teacher leaves or does not receive an Effective rating, they
would no longer receive the step increase. Step increase would be earned back if teacher regains the Effective rating.

- Salary Portability (Honoring teaching experience at hiring)
- Hard-to-Staff School - TBD ($2000) annual bonus
- Hard-to-Staff Subject Area - TBD ($2000) annual bonus
- Student Achievement Growth Goals Met (as measured by State assessment) - TBD ($2000) (paid after results are released)
- Career Leadership Pathway - TBD ($2000) per pathway progression
  - Base Teacher (Effective Instruction; professional development)
  - Teacher Leader (Effective Instruction; School-Based Roles (CTE, PLC, Dept. Chair)
  - Master Teacher (Effective Instruction/Demonstration classroom; Instructional Leadership Team; PD planner/facilitator

Timeline
- Year 1: Immediate Compensation for Hard-to-Staff School (amount TBD).
- Year 2: Structured System of Incentives
- Year 3: Fully Implemented Differentiated System

As indicated by our requested waivers, this Innovation Application will also allow for compensation incentives, in addition to the district pay scale, in order to retain highly effective staff. This system will include structured pay incentives designed around high needs bonuses, career progression, leadership, involvement, student relations and student achievement. Requested waivers from the master agreement for additional incentivized compensation and a request waiver from the master agreement for annual staff contracts are also noted in the next section.

Rationale

In recent years, ACHS has had a large turnover of teachers and must address this issue to establish foundational consistency for our students. While salary is not always the main reason individuals enter the teaching profession, research indicates it has an impact on who enters the profession (Milanowski 2003) and who stays. Our school’s three year retention and vacancy data demonstrates we have a significant challenge attracting teachers to even consider applying at our school. Similarly, annual data indicates significant teacher turnover, which includes the loss of high performers.
Why offer differentiated career opportunities?

Teacher retention is enhanced by creating paths for teacher promotion (i.e., career ladders) that increase responsibility and leadership, and reward outstanding teaching practice. Career ladders have the potential to increase the job satisfaction of teachers by adding professional challenges and rewards, and increasing their likelihood of staying at the school (Ingersoll 2004). Career ladders also have the built-in potential to increase retention among less-experienced teachers by presenting a challenging and rewarding future career prospect attainable without leaving the school.

➢ EVALUATION

ACHS will be enhancing the current system for evaluating the instructional staff. These enhancements will include:

- No Formal observations
- A minimum of 8 informal observations a year (option of 2 being peer observations)
- 2 Evaluation Rating Meetings a year (Mid and End of the Year)
- Differentiated evaluation focus based on experience (Year 1: Quality Standard (QS) 1 and 2, Year 2: QS 1,2 and 3, Year 3: QS 1,2,3,4 and 5)
- Student Learning Objective (SLO) - Teacher developed
- Student Evaluations
- Self-Evaluation

Rationale

The stakeholders want students to have the opportunity to engage with highly-qualified staff. Research has proven that highly-qualified staff is the result of an accurate and efficient evaluation model. The current model limits opportunities to engage in meaningful teaching and learning dialogue based on more frequent informal observations.
Phase-In Approach and Timeline
The following are proposed steps to support a higher quality instructional staff:

➢ Year 1: Remove formal observations from the pre-existing evaluation model and transition to 8 informal observations throughout the year. Create and train a pool of “peer evaluators” to implement second semester or the following year. Differentiated focus for teachers based on experience. Create a new process for evaluating classified staff based on their specific roles.
➢ Year 2: Reflect and adjust the implemented evaluation process. Create and pilot student evaluation.
➢ Year 3: Reflect on and adjust Year 1 and 2 implementation, as necessary. Fully implement student evaluation. Create a new process for evaluating administrative staff based on their specific roles.

Students will benefit from this evaluation process by having highly qualified staff who are continually growing in their own professional practices and skills. This enhanced evaluation process will give staff a more meaningful evaluation with opportunity for frequent feedback and more opportunities to reflect and adjust their practice.

Considerations and Flexibilities

- Create the criteria for the pool of “peer evaluators.”
- Request waiver from master agreement about “formal observations.”
- Create Template for “informal feedback.”
- Create criteria for differentiated evaluations based on teacher experience.
- Create a template for student evaluations.
- Create evaluation for specific roles of classified/administrative staff.

Waivers from State and District policies to:

- Allow school to determine own hiring process, timeline
- Allow school to refuse mandatory placements
- Allow school to hire non-licensed staff for supplementary (non-core) areas
- Allow school to offer annual contracts
- Allow school to set own compensation structure
- Allow school to depart from APS Calendar and develop own calendar
- Allow school to select own textbooks and curriculum
- Allow school to set own grading and assessment system
- Allow school to set own Grade Point Average (GPA) policy
- Allow school to create own student retention, promotion, acceleration policy
- Allow school to create own Graduation Requirements

Reference the Waiver Section in this application for additional information.

➢ **COACHING AND JOB-EMBEDDED SUPPORTS**

(See Professional Development section in the Education Model for additional information)

At ACHS, we will ensure staff receives meaningful and effective supports by:
- Identifying teacher development needs based off of observation, feedback, evaluation data, teacher self-identified need, and coaching support.
- Differentiating PD offerings to meet the needs of all teachers and personalizing teacher supports through choice PD time, coaching, and frequent, informal observation feedback cycles.
- Presenting information using methods that support adult learning and model effective classroom practice.
- Prioritizing staff development time on skills which have direct application in classrooms.
- Allowing teachers to practice new techniques.
- Using teacher feedback and other data to improve professional development.

We have only begun to implement the Relay Observation-Feedback Cycles and will expand this approach for increased consistency.

For leadership development and coaching, please read the accompanying ACTION Zone document, which describes principal support structures, coaching, and evaluation.
SECTION IV: BUDGET AND OPERATIONS

**BUDGET AND POLICY**

1. School budget and funding streams

1) Student Finance Act: increases generally by inflation; recently at-risk funding (Free & ELL) reduced unexpectedly. Therefore, inflation is used as the best metric with unknown statutory and regulatory risks. Other sources will decrease as more revenue is given directly to schools. Other sources assume a district level funding for start-up costs of the zone schools. Potential downside to number of students exists for opening of new public charter schools.

2) Additional Funding Sources: No additional resources are currently expected in the plan.

3) Private Funding Sources: N/A, this budget does not anticipate other grants.

4) Contracted Services: The budget anticipates start-up costs in other supporting costs and excess tech refreshes by 2020-21. If allowed, some expenditures will be underspent to build reserves for larger one-time purchases.

**Summary Budget:**

<table>
<thead>
<tr>
<th>School Name: Central High School</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>1977</td>
<td>2029</td>
<td>2029</td>
<td>2029</td>
<td>2029</td>
</tr>
<tr>
<td>Per Pupil Revenue</td>
<td>4751</td>
<td>4875</td>
<td>4948</td>
<td>5022</td>
<td>5097</td>
</tr>
<tr>
<td>State &amp; Federal Grant Funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Sources (i.e. savings from actuals v. averages)</td>
<td>200,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>9,592,727</td>
<td>9,991,375</td>
<td>10,139,492</td>
<td>10,289,638</td>
<td>10,441,813</td>
</tr>
<tr>
<td>Instructional Salaries &amp; Benefits</td>
<td>7,822,291</td>
<td>8,179,789</td>
<td>8,299,192</td>
<td>8,417,019</td>
<td>8,533,011</td>
</tr>
<tr>
<td>Instructional Services / Supplies</td>
<td>223,565</td>
<td>225,801</td>
<td>230,317</td>
<td>237,226</td>
<td>246,715</td>
</tr>
<tr>
<td>Other Instructional Expenses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Instructional Expenditures</strong></td>
<td>8,045,856</td>
<td>8,405,590</td>
<td>8,529,509</td>
<td>8,654,245</td>
<td>8,779,726</td>
</tr>
<tr>
<td>Supporting Services Salaries &amp; Benefits</td>
<td>1,465,342</td>
<td>1,503,441</td>
<td>1,525,993</td>
<td>1,548,882</td>
<td>1,572,116</td>
</tr>
<tr>
<td>Other Supporting Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>81,529</td>
<td>82,344</td>
<td>83,991</td>
<td>86,511</td>
<td>89,971</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Total Supporting Services</strong></td>
<td>1,546,871</td>
<td>1,585,785</td>
<td>1,609,984</td>
<td>1,635,393</td>
<td>1,662,087</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>9,592,727</td>
<td>9,991,375</td>
<td>10,139,492</td>
<td>10,289,638</td>
<td>10,441,813</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

Student change | 1.24% | 2.63% | 0.00% | 0.00% | 0.00% |
Inflation      | 1.80% | 2.60% | 1.50% | 1.50% | 1.50% |
Other increase | 0.00% | 1.00% | 2.00% | 3.00% | 4.00% |
## Expected Outcomes

1. School performance goals and performance monitoring.

**School Performance Goal:**

Supported by this Innovation Application, ACHS aims to impact our CDE School Performance Framework (SPF) rating positively year to year. The table below outlines our annual targets with a big goal of exiting priority improvement status by year 3.

**Performance Management:**

Both the Office of Autonomous Schools and the individual ACTION Zone schools will have significant roles in managing the performance of the schools and the Zone. Staff from the Office of Autonomous Schools will play a significant, ongoing role in working with the Division of Accountability and Research, the Division of Equity in Learning, and the district’s chief technology officer to ensure that Zone initiatives are well-managed using district systems so that district-wide local, state, and federal reporting systems are able to be implemented as efficiently as possible.

**Participation in Zone-wide performance management activities:**

While the ACTION Zone schools will receive a number of performance management services from the ACTION Zone in order to promote further outcome attainment and more economical use of resources, each school maintains a high degree of accountability and responsibility for implementing performance management systems at each school.

**Individual school initiatives:**

While all ACTION-Zone-wide innovation plan initiatives will be “rolled up” and included in Zone- and District-wide accountability reporting (where applicable), there will be a number of school-specific initiatives operating throughout the zone at any given time. Some of these initiatives will predate the innovation plan, while others will result from the plan or new opportunities for the school. Schools will report on these initiatives to their Instructional Leadership Team, any subcommittees, or others who are delegated the responsibility for monitoring implementation of such initiatives.

**Student achievement data tracking at the school level:**
Each school, in keeping with the “pillar” of data-driven, student centered instruction, will implement a robust suite of assessments to track student learning and guide instructional practice. The schools in the Zone will use the district’s Acuity system or other standards-based, comparable assessment systems as the basis for their interim assessment system. Using the system’s suite of exam item authoring and uploading tools, the ACTION Zone schools can adapt test items to incorporate high quality exam items that include International Leadership relevant content.

In addition to using the district’s assessment platform, the schools will also base their data driven instruction cycles on the work of Paul Bambrick-Santoyo, author of Driven by Data and Leverage Leadership. The current principal, Gerardo De La Garza participated in the Relay Graduate School National Principals Academy Fellowship (NPAF), which provided him with an ample knowledge base upon which to build the ACHS data driven assessment cycles. Additionally, the Director of Innovation will work with school leaders to ensure that both the interim assessment systems, data meanings, common planning time, and individual teacher follow-up actions will be implemented with fidelity to the Relay model unless and until the districts augment or replace this system with a comparable program that is a better fit for the ACTION Zone.

PERFORMANCE TARGETS TABLE

<table>
<thead>
<tr>
<th>School Performance Targets (Innovation Years 1-4)¹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Overall SPF % Rating and Performance Status</strong></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
</tr>
</tbody>
</table>

¹The performance targets are projections and subject to change based on actual student performance.
SUMMARY OF REQUIRED CHANGES

ACHS seeks specific conditions necessary to support and implement the innovation plan in order to address the specific needs of its school community.

With roots tracing back to 1913, ACHS has endured through many local and national hardships such as fire, when the school was almost completely destroyed and low enrollment, caused by World War military drafts. Despite the school’s history of perseverance, ACHS’ current performance raises questions among the State, District and Aurora community regarding the future of the oldest high school in the Aurora Public School District.

Located in one of the most impoverished neighborhoods in Aurora, Colorado, ACHS serves a diverse community including a high number of socio-economically disadvantaged families, refugees and recent immigrants, and more. Additionally, the community struggles with gang issues and crime rates that exceed state averages.

English Language Learners (ELLs) make up 70% of the entire student body. Students at ACHS represent 15 different counties and speak 12 different languages. Some of the countries represented include Jordan, Turkey, Kenya, Nepal, India, Pakistan, Ethiopia, Uganda, and Sudan.

With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focused on ensuring that the school can provide culturally responsive learning opportunities for students in a way that respects and values the ethnically-diverse community it serves.

From Intervention to Innovation Status

ACHS has reached its fifth and final year in Priority Performance Status in need of Turnaround, as designated by the Colorado Department of Education’s (CDE) accountability system. In 2012, ACHS applied for a Turnaround Improvement Grant (TIG) through the CDE,
in an attempt to address significant challenges and turnaround the school. The State awarded the school with significant funds to enact their proposed strategies. Over the past few years, through the leadership of various school administrators (ACHS experienced administrator transitions during this period), the school implemented some of the TIG improvement strategies. However, these strategies have not yielded sufficient changes in performance to exit turnaround. Experience with TIG and other improvement efforts indicate that ACHS will not be able to affect dramatic improvement with surface level changes alone. Instead, ACHS must revisit core activities, systems, and structures that stand in the way of student achievement. This realization drove efforts to pursue Innovation Status through the CDE. Innovation Status provides ACHS with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that stand in the way of improvement. As part of ACHS’ process to obtain Innovation Status, the school assembled a School Design Team (SDT) comprised of a variety of school stakeholders including administrators, teachers, classified staff, parents, students, and community partners charged with leading the development and submission of this Innovation Application. The SDT engaged in deep work to understand school needs, reflect on current successful systems and structures, and propose new enhanced models to address our deep root causes and build upon CDE recommendations related to the implementation of the State’s Tiered Intervention Grant (TIG).

During the month of November 2015, a team from the CDE’s Federal Programs Unit conducted an onsite monitoring visit to evaluate the implementation and outcomes of ACHS’ TIG. Through the review, the TIG team examined evidence of the District’s implementation of grant requirements, the alignment between the school grant plans and TIG-funded activities, and compliance with fiscal and administrative oversight requirements.

While it was noted that ACHS met compliance milestones, the TIG review team emphasized that ACHS requires more intensive strategies for sustainable impact on school performance. Despite implementation of TIG funded activities, it is evident that ACHS continues to significantly underperform. Following the visit, the team compiled a set of recommendations, which are noted below:
➢ Build off of current planning work to align the TIG and Innovation plans, as well as other school improvement efforts and priorities. Despite challenges during the first two years of the grant, ACHS’s TIG was renewed for a third year to support activities associated with Innovation planning. There appears to be a ‘disconnect’ between the various stakeholders (District, school administration, staff, students, and community) regarding priorities and a lack of ownership of the school’s mission. We encourage the district to persist in rigorous planning during this school year.

➢ Ensure that all teachers are adequately supported and that successful teachers are recognized and rewarded for their work. A system of incentives and rewards is an expectation of the TIG Transformation Model. Teachers indicated that observations and feedback tied to professional development was inconsistent. They also said that there was a lack of recognition and rewards from the administration for teachers who demonstrated excellent performance. Finally, teachers expressed frustration with professional development, saying it is not differentiated.

➢ Seek ways to more effectively use time and extend learning time. The school leadership team, staff, and students reported few changes to the schedule during implementation of the TIG and little extra learning time beyond after-school tutoring. Teachers reported inconsistent effectiveness of Professional Learning Communities and availability of time to collaborate, plan, and progress monitor with other teachers.

➢ Prioritize partnerships with the community. School staff felt that large groups of parents, such as those in the refugee community, are not engaged in the improvement efforts of the school and do not share the same values as the school and its administration. Both staff and parents indicated a willingness to engage in stronger partnerships, but did not feel that the school had done enough to include families in the school’s operations or development of school culture.

Additionally, on November 30th, 2015 the CDE Office of School and District Performance issued a letter to complement the Office of Federal Program’s TIG review. The letter articulated State concerns and recommendations for ACHS to address in the Innovation
Application. Specifically, the office noted that in order for CDE to support an Innovation Application for ACHS, it must build upon and go further than the original TIG plan addressing specific structures to improve student attendance, engagement, and achievement. They highlighted the following recommendations:

➢ The District and school should pursue and secure formal autonomies around talent management, including:

- Intentional and preferential teacher recruitment and hiring processes and timelines for ACHS;
- Systems for teacher retention and incentivizing improved student performance; and
- Other needed flexibilities in ACHS staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.

➢ The District and school should pursue and secure greater flexibility in use of time to allow for:

- School leadership to adapt daily, weekly, and annual schedules to ensure expanded and better-designed time to meet student needs;
- Teachers to have greater flexibility to engage in common planning, data analysis, and professional learning relevant to specific student needs; and
- School leadership to direct strategic teacher planning and professional learning time at the school site.

➢ The District should ensure that the school principal and his staff are fully empowered to make decisions and take necessary actions needed to implement the Innovation plan and the required activities in the TIG plan.

ACHS acknowledges the concerns and recommendations noted by the CDE’s Offices of Federal Programs and School and District Performance. Despite the resources and strategies provided by TIG, ACHS struggled with systemic and high quality implementation often limited by the lack of flexibility from local and state structures. As a result, ACHS is eager to engage in school redesign and put forth an application for Innovation status, which
creates a venue to gain flexibilities in areas that often stand in the way of improvement efforts.

To adequately address the diverse needs of all students, ACHS must implement a differentiated and responsive instructional model that deviates from the traditional approach, which we have adopted. ACHS 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 schools across the nation in similar struggling situations.

Official innovation status gives ACHS the opportunity to implement a thorough redesign. The current structure of the school can only lead to marginal growth, whereas deep gains need to be made and can only be achieved through an comprehensive design process that also removes structural barriers at the local and state level.

In order for ACHS’ innovation application to be successful, certain conditions, flexibilities, and waivers are necessary. Most flexibilities ACHS is seeking are those which would come from Aurora Public Schools and our collective bargaining units. Flexibility and autonomy are being requested in regards to the district calendar, teacher planning time and days, teacher contracts, compensation, evaluation, curriculum, assessment, grading, student promotion, the hiring process, and budget autonomy and support. Details regarding shared Zone flexibilities and economies of scale can be found in the accompanying APS Zone Document.

ACHS will comply with all waived statutes and policies and will be accountable for positive results.

The innovation school shall comply with the intent of the waived statutes or rules and shall be accountable to the state for such compliance. The school has detailed Expected Outcomes: Improvements in Academic Achievement that will be used to monitor the effectiveness of the plan while continuing to comply with all federal, state and district regulations.

Additionally, in order to implement the International Leadership ACTION Zone effectively so that both the student achievement and school improvement goals are accomplished, APS is developing an Office of Autonomous Schools. This office, which will have oversight over
both charter schools and the Zone schools, will be located within the office of Accountability and Research. This will allow for more efficient and effective design and delivery of the performance management structures necessary to report on progress to the State Board, the CDE, and Aurora community stakeholders while also providing schools with the data necessary to course-correct as challenges inevitably occur. Additional details about the Zone and Zone management can be found in the accompanying APS Zone Document.

The school will continue to comply with NCLB Title II-A requirements (for districts receiving Title II-A funding). All staff will be appropriately qualified, and all core content staff will be licensed and highly qualified pursuant to the Federal ESEA Act.

<table>
<thead>
<tr>
<th>Dispute Resolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACHS accepts that the Articles that remain in effect will continue to be subject to the grievance provisions of the Master Agreement. ACHS will develop its own dispute resolution process to respond to concerns that are exempt from the Master Agreement.</strong></td>
</tr>
</tbody>
</table>

**Internal Appeals Process:**

A. The ACHS Leadership Team (LT) shall collaboratively develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at the Innovation School to address concerns which are capable of being addressed under the terms of the IAP.

B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Innovation School as specifically set forth in the application and/or written decisions of the LT have been violated or misapplied.

C. If an Innovation School cannot agree on an IAP, the process set forth below shall be deemed to be the IAP at that school.

D. Every Innovation School employee shall receive a written copy of the IAP.

E. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Innovation School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.

F. This IAP shall be used at Innovation Schools only under the circumstances stated in the
section above. A "complaint" for purposes of this IAP is defined as set forth in section above. A "day", for purposes of the time lines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

- **The Steps of This IAP Are as Follows:**

1. **Informal Meeting Between the Grievant and School Leaders:** Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leaders, to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.

2. **Second Meeting, With Association Representative Included:** If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the Association Representative for the site or designated representative of the aggrieved employee, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the Association Representative to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the Association Representative or designated representative of the aggrieved employee may be personally affected by the outcome, and there is no designated co-representative, the matter shall automatically proceed to the next step.

3. **Third Meeting: LT** If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the ACHS LT. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Superintendent and AEA President as outlined in above.
A) DISTRICT POLICY WAIVERS WITH REPLACEMENT LANGUAGE

ACHS seeks specific District Policy Waivers and Flexibilities necessary to effectively support and implement the innovation plan.

For each district policy from which the school requests a waiver, the table below includes a policy summary, rationale for innovation, and policy replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- GCE/GCF: Professional Staff Recruiting/ Hiring
- GCK: Professional Staff Assignments and Transfers
- GDJ: Classified Staff Assignments and Transfers
- GCFC: Professional Staff Licensing and Credentialing
- GCB: Professional Staff Contracts and Compensation
- GDQD: Discipline, Suspension and Dismissal of Classified Employees
- GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules
- IC/ICA: School Year/ School Calendar
- ID: School Day
- IJJ/IJK: Textbook Selection and Adoption/ Supplementary Materials Selection and Adoption
- IKA: Grading and Assessment Systems
- IKC/IKD/IKAF: Class Rankings/ GPA/ Weighted Averages
- IKE: Retention, Promotion, and Acceleration of Students
- IKF: Graduation Requirements – High School

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCE/GCF: Professional Staff Recruiting/ Hiring</th>
<th>Area of Impact: Talent Management – Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Language/ Summary</td>
<td>Recruiting</td>
<td></td>
</tr>
<tr>
<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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

### Background Checks

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.

### 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 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.

### Appointment of Candidates

Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority 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>
<th>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.</th>
</tr>
</thead>
</table>
| Replacement Policy       | 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, have 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. The superintendent will retain authority over recruitment and hiring decisions for school |

Aurora Central High School: Innovation Application
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. The superintendent will retain authority over recruitment and hiring decisions for school principals.

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. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCK: Professional Staff Assignments and Transfers (GCK)</th>
<th>Area of Impact: Talent Management – Staff Transfers</th>
</tr>
</thead>
</table>

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.

To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.
### Replacement Policy

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. 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 (GDJ)**  
**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

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.

### District Policy

**GCFC – Professional Staff Licensing and Credentialing (GCFC)**  
**Area of Impact:** Talent Management – Teacher Hiring and Licensure

**Policy Language/Summary**

Employment - License Requirement

A Board of Education shall not enter into a contract with any person as a teacher, except in a junior 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 experiencing. 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

The school will employ highly qualified and licensed professional staff 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 employees for supplemental and enrichment instruction and non-licensed administrators as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.

District Policy

**GCB: Professional Staff Contracts and Compensation (GCB)**

**Policy Language/Summary**

**CONTRACTED EMPLOYEES**

Contracted employees shall be defined as those employees issued contracts by the Board of Education. Employees in this category fill positions on a full-time or regular part-time basis and are eligible for non-probationary status, fringe benefits and placement on the appropriate salary schedule.

**NON-CONTRACTED EMPLOYEES**

Non-contracted employees shall be defined as those employees not issued contracts by the Board of Education. Employees in this category include limited part-time, hourly or temporary employees. Such employees are not eligible for non-probationary status, fringe benefits or placement on the teacher or administrative salary schedule.
NON-PROBATIONARY TEACHER

A non-probationary teacher is defined as a teacher who has received a performance evaluation rating of effective for three consecutive years and has been re-employed for the succeeding school year. Two consecutive ratings below effective shall result in the loss of non-probationary status.

In accordance with state law, a teacher who obtained non-probationary status in another Colorado school district is not automatically granted non-probationary status when he or she is hired by the Aurora Public Schools. Rather, a teacher may be granted non-probationary portability only if the teacher submits a request to the Division of Human Resources within 30 days of hire. This request must include confirmation of the prior two consecutive year’s evaluation ratings of at least “effective” and evidence of the teacher’s student academic growth data for the same two consecutive years.

The district shall determine, in its sole discretion, whether the documentation shows evidence of teacher effectiveness and student academic growth. The district shall make its determination of teacher effectiveness and student academic growth based upon the district’s licensed personnel performance evaluation system and the district’s measures of student academic growth.

If the district determines the documentation shows the required teacher effectiveness and student academic growth, the district shall grant non-probationary status to the teacher.

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 to waive nonprobationary status. 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

All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.

District Policy

GDQD: Discipline, Suspension and Dismissal of Classified Employees (GDQD)  
Area of Impact: Talent Management – Dismissal

Policy Language/Summary

The Board of Education authorizes the Superintendent to compose and implement regulations relating to the suspension, discipline and termination of classified employees. Such regulations shall be designed to treat employees fairly while at the same time maintain a productive and efficient workforce.

III. NOTICE

A. Prior to taking any disciplinary action against an employee (or as soon thereafter as is practicable), except in the case of reprimands, the employee will be provided the reasons for the disciplinary action. B. In a situation where an employee's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting any phase of the District’s operation, or in cases where the employee is absent from the job, the employee may be immediately suspended and provided with the reasons within a
### 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 to establish its own termination and dismissal policies and procedures.

### Replacement Policy
The school has the authority to compose and implement regulations relating to the suspension, discipline and termination of classified employees. Such regulations shall be designed to treat employees fairly while at the same time maintain a productive and efficient workforce.

Classified staff may be dismissed from the school after one year of ineffective performance. Classified staff will engage in mid-year performance conversations with their supervisors and/or school leadership, and if performance continues to be ineffective the staff member may be dismissed from the school at the end of the year.

### District Policy
**GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules (GCBA)**

**Area of Impact:** Talent Management – Compensation

**Policy Language/ Summary**
Employees of the District shall be paid in accordance with the salary schedules or individual contracts adopted by the Board of Education. Placement of an employee on the appropriate salary schedule shall be made by the chief personnel officer, consistent with the policies adopted by the Board of Education and with established regulations.

The salary schedules and details are further outlined in the accompanying APS Policies to GCBA (GCBA-1-E, GCBA-2-E, GCBB-R, and GCBB-1-E).

**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 and flexibility to determine compensation schedules and to set
| Replacement Policy | Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).

The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with the leadership team (LT) and any delegated staff leadership committee, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.

The LT staff committee designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws. |

<table>
<thead>
<tr>
<th>District Policy</th>
<th>IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR (IC/ICA)</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Language/Summary</td>
<td>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.</td>
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<tr>
<td>Rationale for Innovation</td>
<td>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, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.</td>
<td></td>
</tr>
</tbody>
</table>
| Replacement Policy | In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school 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. |
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].

Grades six through twelve: 1080 hours per school year

C.R.S. 22-32-109(n)(ll)(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].

Grades six through twelve: 1056 hours per school year

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

High schools (grades 9 through 12) shall offer seven periods, exclusive of lunch. Each high school shall determine the minimum number of periods required for student enrollment at each grade level. In case of overcrowded conditions, schedules may need to be adjusted to accommodate extended day programs, split sessions or other adjustments to the regular program.

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, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.

In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school 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. Information regarding impact on teacher working conditions from changes to the length of the school year or student school day is detailed in the waiver for Article 13 of the AEA Master Agreement.

Each high school shall determine the minimum number of periods required for student enrollment. Schedules may need to be adjusted on an annual basis, through the process described above, to accommodate extended day programs, split sessions or other adjustments to the regular program.
| Policy Language/Summary | 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.  
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.  
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  
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.  
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.  
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.  
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.  
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. |

| 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 | I. The school leadership team, in collaboration with any delegated staff leadership committee, will have the authority to determine its own basic instructional material for all courses of instruction as necessary to implement the innovation plan.  
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 JL, 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.

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.

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.

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.

Procedure for Making Changes to Existing Policy

Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it...
will default to the existing district-adopted instructional materials.

As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).

The school leadership team designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any instructional material for any course of instruction will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

### District Policy

**IKA: Grading and Assessment Systems (IKA)**

**Area of Impact:** Educational Program

#### 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.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Replacement Policy</th>
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<tbody>
<tr>
<td>School leadership, in collaboration with any delegated staff leadership committee, will have the authority to develop and adopt basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to classroom assessment and grading systems, it will default to the existing district-adopted systems.</td>
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In alignment with the school’s classroom assessment and grading systems, the school has the authority to determine its own report card policies and procedures. Adoption of new report card policies and procedures will follow the process detailed above. 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. If the school decides not to make changes to report card policies and procedures, it will default to the existing district-adopted systems.

As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).

The school leadership team designated to provide governance over any changes to classroom assessment and grading systems, and/or to report card policies and procedures, will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any classroom assessment and grading systems, and/or to report card policies and procedures, will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open
The Superintendent of Schools shall establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting.

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board of Education believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities, and for scholarships and financial aid.

Therefore, the Board of Education directs the Superintendent of Schools to establish a written standard to determine which courses would offer students the opportunity to earn a weighted grade. Courses in any content area that meet or exceed that standard may, but will not be required to, offer weighted grades. Calculations and procedures are detailed in IKC/IKD/IKAF-R.

**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 ranking system.

**Replacement Policy**

In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee, will have the authority to establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to the calculation of grade-point averages and rank-in-class of students, it will default to the existing district-adopted policies.

As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).

The school leadership team designated to provide governance over any changes to grade-point averages and rank-in-class of students will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any grade-point averages and rank-in-class of students will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.
**Summary**
Retention of students is an option for students at any grade level who, after intensive interventions, are performing below established targets. Retention should be considered only after the following factors have been considered and documented. • Performing significantly below established targets in at least two of the three content areas of reading, writing, and math • Evidence of insufficient academic growth • Chronological age of student • Language proficiency • Special education • Attendance record/truancy • Transiency • Previous grade retention

Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations.

Consideration of retention for students with special education needs must follow the process established by the Exceptional Student Services department.

Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year retention occurs, retention procedures must be followed.

**PROMOTION**
Placement in the next grade level shall not be contingent upon completion of summer school.

Intervention must occur before retention decisions are made. The parent/guardian must be notified of the recommendation for intervention. Intervention may include but is not limited to the following: in-class interventions, summer school, after school tutoring, extended learning opportunities or other alternative programs.

**ACCELERATION**
Acceleration could be proposed for students whose achievement in reading, writing and/or number sense is considerably above grade level and/or who demonstrate significant high performance in other areas. Parent(s) must be notified when one of the above conditions exists and be advised of options for acceleration. Acceleration may occur in the student’s current grade level or at a higher grade level.

**APPEAL**
In the event of disagreement about the advisability of retention or acceleration, the principal shall make the decision, which may be appealed to the chief academic officer.

**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 retention, promotion, and acceleration system.

**Replacement Policy**
In accordance with the innovation plan, school leadership, in collaboration with the ILT and any delegated staff leadership committee, will have the authority to determine its own student retention, promotion, and acceleration policies and procedures in order to implement the innovation plan. Student retention, promotion, and acceleration policies determined by the school will align with Colorado Academic Standards, as well as the goals and objectives outlined in the innovation plan. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to the
As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1\textsuperscript{st} of the current school year, with the exception of implementation year one (2016-2017). The ILT staff committee designated to provide governance over any changes to student retention, promotion, and acceleration policies and procedures will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any student retention, promotion, and acceleration policies and procedures will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

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<thead>
<tr>
<th>District Policy</th>
<th>IKF: Graduation Requirements – High School (IKF)</th>
<th>Area of Impact: Educational Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum high school graduation requirements for Aurora Public Schools are 22 units of credit as stated in IKE. Credit for courses will be awarded to those students who receive a passing grade for the course. A passing grade indicates that the student has met the standards embedded in that course. Graduation credits may be earned through approved programs or online courses. Effective with the class of 2015, courses in speech, theater, journalism, yearbook production, commercial broadcasting, and broadcast writing and television production will be awarded elective credit. All courses outside of the areas of English, mathematics, science, social sciences, and world language will receive elective credit. In addition to the core academic requirements, students may choose any combination of courses, including additional core academic courses, to meet the 22 credits required for graduation. Students who enroll in the District after the completion of their twelfth grade year must take and obtain a minimum of two (2) credits, one of which must be in a core academic area. In 2010 the Colorado Commission on Higher Education revised their admission requirements for in-state colleges and universities. Effective with the graduating class of 2015, Aurora Public Schools graduation requirements match the in-state college and university admissions requirements. Students will consult with their high school counselors and college admission offices to assure that their Individual Career and Academic Plans (ICAPs) outline course selections that qualify them for the college or university of their choice. ICAPs for all APS students are initiated in the 6th grade. This allows students to set career and academic goals and create a plan to achieve them. Students completing pathway plans of study will be eligible to receive a differentiated diploma. All plans of study will meet the minimum graduation requirements outlined above, and may include the requirements of earning college credit and industry certifications. The issuance of differentiated diplomas will allow Aurora Public Schools to assure that graduates meet postsecondary and workforce readiness requirements as called for in state legislation. The Aurora Public Schools Division of Equity in Learning shall determine the type of credit to be applied to each course.</td>
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<tr>
<td>Rationale for Innovation</td>
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<td>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 graduation requirements.</td>
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<tr>
<th>Replacement Policy</th>
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<td>In accordance with the innovation plan, school leadership, in collaboration with any delegated staff leadership committee, will have the authority to determine its own graduation credit requirements. The school-determined requirements will meet or exceed the minimum standards of the district and state. The school must demonstrate to the Board that any changes to graduation requirements for the following year meet or exceed state and district minimum standards by March 1st of the current school year. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to its graduation requirements, it will default to the existing district-adopted requirements. The school leadership team designated to provide governance over any changes to graduation requirements will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any graduation requirements will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</td>
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B) STATE STATUTE AND RULE WAIVERS WITH REPLACEMENT LANGUAGE

ACHS seeks specific State Statute Waivers and Flexibilities necessary to effectively support and implement the innovation plan.

ACHS acknowledges that Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act.9 For each state statute from which the school requests a waiver, the table below includes a statute summary, rationale for innovation, and statute replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- C.R.S. 22-32-109(1)(f)
- C.R.S. 22-63-206
- C.R.S. 22-63-201
- C.R.S. 22-63-402
- C.R.S. 22-63-202
- C.R.S. 22-63-203
- C.R.S. 22-63-301
- C.R.S. 22-63-302
- C.R.S. 22-63-401
- C.R.S. 22-9-106
- C.R.S. 22-32-109(1)(n)(I)
- C.R.S. 22-32-109(1)(n)(II)(A)
- C.R.S. 22-32-109(1)(n)(II)(B)
- C.R.S. 22-32-109(1)(t)

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<td>Statute Description</td>
<td>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.</td>
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<tr>
<td>Rationale for Innovation</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 at or above existing schedules (interacts with 22-63-201 &amp; 22-63-206).</td>
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<td>Replacement Policy</td>
<td>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 collaboration with</td>
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9 See 33-32.5-108 (1) and (2), C.R.S. for specificity on state statutes that cannot be waived out of using an innovation plan.
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.

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. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).

The superintendent will retain authority over recruitment and hiring decisions for school principals.

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<tr>
<th>State Statute</th>
<th>C.R.S. 22-63-206 Local board duties concerning school calendar (206)</th>
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<tbody>
<tr>
<td>Area of Impact:</td>
<td>Talent Management – Staff Transfers</td>
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<th>Statute Description</th>
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<tr>
<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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<tr>
<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</td>
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<tr>
<td>Rationale for Innovation</td>
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<tr>
<td>Replacement Policy</td>
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<tr>
<td>Statute Description</td>
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<tr>
<td>Rationale for Innovation</td>
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<td>Replacement Policy</td>
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Any non-licensed staff will be hired under the established hiring process at the innovation school.

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<tr>
<td>Statute Description</td>
<td>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.</td>
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<tr>
<td>Rationale for Innovation</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, 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.</td>
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<tr>
<td>Replacement Policy</td>
<td>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. Any non-licensed staff will be hired under the established hiring process at the innovation school.</td>
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<tr>
<td>Statute Description</td>
<td>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing. (2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless otherwise stated. (c.5)(III)(A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district. (B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to</td>
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adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

| Rationale for Innovation | To strategically exit low performing staff and recruit/retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own hiring and termination and dismissal policies and procedures. 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. |
The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-203, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.

All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.

<table>
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<tr>
<th>Statute Description</th>
<th>C.R.S. 22-63-203 Teacher Employment Act- Requirements for probationary teacher, renewal &amp; nonrenewal</th>
<th>Area of Impact: Talent Management – Teacher Contracts</th>
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<tr>
<td>(1)(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment. (2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</td>
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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 to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. 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 | The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures. |

Aurora Central High School: Innovation Application
Aurora Central High School: Innovation Application

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<td><strong>Statute Description</strong></td>
<td>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</td>
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<tr>
<td><strong>Rationale for Innovation</strong></td>
<td>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 to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. 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.</td>
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<tr>
<td><strong>Replacement Policy</strong></td>
<td>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.</td>
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<td><strong>Statute Description</strong></td>
<td>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section. (2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and</td>
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exhibits in support of the chief administrative officer’s prima facie case may be added as provided in
subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said
teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher
of his or her rights and the procedures under this section.

(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief
administrative officer a written notice of objection and a request for a hearing. Such written notice shall be
filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to
file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing
and the dismissal shall be final; except that the board of education may grant a hearing upon a
determination that the failure to file written notice for a hearing was due to good cause. If the teacher files
a written notice of objection, the teacher shall continue to receive regular compensation from the time the
board received the dismissal recommendation from the chief administrative officer pursuant to subsection
(2) of this section until the board acts on the hearing officer’s recommendation pursuant to subsection (9)
of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular
compensation upon being charged criminally with an offense for which a license, certificate, endorsement,
or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant
to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and
the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the
teacher, effective as of the date of the final disposition of the case. Within ten days after the
reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost
service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected
jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than
five working days following the receipt by the chief administrative officer of the teacher’s written notice of
objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing
officer, they shall request assignment of an administrative law judge by the department of personnel to act
as the hearing officer. (b) Hearing officers shall be impartial individuals with experience in the conducting of
hearings and with experience in labor or employment matters. (c) Expenses of the hearing officer shall be
paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing
conference and the date of the hearing, which shall commence within the following thirty days. The
hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the
prehearing conference and for the hearing including the time and the place therefor. (b) One of the
purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to
be presented at the hearing. (c) The parties and their counsel shall be required to attend the prehearing
conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief
administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be
called, including the addresses and telephone numbers of the witnesses. Within seven days after the
teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may
supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause. (b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony. (b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses. (c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher. (d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded. (e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22.9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be
included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S. (b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules. (c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible. (d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing. (e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for: (I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or (II) A violation of any law of this state, any municipality of this state,
or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S. (b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).

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 to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. 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

The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, C.R.S. 22-63-301, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.

All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.

State Statute

C.R.S. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule (401) | Area of Impact: Talent Management – Compensation

Statute Description

(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.

(2) If a district chooses to adopt a salary schedule, the board shall place each teacher in the school district on the salary schedule at a level at least commensurate with, but not limited to, each teacher’s education, prior experience, and experience in the district as provided in the salary schedule.

(3) The adopted salary schedule, policy, or combination schedule and policy shall not be changed or modified during the school year in a manner so as to reduce the salary of a teacher for such school year; but the reassignment of a teacher with a reduction in salary pursuant to section 22-63-206 (2) or (3) shall not be included within the limitations of this subsection (3).

(4) The salary or compensation of any teacher may be changed for any succeeding school year in accordance with the salary schedule, policy, or combination schedule and policy adopted by the employing
| Board. There shall be no reduction in the salary of any classroom teacher unless there is a general reduction in the salaries of all teachers in the district according to the adopted salary schedule, policy, or combination schedule and policy.  

(5) The trustee or trustees of a trust for the benefit of a teacher compensation system in a school district coterminous with a city and county shall manage and invest the funds and assets held in trust pursuant to the standards and other provisions for trustees set forth in the "Colorado Uniform Prudent Investor Act", article 1.1 of title 15, C.R.S. |  |

| 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 and flexibility to determine compensation schedules and to set rates of pay at or above existing schedules. |  |

| Replacement Policy | Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).  

The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. The school leadership team, in collaboration with any delegated staff leadership committee, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.  

The school leadership team (LT) designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws. |  |


| Statute Description | (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.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
<th>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.</th>
</tr>
</thead>
</table>

| Replacement Policy | 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. Pursuant to state regulations, 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. Any changes to teacher performance evaluation systems will be detailed in AEA Master Agreements Article 36. The superintendent will retain authority over performance evaluation systems for school principals. |

<table>
<thead>
<tr>
<th>State Statute</th>
<th>22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statute Description</td>
<td>(n)(I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefor by the board of education of the district.</td>
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</tr>
<tr>
<td>Rationale for Innovation</td>
<td>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, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(I) to determine its own school year and school day calendar.</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school...</td>
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</tbody>
</table>
employees, and parents in a timely manner, school leadership team in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school 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 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.

<table>
<thead>
<tr>
<th>State Statute</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours</td>
<td></td>
</tr>
<tr>
<td>(n)(III)(A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</td>
<td></td>
</tr>
<tr>
<td>Rationale for Innovation</td>
<td>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, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(A) to determine its own school year and school day calendar.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, the school leadership team in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</td>
</tr>
<tr>
<td>State Statute</td>
<td>Area of Impact: Calendar and Schedule</td>
</tr>
<tr>
<td>22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar</td>
<td></td>
</tr>
<tr>
<td>Statute Description</td>
<td>(n)(II)(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district or shall provide for the adoption of a school calendar for each individual school within the district. The district calendar or individual school calendars may be adopted by the board of education, the district administration, the school administration, or any combination thereof. A copy of the calendar shall be provided to the parents or guardians of all children enrolled in schools within the district. Such calendar shall include the dates for all staff in-service programs 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.</td>
</tr>
<tr>
<td>Rationale for Innovation</td>
<td>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.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>In accordance 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. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, the school leadership in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. A copy of the upcoming school-year calendar and school-day schedule(s) 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.</td>
</tr>
<tr>
<td>State Statute</td>
<td>22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)</td>
</tr>
<tr>
<td>Area of Impact: Educational Program</td>
<td></td>
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<tr>
<td>Statute Description</td>
<td>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;</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.

<table>
<thead>
<tr>
<th>Replacement Policy</th>
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<tr>
<td>In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee 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. Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials. As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017). The school leadership team (LT) designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any instructional material for any course of instruction will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</td>
</tr>
</tbody>
</table>
C) COLLECTIVE BARGAINING AGREEMENT WAIVERS WITH REPLACEMENT LANGUAGE

ACHS seeks select changes to the working conditions outlined in the collective bargaining agreement necessary to effectively support and implement the innovation plan.

ACHS acknowledges that, with limited exceptions, Innovation Schools may request waivers from district negotiated collective bargaining agreements. For each article of the AEA Master Agreement from which the school requests a waiver, the table below includes an article summary, rationale for innovation, and article replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- **Article 19: Teacher Transfers** - To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.

- **Article 20: Reduction in Force** - 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 that students engage with the most-effective instructional staff at all times.

- **Article 1: Definitions** - 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, 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.

- **Article 11: Compensation** - To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to expand or modify incentive structures and/or extra-duty pay to reward and incentivize staff for high performance in areas of need.

- **Article 36: Performance Evaluation** - 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 to ensure teachers receive frequent and actionable feedback in order to improve instruction for students. To ensure that students engage with the most-effective instructional staff at all times, the school will initiate annual contracts for all staff and
dismissal for ineffective staff after one year.

- Article 13: Teacher Duty Day and Teaching Hours - To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time. The length of the student school day will increase by 45 minutes, which will increase teacher “contact time,” but will not increase the teacher duty day. Teacher collaborative and independent planning time will be organized and protected to accommodate this.

### 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>
<tbody>
<tr>
<td><strong>Article Summary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. General Considerations</td>
<td></td>
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</tr>
<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>B. Voluntary Transfers</td>
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<tr>
<td>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)</td>
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</table>
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, as well as the authority to determine which teachers to contribute to the district hiring pool.

Replacement Policy
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.

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 hired into the building in the program area being reduced who is deemed effective by the existing evaluation system. The principal will not be required to 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. The school will have the authority to determine which staff are contributed to the district hiring pool.

CBA Article/Section
Article 20: Reduction in Force

Area of Impact: Talent Management - Staff Transfers

Article Summary
1. 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

6. In the event of a reduction in force, 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 principal, in collaboration with the leadership team will have the authority to determine which personnel are contributed to the district pool in accordance with the innovation plan. Considerations may include performance evaluations and effectiveness, length of service in the school and school district, education and licensing endorsements, and other professional qualifications.

### CBA Article/Section

<table>
<thead>
<tr>
<th>Article 1: Definitions</th>
<th>Area of Impact: Talent Management – Teacher Hiring and Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Summary</td>
<td>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)</td>
</tr>
<tr>
<td>Rationale for Innovation</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, 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.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>The school will employ highly qualified and licensed professional staff 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 employees for supplemental and enrichment instruction consistent with the innovation plan.</td>
</tr>
<tr>
<td>Article 11: Compensation</td>
<td>Area of Impact: Talent Management – Compensation</td>
</tr>
<tr>
<td>Article Summary</td>
<td>1. The minimum salary for full-time employees covered by this Agreement shall be as set forth in Appendix A. Employees working less than full time shall receive a prorated salary in the same ratio as their pro rata duty day to a full-time employee's duty day. Teachers who are requested to and voluntarily assume an additional class during the duty day and beyond the established building schedule shall be paid at a rate calculated using a 187 (or 190) day calendar. (2014)</td>
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<tr>
<td></td>
<td>3. The salary schedule in this Agreement is based upon a total of 187 duty days for returning employees and 190 duty days for employees who were not regularly assigned employees in the District during the previous school year. (2014)</td>
</tr>
</tbody>
</table>
4. Duties performed after the normal school hours are considered part of the professional responsibility of the employee, and Appendix A includes compensation for all extra-duty activities except as provided in Sections 6 through 15 of this Article. (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 and flexibility to determine compensation schedules and to set rates of pay at or above existing schedules.

### Replacement Policy

Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).

The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with any delegated staff leadership team, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.

The school leadership team (LT) designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

The school reserves the right to require additional teacher duty days necessary to build faculty skills to sufficiently address performance challenge root causes and implement the innovation plan. The extra-duty days will be compensated according to the existing district base compensation model or an alternative compensation structure as adopted through the process detailed above. Any changes to teacher working conditions will be outlined in the waiver for AEA Master Agreement Article 13. Faculty impacted by any changes to working conditions as detailed through the innovation plan will be made aware of those changes and have the opportunity to consent.

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<tbody>
<tr>
<td><strong>Article Summary</strong></td>
<td>A. General Considerations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. All teachers will be evaluated annually. (2014)</td>
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<td></td>
<td>2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals’ designee as outlined below. (2014)</td>
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<tr>
<td></td>
<td>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</td>
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</table>
Aurora Central High School: Innovation Application

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

A. General Considerations

1. All teachers at the school will be evaluated annually. Staff will have mid-year and end-of-year evaluation rating meetings.

B. Observations

FORMAL

There will be no requirement for formal observations. Informal observations will be conducted a minimum of eight times per year (with the option of two of the eight informal observations being...
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 eight times per year (with the option of two of the eight informal observations being conducted by select peers who have received effective performance ratings).

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)

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

D. Ineffective Performance

All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 1, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.

<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>
<tbody>
<tr>
<td>Article Summary</td>
<td>TEACHER DUTY DAY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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)</td>
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<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>
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<td>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</td>
<td></td>
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</table>
(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 noncontact 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
### 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, common teacher planning time, data analysis, and professional learning relevant to student needs. 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

#### TEACHER DUTY DAY

1. The length of the student school day shall be determined by the school in accordance with the innovation plan. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following 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.

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. If a teacher and school mutually consent to a non-continuous assignment, the agreement will be shared with the Association.

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) core content classes per day, averaged over a quarter, unless otherwise agreed by the teacher. For the purposes of this article, core content areas will be defined as English, reading, or language arts; math; science (biology, chemistry, physics); foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music). However, teachers may also be required to teach additional advisory and enrichment courses as detailed in the innovation plan.

   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)

#### PLAN TIME AND SUPERVISION

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. The process for establishing non-contact time will coincide with the process for developing the school calendar as detailed above. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time. Non-contact time may be established yearly to
align with the annually developed school calendar and master schedule. The school will exceed statutory minimums for calendar and hours of teacher pupil contact and schedule.

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.

[1] See 33-32.5-108 (1) and (2), C.R.S. for specificity on state statutes that cannot be waived out of using an innovation plan.
Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee

[INSERT SCANNED SIGNED EVIDENCE OF SUPPORT FROM:

- ADMIN
- SAC
- STAFF VOTE RESULTS]
Appendix B: Evidence of Support from Additional School Community Stakeholders

[INSERT SCANNED SIGNED EVIDENCE OF SUPPORT FROM:

- Parents
- Community
- Students]
Appendix C: APS Graduation Policies (High Schools Only)

Aurora Public Schools High School Graduation Requirements

**Effective with the Graduating Class of 2015**

Minimum High School Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Science</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3.0 units</td>
</tr>
<tr>
<td>World Language</td>
<td>1.0 unit</td>
</tr>
<tr>
<td><strong>Additional Credits</strong></td>
<td>7.0 units</td>
</tr>
</tbody>
</table>

**Minimum credits to graduate** 22.0 units of credit required for graduation.

Minimum High School Graduation Requirements

for the Classes of 2012, 2013 and 2014

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>4.0 units</td>
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<tr>
<td>Mathematics</td>
<td>3.0 units</td>
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<tr>
<td>Science</td>
<td>2.5 units</td>
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<tr>
<td>Social Sciences</td>
<td>3.0 units</td>
</tr>
<tr>
<td><strong>Additional Credits</strong></td>
<td>7.0 units</td>
</tr>
</tbody>
</table>

**Minimum credits to graduate** 22.0 units of credit required for graduation.

- Included in the 3.0 Social Sciences credits are 1.0 unit of U.S. history and 0.5 unit of Civil Government
**Government**

The remaining 9.5 units of credit may be elective or additional core academic courses.

<table>
<thead>
<tr>
<th>Additional Credits</th>
<th>9.5 units of credit</th>
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| Minimum credits to graduate | 22.0 units of credit required for graduation |

Please be aware that college admissions require additional academic credits.
Appendix D: School Budgets
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<tr>
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<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>FTE</td>
<td>Budget</td>
<td>FTE</td>
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### Instructional Programs

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### Attendance Services

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### Counseling Services

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### School Nurse Services

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### Professional Learning

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### Media Specialists

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### Office of the Principal

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<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP000</td>
<td>Employee Benefits</td>
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<td>329,132</td>
<td>-</td>
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<td>Employee Benefits</td>
<td>5,402</td>
<td>-</td>
<td>6,264</td>
<td>-</td>
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<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Purchase Prof. &amp; Tech (0300)</td>
<td>5,971</td>
<td>-</td>
<td>633</td>
<td>-</td>
</tr>
<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Purchased Property (0400)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Other Purchased (0500)</td>
<td>11,164</td>
<td>-</td>
<td>8,670</td>
<td>-</td>
</tr>
<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Supplies (0600)</td>
<td>50,578</td>
<td>-</td>
<td>18,565</td>
<td>-</td>
</tr>
<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Property (0700)</td>
<td>44,036</td>
<td>-</td>
<td>10,000</td>
<td>-</td>
</tr>
<tr>
<td>F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543</td>
<td>Other Objects (0800)</td>
<td>11,534</td>
<td>-</td>
<td>3,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Office of the Principal</strong></td>
<td>1,530,842</td>
<td>21.00</td>
<td>1,502,300</td>
<td>20.00</td>
<td>1,505,860</td>
</tr>
</tbody>
</table>

| Location Total | 8,402,728 | 118.78 | 9,451,889 | 129.82 | 10,348,568 |