

INNOVATION SCHOOL APPLICATION



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Final

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Green Valley Elementary

Revised January 2014

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OVERVIEW

Colorado's Innovation Schools Act is intended to improve student achievement by granting schools a "high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most office use of resources, and generally organizing the delivery of high- quality educational services, thereby empowering each public school to tailor its services most effectively and efficiently to meet the needs of the population of students it services."

That Act provides schools the opportunity for increased flexibility by providing a clear path to waive certain state statutes, District policies and union contract provisions that may otherwise inhibit a school's ability to implement strategies and tactics that may produce significant gains in academic performance. For more information on the Innovation Schools Act of 2008, please visit: <http://www.cde.state.co.us/cdegen/SB130.htm>.

The following document is intended to serve two purposes. First, it is an application for schools to request innovation status from Denver Public School's ("DPS") Board of Education and the Colorado State Board of Education. Second, it is a planning guide to support the development of high-quality innovation school plans that will produce significant gains in academic achievement.

To facilitate the development of an organized, carefully planned, and comprehensive innovation application, schools should thoughtfully respond to each component of this application. Schools are also encouraged to be collaborative and transparent when creating their plans by providing staff and members of the broader community meaningful opportunities to engage in the development process.

Completed applications will be reviewed by the Office of School Reform and Innovation ("OSRI") and an Application Review Team ("ART"). An ART is comprised of 6-10 members, each with expertise in a specific area of school development and management (e.g., teaching and learning, special education, budget, human resources, etc.). The review by OSRI and ART is intended to provide feedback to improve the quality of a plan before conducting a staff vote and before requesting innovation status from DPS's Board of Education.

Schools that secure the necessary support from staff and their community can submit their innovation plan to DPS's Board of Education for review. Plans that are approved by DPS are then forwarded to Colorado's State Board of Education for final review.

Note that Appendix A of this application contains questions that must be answered by applicants who desire to secure District waivers in curriculum, assessments, and/or graduation and promotion policies.

Completed innovation school plans should be submitted to: Denver Public Schools

Office of School Reform and Innovation

Attention: Peter Piccolo

Peter_Piccolo@dpsk12.org

750 Galapago St.

Denver, CO 80204

INTRODUCTION

1. PROVIDE YOUR SCHOOL'S NAME, CONTACT INFORMATION, THE DATE THIS APPLICATION WAS SUBMITTED, AND A BRIEF OVERVIEW OF HOW THE PLAN WAS DEVELOPED.

School Name: Green Valley Elementary

School Leader: Keith Mills

Date of Application: December 2, 2013

Overview: The plan was developed by Keith Mills, Principal, Trina Jones McManus, Principal Resident, with input from the School Leadership Team and School Governance Committee.

INNOVATION: VISION & MISSION

2. DESCRIBE THE VISION AND MISSION STATEMENT OF THE SCHOOL AND HOW INNOVATION STATUS WILL HELP THE SCHOOL ACHIEVE ITS MISSION.

VISION

Every child. Every minute. Every day. Green Valley Elementary will be reestablished as a neighborhood school operating at full capacity with a priority focus on student learning, data-driven instruction, and providing an environment where the community feels welcome and supported.

MISSION

In accordance with the Denver Plan, GVE is a community of lifelong learners from diverse socioeconomic and linguistic backgrounds. We will maintain a safe and orderly environment, focus our curriculum and instruction on developing essential skills and producing measurable gains in academic achievement, and challenge ourselves to excel by taking responsibility for our own learning. We expect every student to be prepared for higher education, which means that all students will achieve the academic standards required at their grade level. We have a collaborative atmosphere where students, staff, parents, and the community are respected, appreciated, encouraged, and supported.

INNOVATION STATUS

As an innovation school, GVE will become a premier school in Denver and will serve as a model of successful educational reform across the country by:

- Implementation of curriculum and instructional methods that meet the unique needs of students in the community;
- Recruiting and developing staff that fully embrace the school's vision, mission and a culture premised on high expectations, accountability and no excuses;
- Organizing the school calendar and schedule to ensure every student and staff member receives the support necessary to succeed;
- And, exercising the autonomy to make site-based decisions in a more responsive manner that best serves the needs of staff and students.

ALIGNMENT OF GVE AND DPS

The Denver Public Schools Mission is: "...to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society." GVE supports this mission statement by focusing on individual and collective responsibility, attaining grade level standards and valuing diversity. This holistic approach will allow the students at GVE to contribute to their school and neighborhood community.

SPECIFIC BARRIERS

Prior to obtaining innovation status, GVE had historically low academic achievement. It is the belief of the GVE leadership team that if you remove the following barriers, and implement research-based proven practices, student achievement will improve. The key barriers that existed prior to our current innovation status school year were:

- Constraints on the use of time;
- Limited flexibility to recruit, assign, develop and manage staff;
- Limited parent engagement;
- Restricted decision making authority that limits responsive action to meet school needs;
- And a negative school culture where diversity was not respected.

TIME

At GVE, we make student achievement the constant, and time the variable, especially in the areas of master schedule, daily schedule, and teacher work schedule. Given the academic gaps that existed prior to innovation status, the master schedule did not allow for enough instructional days to meet the academic needs of our students. GVE is requesting the ability to extend the school year, to allow for additional instructional time prior to the state standardized testing window. GVE is also requesting an additional 45 minutes be added to the daily schedule to allow students 30 minutes of additional time in Literacy and 30 minutes of additional time in Math. These innovations around time will allow for students to be immersed in additional instructional time, and allow teachers to plan and reflect together to best meet the needs of all students.

HUMAN RESOURCES

While our efforts to improve education will focus on a variety of factors, such as better facilities, smaller class size, enhanced social services, and increased parental involvement, we believe that these factors must be combined with the defining factor of engaged, motivated personnel, who are in command of their subjects and in control of their classrooms. GVE faculty and staff are our most precious resources, and we believe that the innovations described in this policy provide the necessary conditions for maintaining a high-quality family of educators who are able to continually foster growth and student achievement.

PARENT ENGAGEMENT

For students to succeed, parents must be involved in their education. GVE will implement multiple strategies that will ensure that parents are engaged, and that every child has an opportunity to succeed. For example, parents will sign a Parent Compact, which school leadership will reinforce with families throughout the year. If teachers and students are held accountable for results, then parents must also uphold their commitments. More families will choice-in to GVE with a higher engagement of the parent community in a cohesive and consistent way.

SCHOOL-BASED DECISION MAKING

GVE intends to exercise maximum autonomy provided by innovation status to make responsive site-based decisions that are in the best interest of students and staff. In exchange for this enhanced responsibility, the school will hold itself accountable to delivering results.

SCHOOL CULTURE PLAN

In order to improve school culture, GVE will continue to the implementation of a clear Positive Behavior Intervention System (PBIS), with an outcome of increased expectations of behavior in regards to daily rituals and routines throughout the school. We strive to establish a bully-free environment where students feel both respected and cared for. In addition, we will establish a daily behavior intervention block using the Peace for Kids curriculum, which will meet the first thirty minutes of each day. This character education block will focus on specific character traits that are linked to measurable changes in student behavior and overall school culture.

Specifics of our School Culture Plan include:

- Implementation of PBIS strategies – students caught doing things right by any staff member anywhere throughout the building will be praised and rewarded with Character Coins. At the end of each week, students can purchase prizes using their Character Coins at the school store. Peace for Kids assemblies will be held monthly to recognize students who consistently display character traits and academic growth.
- Implementation of a bully-proof policy, where students clearly understand that there is zero tolerance for bullying.
- Weekly behavior intervention groups for students identified through analysis behavior data. Intervention groups will be held the thirty minutes each week, with the outcome of goal setting and self-monitoring of behavior.
- Training focused on culture, diversity and inclusion will continue to be provided to staff and families.
- A No Excuses expectation for all stakeholders (staff, students and parents).
- High expectations for all:
 - Teachers are expected to maintain high expectations for all students, believing all their students can succeed.
 - GVE has the expectation that parents assure that all students read nightly, complete all homework, volunteer at the school on a regular basis, and work collaboratively with their child’s teacher in achieving positive behavioral and academic outcomes.
 - Students will exhibit an understanding of the building-wide rituals and routines in the existence of a safe and orderly school environment.
 - A uniform policy will be enforced at GVE.

It is our belief that innovation status will allow us to address these barriers in order to focus on our mantra, “Every child. Every minute. Every day.” We are confident that by being able to implement these innovations, students will be able to perform at higher proficiency levels and close the learning gaps that currently exist at GVE.

INNOVATION: EDUCATION PROGRAM

3. DESCRIBE THE RESEARCH-BASED EDUCATIONAL PROGRAM THE SCHOOL WILL IMPLEMENT AND HOW THE PROGRAM WILL PRODUCE GAINS IN ACADEMIC ACHIEVEMENT.

RESEARCH BASED EDUCATIONAL PROGRAM

The historically low achievement rates at GVE prior to our current innovation status were unacceptable. In order to turn GVE around and create a high-performing neighborhood school we created a focus on developing and maintaining basic academic standards. At GVE, we believe that in order to close the current achievement gaps, all students need more time in the core content areas. Therefore, the primary focus of GVE will be added instructional time in the areas of reading, writing, math, science and social studies. The GVE administration and faculty have selected a curriculum that is focused on the needs of all our students and aligns across the school to set students up for a high degree of success in middle school.

In addition, at GVE we believe in data driven instruction, and that formative and summative data should guide academic pacing and rigor; therefore, compelling data conversations will be ongoing to monitor student progress.

We also cannot ignore that the ability to develop strong relationships with others are key to students feeling connected and successful. To support this belief, a daily Peace for Kids block supports and helps students to develop an understating of character traits that will allow them to improve in academic achievement and building relationships.

Innovation status will allow teachers the flexibility to pace, condense, or extend lessons to allow for the time needed and depth necessary to create a highly rigorous level of academic instruction.

CURRICULUM OVERVIEW

In accordance with the DPS, GVE will be using the following:

ELD Block	Avenues
Science	TRACS
Social Sciences	TCI

GVE has implemented the common core aligned curriculum that was requested in the original innovation application. GVE plans to continue using this approved curriculum that was outlined in in Appendix A of the previous Innovation Application. The alternate curriculum stated in this section, and throughout the innovation application was approved by the CAO office. GVE proposed to be excluded from the DPS curricula in the following content areas:

	Proposed Curriculum
K-5 Literacy	Imagine It! & Imaginalo
K-5 Math	Math in Focus: Singapore Math

SCHOOL-WIDE CORE INSTRUCTION

GVE literacy instruction is based on Reading and Writing Workshops, using Imagine It, including whole group instruction, small-group reading instruction, and partner or individual work aligned to the lesson objective. English language development instruction will take place in separate instructional blocks.

Students will be regrouped across classrooms to ensure whole group and small group instruction is targeted at the child's individual zone of proximal reading development.

The Imagine It curriculum comprehensively addresses the five key areas of reading: Phonemic Awareness; Systematic, Explicit Phonics; Fluency; Vocabulary; and Comprehension.

RESPONSE TO INTERVENTION

A 60 minute intervention/small group block will be provided according to the master schedule for all grades K-5. During this time the classroom teachers will be conducting small-group reading instruction and monitoring literacy work stations for students. Interventionists (for tiers 2 and 3) will provide small group, double dosing targeting specific skills. Curricula will include ReadWell, Imagine Learning, Rewards, LLI, Pasaporte, PALS, Foundations, Wilson and/or Language and six minute solution.

STUDENT INTERVENTION TEAM

Each step of the RtI process contains the data cycle and begins when a teacher notices a growth area in a student, whether social/emotional, literacy, or math.

Step one:

- At the classroom level the teacher completes the data cycle within their classroom for 30 instructional days to allow for 6 data points on the issue at hand. After the first step the team meets to go over the data and create an action plan.

Step two:

- Students are receiving general classroom instruction plus additional time and intensity directed towards the area of concern. The classroom teacher and the designated consultant are working together to collect additional data points and compare the results to the peers in the school that have the same type of deficit. Step two occurs for another 30 instructional days.

Step three:

- Students are receiving their general education instruction, a tier two intervention, and an added component where the instruction has an additional increase in the intensity, duration, and frequency of targeted instruction. During this stage the classroom teacher and designated consultant has completed the fishbone data analysis worksheet and are working together to collect additional points. This step will also occur for 30 instructional days. If at this point the student is still not making progress compared to peers, a special education referral is made.

SPECIFIC PROGRAM IMPLEMENTATION FOR ENGLISH LANGUAGE LEARNERS.

Model & Schedule

Based on existing demographics, the intent is to offer the District program models that best serve the needs of our ELLs: at least one ELA-S classroom in K-3 (TNLI Model), ELA E/S classrooms in 4/5, at least one ELA-E classroom in K-5 and additional ESL Resource support as part of our universal intervention structure.

ELA teachers will follow the ELA department's guidelines around transitioning and cross- language transfer. As suggested by the ELA department, a daily ELD block will be scheduled. As part of the extended-day intervention structure, beginning ELLs will receive an additional dose of oral language development and explicit language instruction for vocabulary, grammar, and syntax.

In order to promote basic interpersonal communication skills early on, whenever possible, ELLs and non-ELLs will be grouped heterogeneously during specials times in K-3. Depending on what the data will show, we may also consider grouping students in 4th and 5th grade for science or social studies by language level. This would allow us to mix students while providing more targeted, sheltered instruction for beginning and low- intermediate students.

Staffing

For ELA classrooms, we will recruit ELA-endorsed candidates who have a proven record of implementing effective ELA strategies, as outlined in the LEAP rubric, as well as the ELD indicators. ELA-S candidates will be interviewed in both English and Spanish to verify their native-like academic language skills in Spanish. We will develop ELA-specific interview questions.

Curriculum, Instruction, & Assessment

In order to initially create consistency and measure teacher's background knowledge in explicitly teaching language skills, ECE-2nd grade teachers will use the language development lessons of Avenues during their ELD time. In 3rd-5th grade, teachers will use a variety of language-based curricula such as Language and Rewards to provide targeted instruction based on students' needs. Furthermore, teachers will use Voyagers Pasaporte to address and support the literacy needs for students in the ELA-S classrooms.

All ELA teachers will be trained in best practices for language instruction, as well as sheltering techniques for content instruction and differentiation techniques. Teachers will also use a backward design approach to lesson and unit planning that includes language objectives and explicit vocabulary instruction.

Students will be assessed and grouped using a multitude of data sources such as:

- K/1 teacher/District created assessments
- Avenues assessments
- ACCESS data
- WIDA
- ELD progress indicator data
- Classroom assessments
- Home visits

Teachers will monitor progress on an ongoing basis (using the resources above) and bring ELA data to data teams in addition to their Literacy and Math data. The ISA team will be charged with monitoring the placement, re-designation and exiting process. It will also to take leadership a role in ELA data conversations throughout the building for current and former ELLs.

SPECIFIC PROGRAM IMPLEMENTATION FOR SPECIAL EDUCATION STUDENTS

Model and Schedule

Based on existing demographics, it is the intent to provide special education services for identified students across a continuum of services based upon the individual needs of each student. Students identified with mild to moderate special needs will receive support in a pull-out or inclusionary model that will adhere to the minutes on each student's Individual Education Plan (IEP). Students with special

needs that require additional support services will receive these services in accordance with their IEP, utilizing push-in and pull-out models based on what best supports each individual student. Schedules will be created and adjusted frequently to meet the individual needs of the identified students.

Students identified with more significant special needs that have been placed in center programs will receive specialized instruction from designated special educators. In addition, students will have multiple opportunities to be integrated with typical peers throughout the school day during the instructional week with support from paraprofessionals based upon the individual needs of each student.

Staffing

For all special educator positions, we will recruit special education candidates with appropriate licensure and a proven record of implementing effective instructional strategies identified by the extensive body of research on best practices for instructing students with disabilities. Special Education candidates will be interviewed with questions to elicit this information.

Curriculum, Instruction and Assessment

In order to initially create consistency and measure teacher's background knowledge in explicitly teaching students with disabilities the following plan will be implemented. The mild/moderate special education teachers will use: (1) the reading instruction lessons of Foundations, Wilson, LLI, and/or Language!; (2) the math instruction lessons of Math in Focus: Singapore Math and/or Origo; (3) the writing instruction lessons of Imagine It and/or Writing Alive during their small-group time based on the individual needs of each student.

The center program teacher(s) will use: (1) the reading instruction lessons of Early Literacy Builder, Foundations, ReadWell, Environmental Print, and/or DPS Core Instructional Materials; (2) the math instruction lessons of City Steps, Math in Focus: Singapore Math, Hands-on Standards, Touch Math and/or Origo; (3) the writing instruction lessons of Handwriting Without Tears, Writing Road to Reading and/or Writing Alive during their whole-class and small-group time based on the individual needs of each student.

HIGH DOSAGE TUTORING FOR MATH

As one of the five tenants for turnaround at GVE, we will continue our math tutoring program, the Denver Math Fellows. In the two full years of turnaround, this tutoring program has given valuable support to the school and continues to drive outstanding growth in 4th grade test results.

A math fellow coordinator manages this program, and is responsible for monitoring the math fellows and tutoring sessions. The coordinator provides professional development support around the intervention curriculum and instruction techniques, analyzes large quantities of data produced by the fellows, and communicates results with the math fellows, parents, classroom teachers, and school administration.

The math fellows see every fourth grade student for an additional 45 minute math lesson every day in small groups. Students are pulled as part of their math block, ensuring they do not miss any literacy or other core instructional time. Each student gets a classroom grade-level lesson and a tutorial instructional-level lesson every day.

The fellows program uses the Do the Math curriculum from Scholastic and has achieved outstanding growth both of its two years, seen in TCAP and other standardized test results. In addition, with its focus on building number sense, the Do the Math curriculum coincides with the new National Math Standards, as well as the math curriculum, Math in Focus: Singapore Math, which GVE has been using with great success. Each 4th grader also takes the Scholastic Math Inventory online test 5 times throughout the year. This test, the SMI, was given the highest rating for validity and reliability by the National Center for

Response to Intervention, and has proven to be a very valuable tool for assessing growth and targeting areas of need for student instruction.

We believe the math fellows program at GVE has supported student learning and growth and has been instrumental in helping increase student achievement for the past two years.

INNOVATION: ASSESSMENTS

4. DESCRIBE THE SCHOOL'S ASSESSMENT PLAN AND HOW IT IS CRITICAL FOR THE SCHOOL TO PRODUCE GAINS IN ACADEMIC ACHIEVEMENT.

With innovation status, GVE will have the flexibility with additional time to implement a comprehensive assessment and data analysis program that includes providing professional development. The end goal is to use state, district, teacher created, curriculum and short cycle assessments to positively impact student learning on an on-going basis. Green Valley will implement all state mandated assessments and any assessments required by the District SPF including, but not limited to: TCAP, PARCC, WIDA/ACCESS, DRA (and/or replacement selected by the District in coordination with the READ Act), and ACT.

In addition, in lieu of the District interims, the school will administer interim assessments that are aligned with Common Core and Colorado Academic standards and provide data that is suitable for use for informing instruction, progress monitoring student progress including English language learners and in informing teacher compensation decisions in lieu of SLO's. In order to meet this goal the school will use short cycle assessments.

Innovation status will also support consistent instruction that will be data-driven, student-focused, differentiated, and promote high-levels of student engagement. Students will be assessed, grouped, and progress monitored using a variety of data sources throughout the school year, which could include:

- Short Cycle Assessments
- State Assessments
- Curriculum/Program Assessments
- Teacher Made Assessments
- IEP goals/objectives

Teachers will monitor academic progress on an ongoing basis to measure progress goals for all students and bring relevant student data to data teams. Special educators and interventionists will actively participate in shared data conversations with the general education teachers that work with the students on their caseloads.

Our plan for assessment, progress monitoring, progress reporting and data use could include:

- Use of State assessments
- Curricular formative assessments to measure student progress in accordance with curricula scope and sequence.
- Compelling conversations with teachers during data teams, looking at the progress of every student in reading, writing and math, developing a plan for next steps and possible targeted interventions.

- Establishment and implementation of four week intervention team data cycles to progress monitor student growth in relation to UIP goals and standards.
- Short Cycle Assessments based on common core standard will be used during a six-week cycle that will enable discussions around next steps and additional interventions needed for individual students.
- Progress reports go home every six weeks through progress reports to inform parents of their child's progress.
- Data showing the schools SPF results and UIP strategies will be posted and visible for parents to see when visiting the school.

INNOVATION: GRADUATION AND PROMOTION

5. DESCRIBE THE SCHOOL'S PROPOSED GRADUATION AND PROMOTION POLICIES.

GVE is not requesting a waiver from district graduation and promotion standards. However, the school will adhere to rigorous promotion policies to ensure all students are meeting grade level and state standards. Frequent data check points throughout the year will ensure that all students are on track to meet the expectations of promotion at GVE. GVE will ensure that teachers adhere to the following district policies as well to ensure the highest degree of success and support for all students:

- Students are expected to meet grade-level standards or move at least one proficiency level from the beginning of the year to the end of the year.
- Early and consistent communication with parents of students struggling to develop a collaborative effort with all stakeholders working together to support students
- Targeted interventions will be used early and often for students who are not meeting grade level standards
- Providing clear promotion guidelines with parents and the community on regular basis on this topic will reinforce to all stakeholders GVE's high standards of achievement.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

6. DESCRIBE THE GOALS AND SPECIFIC GAINS IN ACADEMIC ACHIEVEMENT THE SCHOOL WILL COMMIT TO AS A RESULT OF SECURING INNOVATION STATUS.

GVE has set rigorous yet attainable goals for the next three years.

Category	Metrics	Current	2013-14 Goal	2014-15 Goal	2015-16 Goal
TCAP Reading	% proficient or above	61%	>70%	>80%	>85%
TCAP Writing	% proficient or above	49%	>60%	>70%	>80%
TCAP Math	% proficient or above	67%	>75%	>80%	>85%

To meet these goals and to foster a culture of continuous improvement, GVE will use the following systematic strategies:

- Fidelity to data driven instruction:
 - Compelling conversations through data teams every two weeks, looking at the progress of every student in reading, writing and math to develop a plan for next steps and targeted interventions.
 - Establish and implement six week data cycles to progress monitor student growth. Summative assessments on student work will be used during this six-week cycle to enable discussions around next steps and additional interventions for individual students.
- Communication around academic progress:
 - Progress reports to families every six weeks.
 - Post student data for parents to view progress (using student numbers and not names protecting student privacy). All students will be knowledgeable and able to explain their current performance and what actions are necessary to achieve their individual goals.
- Collaborative planning time:
 - 50 minutes of common planning time for teachers, which will enable grade level teams and administration to meet and hold discussions regarding school data during the school day.

GVE recognizes that rigorous and attainable goals are needed in order to increase student achievement and close achievement gaps. With innovation status, all stakeholders will be aware of and receive frequent updates as to the progress on meeting these goals. We believe that the ongoing data team conversations and daily planning time will allow for more frequent checkpoints and mid-course corrections to guarantee that the academic goals and gains are met and celebrated.

INNOVATION: TIME

7. DESCRIBE HOW THE SCHOOL WILL USE TIME STRATEGICALLY TO SUPPORT THE VISION, MISSION AND EDUCATION PROGRAM SO AS TO PRODUCE GAINS IN ACADEMIC ACHIEVEMENT.

STRATEGIC USE OF TIME

Innovation status will allow GVE to design and implement a master schedule, a teacher work schedule, and an annual calendar that will best serve our students, families, and teachers. We believe that teachers need individual and collaborative planning and reflection time in order to be most effective. In future years, we will work collaboratively with our families and the SLT to determine the best schedule and calendar to meet the needs of our students.

Extended Day

GVE is adding an additional forty-five minutes of instructional time per day, with a focus on adding an additional thirty minutes to the current ninety minute Literacy Block, making it 120 minutes includes

whole group and small group. Rationale behind this proposal in Literacy is that this will enable teachers the opportunity to meet with more small guided reading groups within a given day. By extending the Literacy Block by thirty minutes, this would also allow students more time for independent reading and exposure to shared reading experiences in all grades. Additionally, GVE is proposing to add an additional thirty minutes to the current daily sixty minute Math Block. Additional time enables teachers the opportunity to focus on the daily lesson for sixty minutes and use the additional thirty minutes to work with small groups, using targeted intervention materials to support students with fundamentals that could be impacting student's ability in meeting their grade level standards. We will ensure that:

- Students at or above grade level are exposed to enrichment activities to excel to their highest potential.
- Science and Social Studies will meet daily in 30-minute blocks of time.
- Tiered Interventions and Enrichments: 30 minutes of each math block and 60 minutes of the literacy block will be dedicated to differentiated instruction based on student needs.
- The Reading Intervention Specialists as well as the Mild/Moderate Teachers will be available to support the general education teacher.
- Tutoring: Every fourth grader will meet with a tutor 45 minutes daily. The ratio will not exceed 1:6. The focus of the tutoring sessions will be to support students with mathematical concepts related to state standards.

Extended School Hours

- Teacher Workday: 7:30 AM - 3:45 PM
- Daily Start / Second Bell: 8:00 AM
- Daily Dismissal Time: 3:30 PM

Extended Year

GVE will start school six days earlier than the standard DPS calendar. Teacher start date will vary year to year but will support a teacher work year that does not exceed 205 days. This additional instructional time will support students in meeting their standards and will also give our 3rd-5th graders additional preparation prior to CSAP testing. Additionally, parents will be asked to have their child tested prior to the official start of school. This will allow teachers to combine students in appropriate small groups at the start of the school year and begin instruction immediately.

Although our hope is to have all students assessed prior to school starting, enabling teachers the opportunity to establish their small groups for intervention, the first day or two of school will be a school-wide focus on expected rituals and routines. Teachers will spend that first day practicing expected rituals/routines in the classroom, walking in the halls, and communicating protocols for use of the lunchroom, playground and restrooms. It's essential that students understand rituals/routines before instruction can begin.

GVE strongly believes that to achieve proficiency for all kids and to close achievement gaps, students must have more instructional time. Extending the year and the school day will provide students more time in core content areas, which will allow for skill work and higher level thinking, elements that are key to improving academic achievement.

INNOVATION: STUDENT

8. DESCRIBE THE PROCEDURES AND PRACTICES OF THE SCHOOL WITH INNOVATION STATUS.

Green Valley Elementary will accept students until we have met our optimal class size enrollment targets established annually by the FNE Office of School Choice and Enrollment Services.

Once the school has reached our established optimal class size enrollment targets the District will initiate the overflow process. As a participant in the regional overflow support plan at the elementary level, the School agrees to participate in the overflow process as administered by the FNE Office of School Choice and Enrollment. The process works such that if a student cannot be served at their boundary school students will first be assigned to other schools that are below their funding number. In the event that all schools are at their optimal class size enrollment targets, new students are then distributed equitably between all schools.

The overflow process at the elementary level will not begin until all schools in the region have started their school years; in the weeks when Green Valley Elementary school is in operation but other schools in the region are not yet open, overflow students will not be assigned to the school unless they are below their established optimal class size enrollment targets.

An effort is made to keep families together and to serve students as close to their home as possible. Every effort is made to support the regional target enrollment numbers but this is NOT a guarantee as occasionally a family presents with multiple children that cannot be served in one single school.

INNOVATION: HUMAN RESOURCE MANAGEMENT

9. DESCRIBE THE PROPOSED PLAN FOR STAFFING, RECRUITING, SELECTING, AND DEVELOPING EMPLOYEES, THE SCHOOL'S PERSONNEL POLICIES, AND THE SCHOOL'S LEADERSHIP STRUCTURE. EXPLAIN HOW THEY WILL BE CHANGED BY INNOVATION STATUS, AND HOW THESE CHANGES WILL LEAD TO INCREASED STUDENT ACHIEVEMENT.

OVERVIEW

Innovation status will allow GVE to recruit top leadership talent, provided targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement. To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in Appendix D, GVE requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

GVE is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students. The innovation plan includes waivers from state statutes and the DPS/DCTA collective bargaining agreement, including but not limited to, a waiver of the Teacher Employment, Compensation and Dismissal Act of 1990.

EMPLOYMENT STATUS

Teachers' employment with GVR and the Denver Public Schools will be at-will and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. The teacher will have a right to end his/her work relationship with GVR and the Denver Public Schools for any reason at any time. GVR and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Employee Handbook.

GVE and the Denver Public Schools have the right to terminate your employment from GVE at any time in accordance with personnel policies in the GVE Innovation Plan and Employee Handbook. At any time when it is determined that a teacher is not meeting performance expectations through classroom observations conducted by the Principal and/or Assistant Principal, the teacher will be placed on a Plan of Improvement. The duration of the plan of improvement will be no less than thirty (30) days, but may not be limited to thirty (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement will list the performance deficiencies that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal or be terminated from employment from GVE. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. The teacher will be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe. Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at GVR will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at GVR if they do not secure a position through mutual consent.

As described in this document, and included in Appendix E, GVE is requesting innovation status to achieve maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. GVR will have the option to participate in District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of GVR students, staff, and programs.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations that will support the school's culture as described in the Innovation Plan.

Such flexibility will be limited only by federal law, state statutes, Collective Bargaining Agreement provisions and District Board policies not waived in this application.

STAFFING

It's important that administration spends a majority of each day in classrooms observing best practices and assuring that the school's vision and mission is a reality. Therefore, using innovation status, the following non-teaching staff positions will exist at GVR:

- **Business Manager:** This employee will monitor all operational responsibilities, including payroll, budget, and management of office staff and ordering/receiving of supplies. The Principal and Business Manager will meet bi-weekly to review budget and discuss what supplies and materials are needed.
- **Secretary 1 and 2:** When visitors enter GVE, the culture of the building is immediately felt when entering the office. It is imperative that visitors are felt welcomed and that their questions or concerns will be heard and addressed in a positive manner. Visitors need to be reassured that if their questions cannot be answered by office staff, someone who can resolve the situation will be notified. Anytime visitors leave GVE, it's imperative that they are satisfied and pleased with the results. In addition, the office staff needs to assure that registration and attendance requirements are in line with District/state expectations and regular time lines are met.
- **Facility Manager:** Cleanliness of GVE is again another important component for upholding a positive and welcoming environment. Classrooms need to be respectable and ready for students every day. Management of custodial support and ingraining the same pride the facility manager has for his school is vital. Management and organizational skills are a key element in this position, enabling administration to focus on student achievement and not facility inconsistencies.
- **Paraprofessionals:** Paraprofessionals are a vital component in the success of the school's vision and mission. To enable para's to support the goal of student achievement, it's imperative that when in classrooms, they are working with small groups of students who need additional academic support. Paraprofessionals will receive the needed professional development in the variety of inventions the school will implement, enabling confidence when working with students and effective outcomes. Paraprofessionals and teachers need to effectively communicate and plan, providing meaningful and effective opportunities for providing support in the classroom and to drive student achievement.

GVE's leadership structure is non-hierarchical and is based on reciprocal relationships between all stakeholder groups. The inclusive design results in a collective of stakeholders who share accountability for key operational and instructional decisions. This transparency of decision making offers yet another opportunity for stakeholders to support the school's mission and vision and to take ownership in improving student outcomes. There is also a strong belief that frequent and candid communication between all staff is valued and that all voices are heard. Staff input is evaluated through the lens of what is best for the social, emotional and academic development of students.

STAFF RECRUITING AND HIRING

GVE begins the hiring process by evaluating District postings of all candidates that indicated an interest in becoming part of the GVE educational team. Candidate applications and resumes were reviewed by the selected Personnel Committee.

Top candidates that appeared to fit GVE's mission and vision were invited to participate in the formal interview process.

Formal Interview Process

- Step 1: Candidates will observe a short video and identify key teacher instructional moves using the LEAP Rubric as the touchstone for capturing their observations.
- Step 2: Candidates will be given a set of data to analyze as a team of 3-4 individuals. The data set will include a 3rd grade CSAP Assessment Framework focused on one standard. Teams will be asked to identify key information and trends provided by the data. The final product will include identified focus for power standards as they relate to instruction.
- Step 3: Candidates will be given a copy of a lesson from the Math in Focus teacher's guide. They will be asked to create a lesson plan, outline the different considerations to make a well-designed lesson for a given class demographic.

GVE is committed to recruiting and retaining a diverse faculty and staff. In order to realize the GVE mission and vision, all educators will be selected based on their proven track record of:

- Participating productively in professional learning communities and personally demonstrating high professional standards and expectations for student learning;
- Facilitating or supporting high quality instruction; taking responsibility for student learning; and providing personalized learning and behavioral supports and interventions to all students in their charge.
- Contributing actively to school-wide efforts that promote a safe, respectful, welcoming, and disciplined school climate and a high achieving, college going culture, and;
- Supporting students' personal, emotional, social, ethical and intellectual development.

GVE will ensure it recruits the most competent and passionate teachers who are focused on the primary task at hand, increasing student achievement. GVE will recruit and hire teachers that will do whatever it takes to get the job done. This may mean that teachers may need to work extra hours outside of the duty day and/or assume other job responsibilities to ensure we provide the best learning environment for all of our students.

Evaluation and Development

A vital component of GVE's success is establishing and strengthening the vision and mission, specifically, the direction the school needs to move and how it will get there. The Principal, Assistant Principals, and Teacher Leaders will support teachers with professional growth and will design and evaluate the effectiveness of the professional development plan.

To ensure the continuous growth of all teachers, professional development at GVE will encompass more than just curriculum or instructional materials. Teachers will receive both initial and ongoing professional development that will orient them to the materials, resources, structures, and instructional design of the various curricula that will be used at GVE. However, the primary focus of professional development will be on how to become a highly effective teacher. The various curricular materials used at GVE will be viewed as the tools teachers will use, within the Framework for Effective Teaching, to ensure student academic success.

Therefore, teachers will study the various instructional moves, techniques, and strategies employed by highly effective teachers and learn to apply them within the context of the curricula. GVE has created a professional development plan that is attached to this application. The plan will be fine-tuned and adjusted throughout the year based on staff input, student data, and UIP root cause analysis. The attached plan outlines three major areas: identified focus areas, resources, and structures.

Identified Focus Areas

Professional development at GVE will leverage the District's LEAP evaluation framework. In addition, professional development will be focused on designing effective instruction for English Language Learners and preparing all students for 21st Century Learning.

Resources

Professional resources will be utilized to support teacher learning of the key focus areas identified above. The resources will include, but not be limited to: DPS online modules, professional reading materials/book studies, and professional development courses.

Structures

Professional development structures will be utilized to support the continuous growth of all teachers. Structures include:

- Summer staff retreat focused on visioning for the staff and an opportunity to develop a collaborative culture as well as initial professional development/orientation to new curricular materials.
- Beginning of the year professional development (prior to students arriving) that is focused on continued team building and planning for collaborative structures that will be used throughout school year.
- Differentiated professional development sessions based on teacher and/or grade-level need as identified through the LEAP Framework process and team backward design planning of units of study across content areas.
- Weekly grade-level planning time focused on team backward design planning of units of study across content areas, book study/PLCs using professional reading materials identified in plan and refining and clarifying curriculum components, structures, tools.
- Bi-monthly data team meetings focused on grade-level/content area team data cycles and individual teacher data cycles.

GVE will have the flexibility to administer a teacher evaluation system that is in alignment with our mission, vision, values and educational program. GVE intends to use LEAP, the District's teacher evaluation process. To support the successful use of LEAP, administrators will set SGOs with each individual teacher at the beginning of the school year. Administrators will also be in classrooms on a daily basis to monitor progress on individual and school wide goals. Teachers will receive feedback through the LEAP process.

The culture at GVE will value providing frequent, constructive feedback. GVE is committed to providing support to any staff member who is struggling to perform. However, GVE retains the right to dismiss employees for unsatisfactory performance or for any reason at any time throughout the school year.

The school leader will collaborate with the other schools involved in innovative practices within the network. In addition, the school's leadership and Teacher Leaders will share lessons learned with schools interested in innovation status. Schools will be encouraged to visit GVE, converse with teachers, students and parents regarding innovation status.

It is important to recognize teachers and staff on a regular basis, whether that's through thank you and recognition notes; recognition at faculty meetings; and communicating celebrations to the community through the monthly newsletter.

Teachers will be encouraged to attend conferences that support GVE's vision and mission. Upon returning from a conference, teachers will present key insights to the staff. Staff interested in pursuing master's certification and Type D certification will be encouraged to do so.

COMPENSATION

The compensation package will have, as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. Contingent upon available funding, a stipend structure will be developed to exceed these minimum salary expectations to compensate teachers for extended work time. The new stipend policy and faculty roles and responsibilities will be outlined in the Employee Handbook. Budgetary decisions regarding stipend structure will be finalized during the February final budget meeting for the following year.

Teachers will be celebrated for their efforts and commitment, particularly when they deliver exceptional results that are only possible by going above and beyond basic expectations. Examples of incentive/reward programs which will be developed by the school's leadership team include:

Individual Teacher Incentives – If a teacher's class shows significant growth within a nine-week period, a semester or the year, they may qualify for a stipend, contingent upon available funding.

Team Incentives – If the whole team shows significant growth within a nine-week period, semester or the year, they may qualify for a stipend, contingent upon available funding.

In addition, teachers will be entitled to receive stipends (i.e. hard to serve, hard to staff, high performing and growth, exceeds expectation) through ProComp in accordance with SPF results for "high growth" and "high performance" and meeting Student Growth Objectives.

All full time employees at GVE will participate in the Denver Public Schools Retirement System (DPSRS), now PERA. Should any staff or faculty member transfer from GVE to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit. This structure will be outlined in the Employee Handbook.

Leadership Succession Plan

All hiring and promotions at GVE will be tied to the strategic goals that support the mission, vision, values and instructional program at the school. GVE is committed to maintaining consistency in the implementation of the vision and mission outlined in our innovation plan. The only way to reduce the negative loss that can often accompany a change in leadership is through a strong succession planning program that identifies and fosters the next generation of leaders through mentoring, training, and stretch assignments. Research clearly shows that appointments from within tend to outperform external candidates.

GVE's leadership succession plan is based on the philosophy that leadership capacity is built from within, and the selected leader will maintain fidelity to the school's innovation plan. Based on our vision of building capacity from within, GVE's succession plan will include a process for internal succession, for both the Principal and Assistant Principals. The attributes of the Principal and Assistant Principals will align with the indicators outlined in the Leadership Framework (LEAD). Teacher Leaders attributes will align with the newly created Teacher Leader framework to be implemented in 2014-2015 school year.

Once a leadership change becomes imminent, the GVE SLT and SGC will convene to create a position description based on the Leadership framework (LEAD) outlined by DPS. The description will be drafted and shared with existing staff. Based on our vision of building capacity from within, GVE's succession plan will include a process for internal succession, for both the Principal and Assistant Principals.

Final decision making for the appointment of the GVE Principal will be determined by the DPS Superintendent. A similar process will be followed if an Assistant Principal vacancy occurs. Final decision making for the appointment of GVE Assistant Principals will be determined by the Assistant Superintendent.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

10. DESCRIBE PROPOSED CHANGES TO THE SCHOOL'S GOVERNANCE STRUCTURE AND PARENT ENGAGEMENT STRATEGY. HOW WILL THESE CHANGES PRODUCE GAINS IN ACADEMIC ACHIEVEMENT?

Innovation status will allow GVE to continue to develop parent and community support and to garner additional resources for the school.

We strongly believe that family and community engagement is essential to the success of our school. We strive to empower our families and community members to become active supporters of our school and the innovation plan. We value our school partners and our families and are adding new ways for all stakeholders to support GVE at every opportunity.

SCHOOL LEADERSHIP TEAM (SLT)

The goal of the SLT is to work collaboratively with administration in decision-making that will increase academic achievement and strong community involvement. The SLT is comprised of grade-level chairs selected by administration that contain strong knowledge of content, leadership and professional development. In addition to all grade-levels, arts and special education will also be a part of the School Leadership Team.

The SLT will work collaboratively with administration on the following topics: design/plan professional development focuses; discuss additional resources needed to support teachers with academics; bring celebrations and/or questions from their respective grade levels; assist with planning of school events, parent workshops, and parent involvement initiatives; identify strategies for increasing ; develop communication strategies for reporting student progress to parents regularly; and collaborate to implement best instructional practices. The SLT will make decisions by majority vote, and in case of a split vote, the Principal will make the final decision. In the first few months, the SLT will meet a minimum of twice a month and then move to monthly meetings.

SCHOOL GOVERNANCE COMMITTEE (SGC)

The SGC will be comprised at a minimum of 2 teachers, 3 parents or guardians, a PTA parent representative, the principal and assistant principals and a community member. Terms will be limited to 2 years for parents and 1 year for teachers.

The SGC has a primary focus on monitoring the effectiveness of the UIP at the school. The SGC will collaborate with administration to align resources to support the UIP and the school's program design; provide guidance, evaluation and approval for the UIP; provide feedback for the annual school budget provided by administration; establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; recommend candidates to the superintendent; participate in the principal's annual evaluation as it relates to the School Governance Committee process; review and when appropriate, approve discipline

and safety procedures; review and when appropriate, revise the school calendar and/or schedule; in collaboration with administration, make recommendations regarding any changes to the school design.

The goal of the SGC is to support the community in establishing a positive school/community culture; increase student achievement through UIP initiatives; and establish relationships with neighborhood organizations that will support increased parent involvement and school design initiatives.

The SGC will engage in collaborative decision making with administration around the areas listed above. Final decisions will be based on 'majority' vote and if case of a split vote, the Principal will make the final decision.

The SGC will meet monthly and possibly more during critical times of the year.

PARENT/STUDENT ENGAGEMENT

GVE strives to involve parents in a variety of ways on a consistent basis. Some of the ways in which we reach out to parents are:

- Parent/Student handbook will include all information regarding daily operations at the school. A Parent/Student Compact will be signed by all students and parents, committing them to a clear set of expectations that will be reinforced by all GVE staff
- Newsletters from the Principal
- Monthly parent breakfast with administration to discuss concerns or celebrations

ADVISORY BOARD

- PTA: Will meet monthly with a focus on building consistent communication pathways across the community and school.
- PAC Meetings: Will meet monthly with a focus on providing information to parents on the "State of the School" as well as address any questions or concerns regarding their child's education.
- A+ FNE Committee: GVE will work collaboratively with this committee to track progress towards meeting stated SPF goals and Turnaround School Expectations.

COMMUNITY PARTNERSHIP

GVE's goal is to engage parents in assisting the school in developing robust community partnerships that support our students intellectually, socially, and emotionally. GVE is dedicated to involving parents and the community in ongoing decisions that impact the school culture. Involving parents in their child's social, emotional and academic progress will allow multiple stakeholders to support each child at GVE.

GVE will be adding a family liaison to the staff for the 2014-2015 school year.

INNOVATION: BUDGET

11. PROVIDE A BUDGET AND AN ESTIMATE OF POTENTIAL COST SAVINGS AND INCREASED EFFICIENCIES AS A RESULT OF INNOVATION STATUS. EXPLAIN HOW THE SCHOOL'S ALLOCATION OF RESOURCES, AS REFLECTED IN THE BUDGET, SUPPORTS THE VISION, MISSION AND EDUCATION PLAN.

GVE has worked very closely with the District's Budget Office the Office of School Reform and Innovation to develop a prudent and sustainable budget.

Like traditional district schools, GVE will be allocated a per pupil funding base (SBB) and Mill Levy dollars. Additionally, the school may qualify for federal Title I and II dollars, which would be used to supplement the core academic program. Core activities of the school will operate primarily from General Fund and Mill Levy dollars.

GVE is focused on hiring the most qualified, diverse staff to serve the needs of its students. The actual expense of such staff will be used to create the school's budget (rather than district average salaries). To the extent actual salaries are less than district averages, the difference will be allocated to fund various innovations in this plan. Possible savings have not been included in the attached budget.

The district is partnering with Education Laboratory at Harvard University and Blueprint Schools Network to implement five tenets at GVE that constitute a comprehensive strategy for school reform to increase student achievement in the entire FNE neighborhood. Included in this budget are three tenets: an extended school year, an extended school day, and an intensive tutoring program (pending funding through the district). The leadership team at GVE fully supports the tenets and believes they will produce significant gains in student achievement.

The Business Manager will be responsible for monitoring payroll and managing the budget in collaboration with the Principal. Weekly meetings will be scheduled to review the budget. The GVE Administration, Business Manager, teacher leadership and SGC will be included in the planning of yearly budgets, with final approval from the Principal.

INNOVATION: OTHER PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS

12. DESCRIBE ANY INNOVATIONS NOT YET EXPLAINED IN APPLICATION AND HOW SUCH INNOVATIONS WILL LEAD TO INCREASED STUDENT ACHIEVEMENT.

GVE has none at this time.

WAIVERS

13. DESCRIBE THE WAIVERS YOU ARE REQUESTING FROM DPS POLICIES, COLLECTIVE BARGAINING PROVISIONS AND STATE STATUTES. CLEARLY DESCRIBE THE REPLACEMENT POLICIES AND PRACTICES THAT THE SCHOOL IS PROPOSING FOR EACH WAIVER.

Please see Appendix E.

ADMINISTRATIVE AND FACULTY SUPPORT

14. PROVIDE EVIDENCE OF ADMINISTRATIVE AND FACULTY SUPPORT.

Please see attached letter from Administrative Faculty.

COMMUNITY SUPPORT

15. PROVIDE EVIDENCE OF COMMUNITY SUPPORT

Please see attached letter from parent group.

REQUIRED & ADDITIONAL ATTACHMENTS

Required Attachments:

- Teacher Schedule
- Student Schedule
- Master Calendar (English and Spanish)
- Student Handbook
- Teacher Handbook/Personnel Policies
- Written Documents and Forms Provided to Families (GVE Parent Compact)
- Organizational Chart
- Five-Year Budget
- Research related to Curriculum Waivers
- Letter of Support from Administrative Team
- Letter of Support from Parent Group

Additional Attachments:

- Reading Comprehension Table: Imagine It!
 - Imagine It! Success Brochure
- GVE Historic Trends
- GVE Professional Development Plan
- Model GVE Lesson Plan Template

APPENDIX A

REQUEST WAIVERS IN CURRICULAR MATERIALS & INSTRUCTIONAL DESIGN

REQUEST FOR CURRICULAR MATERIALS & INSTRUCTIONAL DESIGN #1:

School Name: Green Valley Elementary

Requestor: Keith Mills

Requestor's Phone Number: 303-829-7151

Department: NA Title: Imagine It/ Imaginalo

Subject Area: Reading

Grade(s): K-5

Instructional Design:

Imagine It/Imaginalo provides a comprehensive and integrated instructional design with a strong scope-and sequence across the grade-levels that incorporate the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and writing with a common instructional approach and academic vocabulary through a workshop instructional design. When teaching with the current DPS core material, teachers must manage multiple teachers' manuals from multiple publishers, each with its own format, instructional design, and academic vocabulary. Imagine It would provide more instructional consistency across the various instructional components of reading as well as across grade levels.

There are multiple opportunities for formative and summative assessment built into the program. Progress monitoring tools were designed by Fuchs and Fuchs providing opportunities for teacher to make "just in time" adjustments to instruction. The assessment is designed in a four step process: (1) Screen to assess each students instructional levels to determine students' needs for remediation or extension, (2) Diagnose and Differentiate to determine student needs in order to proactively plan lessons with the supports students will need to access lessons and make growth in reading, (3) Monitor Progress to regroup students as frequently as daily to ensure instruction at the child's ZPD, (4) Measure Outcomes to provide teachers and students with summative data on master of concepts taught. Strategies for supporting English language learners are provided throughout each lesson, ensuring that teachers have the resources they need to provide students with the supports they need to access instruction and develop their language. In addition, specific vocabulary instruction of key academic vocabulary designed by Andrew Biemiller is provided within the teacher's manual instead of relying on teachers to have to design it themselves.

Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas. The Imagine It curriculum begins each unit with an inquiry based lessons investigating the theme of the unit were students learn to take their questions and transform them into research questions—questions that focus on problems and issues. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures. Students in are part of a learning community of individuals or groups who share their findings, which adds to class knowledge of the theme.

Research shows that teachers are not adequately prepared for the complexity of teaching children to read. Studies have demonstrated that many preservices programs have failed provide teachers with knowledge needed to for literacy (Joshi et. al., 2009), (Walsh, Glaser, & Wilcox, 2006).

Providing teachers with a comprehensive reading program like Imagine It in conjunction with high-quality professional development in how to teach reading ensures that teachers have the resources and support needed to be effect instructors of reading. Imagine It does not require teachers to intuit scope-and-sequence, pull from multiple resources to provide students with instruction in the 5 components of reading, struggle to connect academic language and terminology from multiple teachers manuals, create their own assessment tools for progress monitoring and determining student mastery of concepts taught. Instead, Imagine It provides teachers with a strong curriculum that is built on the work of the National Reading Pannel (2000) and focuses on developing the 21st Century skills our children will need to succeed in the future.

“Strong reading instruction is part of a strong curriculum with high and definitive standards for student learning. Where progress does occur, it is due to strong leadership, well-designed curricular materials, content-rich professional development, valid screening and progress- monitoring assessments, and classroom coaching. It is also due to teachers’ use of screening and diagnostic data to group children for instruction, monitor their progress, and solve instructional dilemmas (Moats, 2007).”

Curricular Materials:

The Imagine It/Imaginalo curricular materials will be used with all GVE K-5 students as well as all 3rd-5th-grade students. GVE K-2 ELA-S students will use the Imaginolo materials and GVE 3-5 grade students will use the Imagine It curricular materials. At the beginning of the year, all of these students will be administered specific Imagine It/Imaginolo assessments that will allow the teachers to determine the baseline proficiency and a scope and sequence to increase proficiency.

Imagine It/Imaginalo, published by McGraw Hill, is aligned with the proposed National Core Standards as well as DPS standards. McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.

Third through fifth grade students have demonstrated an inconsistent performance on CSAP over the past three years that has yet to break 50% proficiency. Current scores lack any evidence of continuous improvement or upward trajectory.

CSAP Proficient/Advanced	2008	2009	2010
3rd Grade Reading	43%	47%	41%
4th Grade Reading	34%	28%	24%
5th Grade Reading	45%	31%	47%
3rd Grade Writing	25%	14%	25%
4th Grade Writing	18%	24%	19%
5th Grade Writing	35%	22%	31%

Imagine It/Imaginalo is a scientifically research based reading program with evidence of success across multiple schools that serve linguistically diverse populations like that of Green Valley Elementary. For example, Grade 3 students at Union Park Elementary School in Orlando, FL have seen a 43% increase from ELLs and a 15% increase from low income students

on their test scores. Overall all 3rd grade students showed a 13% increase in their state test scores. In 5th grade the overall increase in state test scores was 26%. This change in curriculum would provide students with a systematic, comprehensive, and well-designed instruction. For more specific information on increase in student achievement, please see the attached Success Brochure.

Imagine It/Imaginalo provides multiple opportunities for formative and summative assessment built into the program. Progress monitoring tools were designed by Fuchs and Fuchs providing opportunities for teacher to make “just in time” adjustments to instruction. This curriculum allows for direct alignment to the non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence). Imagine It/Imaginalo provides a sequence of instruction that is more rigorous than the adopted DPS curriculum. The guides that are provided for teachers are strategically planned, making it more effective and efficient to meet the needs of all learners in the classroom. Teachers will be able to differentiate instruction and provide flexible grouping so that students can accelerate at their appropriate pace. Therefore, tracking is not an issue since groups can be flexible and fluid.

If materials are purchased in enough time, all staff will participate in a one-day retreat that will focus on orientating themselves with the curriculum focus areas and materials so that they can review them prior to their first start date. Beginning in July, all teachers will participate in an initial professional development orienting them to the program components, scope-and- sequence, and instructional design. The initial professional development will be provided by the publishers that will take place at the beginning of the school year, prior to students arriving. After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, learning labs, team planning, and guided backward design. Administrators and teacher leaders will be providing the majority of professional development. If the school chooses to bring in outside consultants, the administrators and teacher leaders will meet with those consultants to guarantee that the professional development is in alignment with the academic goals of GVE.

All students entering GVE that will use the Imagine It/Imaginalo materials will receive a battery of screening assessments to determine their individual instructional needs. If gaps in learning or skill deficits are identified that will inhibit student access to the Imagine It curriculum, students will receive targeted small-group instruction/intervention to develop the skills needed to successfully access the core program. Students who choose to leave GVE to attend a different DPS school using the DPS core program will have had experience with the workshop model structure, strong English language and vocabulary development strategies, and strong differentiated instruction opportunities found within the Imagine It instructional design preparing them to successfully access the DPS core programs.

Teachers who are hired to work at GVE will have an opportunity to understand and commit to the school's mission and vision for teaching and learning, ensuring that they are fully vested in the school's alternative curriculum. The Imagine It curriculum incorporates the workshop model structure, strong English language and vocabulary development strategies, and ongoing formative assessment systems within its overall instructional design. Familiarity with these instructional structures will ensure success for any individuals who chose to leave GVE to work at a school using the DPS core program.

The Vision for GVE is focused on ensuring that we are “teaching children to be effective life-long learners, while instilling in them a positive attitude about themselves and for others. We will provide for each child a safe and orderly environment, the challenge to excel by taking responsibility for their own learning and the opportunity to reach their highest level of academic achievement.” We believe that using a strong curriculum of Imagine It will help to build the academic rigor and consistency needed to prepare our students for “higher education and that [will ensure that] all will reach the standards required at their grade level.”

Total Purchase Cost:

Vendor: McGraw Hill

Vendor Contact Name: Mary Lynn Grover

Contact Phone Number: 303-399-7792

Contact Fax Number: 303-394-2890

Email: Mary_Lynn_Grover@mcgraw-hill.com

Vendor Street Address: 130 E. Randolph St., Suite 900

City: Chicago State: IL Zip Code: 60601

Price Each: Approx. \$3000.00/classroom

Quantity: Quote based on 20 classrooms of 30 students

Subtotal: \$60,000.

Funding Source:

Initial purchase from Innovation Grant, Ongoing purchase through SBB.

Final

REQUEST FOR CURRICULAR MATERIALS & INSTRUCTIONAL DESIGN #2:

Title: Math in Focus

Author: Houghton-Mifflin HarCourt

ISBN Number: Various

Subject Area: Math

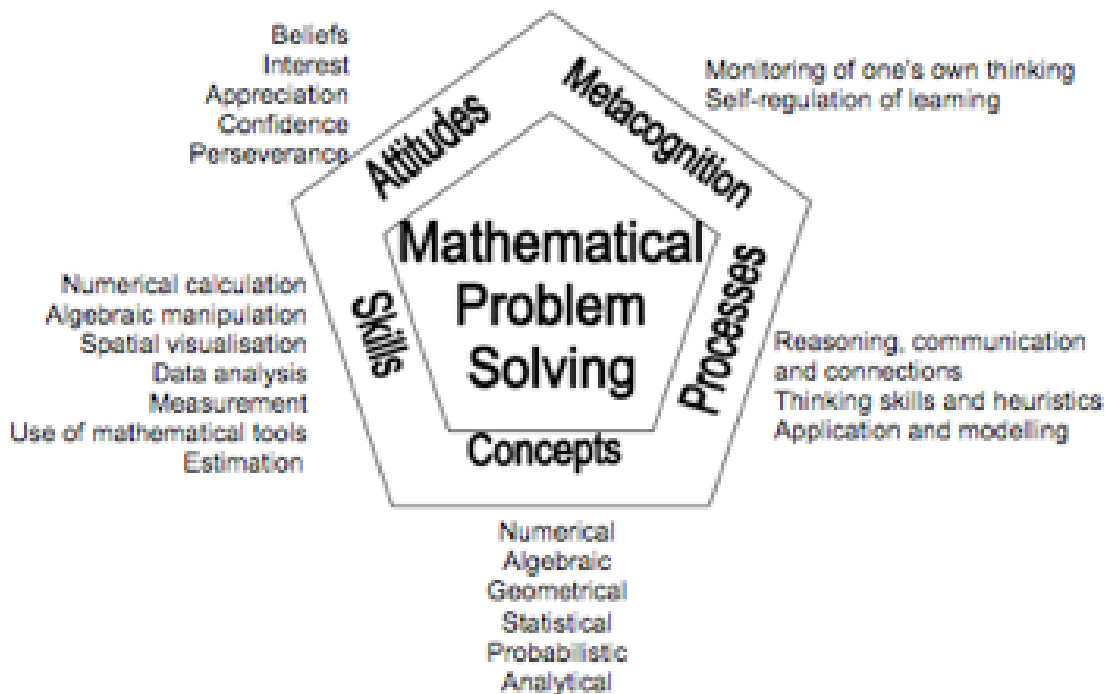
Grade(s): K-5

Instructional Design:

Math in Focus: The Singapore Approach is the US Edition of Singapore's most widely used program today. It is an innovative program for grades K-5 that focuses on problem solving, and helps students learn concepts and skills, understand the how and the why.

Data from the TIMSS (Trends in International Mathematics and Science Study) has shown that the United States has been surpassed internationally in its mathematical performance (Gonzales et al., 2004). In contrast, Singapore's students have consistently been top performers in the TIMMS assessment.

The reason Singapore Math works is because the program has a consistent and strong emphasis on problem solving. Other elements that contribute to the program's success include the program's focus on and support for building skills, concepts, and processes and its attention to developing students' metacognition and positive attitudes to mathematics. Students are given opportunities to reflect on their thinking, communication, and problem solving so that they can apply these skills to varied problem solving activities. The Singapore Ministry of Education uses a pentagon with problem solving in the center to represent the elements of its program.



How Singapore math increases the emphasis on problem solving within its curricula is the key to its success. The program begins with a curriculum that includes fewer topics, but reaches greater depth at each level. The multi-page and multi-day lessons build students' knowledge systematically and thoroughly.

Hands-On activities with manipulatives and extensive skills practice also contributes to student mastery. The use of visual representations builds students' skills and their conceptual understanding.

To engage all students, Singapore math uses minimal text and simple, direct visuals. As a result, all students, regardless of language skills, focus on the math lesson.

To allow all students to reach high levels of conceptual understanding and use of skills, a consistent approach of concrete to pictorial to abstract pedagogy is repeatedly employed. This use of scaffolding is found throughout the program. Students are given increasingly more intricate problems for which they draw on prior knowledge as well as recently acquired concepts and skills as they combine problem solving strategies with critical thinking skills. In summary, Singapore math is successful because the program uses a focused, coherent syllabus that integrates concepts and skills in a concrete to pictorial to abstract way, all while emphasizing problem solving.

Curricular Materials:

Singapore Math uses a focused, coherent syllabus that integrates concepts and skills in a concrete to pictorial to abstract way, all the while emphasizing increasingly rich and complex problems.

Each time a new concept is introduced in Math in Focus: The Singapore Approach, problem solving is central. Students are taught specific problem solving strategies in a carefully sequenced manner of concrete to pictorial to abstract.

Each lesson in Math in Focus: The Singapore Approach focuses on developing students' problem solving abilities by building their conceptual understandings, skills, mathematical processes, attitudes towards math, and self-awareness.

- Concepts are developed by following a sequence of concrete to pictorial to abstract.
- Concepts and skills are reinforced through opportunities to practice and apply.
- Carefully sequenced and scaffolded lessons allow students to reach mastery—and build confidence—before moving on.
- Routine and non-routine problems require that students solve each problem with a conscious awareness of how to approach problem solving.
- Lessons include Guided Practice, Independent Practice, Hands-On Activities, and Math Journaling that allow students multiple opportunities to demonstrate their understanding.

Differentiated instruction targets learners at all ways and levels of understanding, from English Language Learners, to struggling learners, to gifted learners. For struggling learners, reteach pages provide more exposure to concepts for those students who need more time to master new skills or concepts. Additionally, the Teachers Edition provides tips for helping struggling students at the point of use. For on-level students extra practice pages correlate directly to the Workbook practices. "Put On Your Thinking Cap!" questions provide more practice on both non-routine and strategy-based questions. For advanced students, enrichment exercises of varying complexity provide advanced students opportunities to extend the concepts, skills, and strategies they have learned in the student book and workbook.

The Math in Focus: The Singapore Approach materials purposefully and consistently follow an instructional pathway of:

- Learning concepts and skills through visual lessons and explicit instruction;
- Consolidating concepts and skills with practice, activities, and journaling; and

- Applying concepts and skills with extensive problem solving practice.

Learning concepts and skills are all about understanding the how and the why. Therefore, each lesson in the Student Book is introduced with a Learn element. Mathematical concepts are presented in a straightforward visual format, with specific and structured learning tasks.

Consolidating concepts and skills leads to a deeper understanding of math. Opportunities to develop deeper understanding are provided through extensive practice in the lesson using Guided Practice and Let's Practice, hands-on work in pairs and small groups with the Hands-On activity and Let's Explore, and communication and reflection with Let's Explore and Math Journal.

Applying concepts and skills builds real-world problem solvers. Math in Focus: The Singapore Approach embeds problem solving throughout each lesson. This allows students to have frequent exposure and frequent practice with problems that encompass previous skills and concepts in word problems that grow in complexity.

Within the lessons of the Math in Focus: The Singapore Approach series, instruction consistently follows the sequence of moving students from concrete to pictorial to abstract.

- Concrete: Manipulatives are used to explain abstract mathematical concepts.
- Pictorial: Pictures, models, and diagrams are used to present examples with solutions.
- Abstract: Only numerals, mathematical notation, and symbols are used once students are familiar with the abstract representation.

Through the Singapore Approach, students are also taught Model Drawing. When learning with a model approach, students create diagrams to represent problems and concepts with bars. Drawing these types of models helps students to visualize strategies for problem solving and to make algebraic concepts more concrete. Model drawing can

- help children solve simple and complex word problems.
- develop algebraic thinking.
- help students visualize the part-whole structure of the problem.
- develop students' operational sense.
- foster proportional reasoning.

The daily lessons in Math in Focus: The Singapore Approach present new concepts and skills using multiple models to further deepen students' understanding. Let's Explore! then provides opportunities for students to connect these new skills with prior concepts, carry out investigative activities, and discuss alternate solutions to open-ended questions. This allows students to see and use multiple approaches to addressing the problem being presented.

Each Math in Focus: The Singapore Approach chapter concludes with Put On Your Thinking Cap! which challenges students to solve more challenging non-routine questions and apply skills and concepts in different ways.

Manipulative use plays a key role in the concrete to pictorial to abstract sequence and classroom manipulative kits are available to assist with this. Manipulatives such as coin and bill combination sets, connecting "snap" cubes, counters in multiple colors, counting tape, craft sticks, and a demonstration

clock are just a sample of the items found in the kits to allow for concrete representations of concepts and skills.

- Concrete manipulatives are used to explain abstract mathematical concepts.
- Pictures, visual models, and diagrams are used to present examples with solution.
- Numerals, mathematical notation, and symbols are used once students are familiar with the abstract representation

Monitoring students' learning is an essential part of planning effective instruction that will meet the specific needs of all students. Assessment opportunities in Math in Focus: The Singapore Approach offers a complete picture of student progress. The Student Book, the Workbook, and the Assessments book all work in concert to provide both short-term and long-term assessment options.

Math in Focus: The Singapore Approach provides assessment at each stage of students' learning:

- A process for assessing prior knowledge at the beginning of each lesson through Quick Check and Pretest
- A process for ongoing diagnostic evaluations to adjust instruction if needed with Guided Practice and Common Errors alerts
- A formal assessment to determine mastery for a review or a final grade by using Chapter Review/Test, Chapter Assessment, Cumulative and Mid-Year Assessments, Benchmark Tests, and Mid-Year and End-of-Year Tests.

By using evidence-based teaching and learning strategies and a curriculum model demonstrated by research to be effective, Math in Focus: The Singapore Approach prepares students for future learning in mathematics and develops the problem solving and critical thinking skills needed in the 21st century.

If materials are purchased in enough time, all staff will participate in a one-day retreat that will focus on orientating themselves with the curriculum focus areas and materials so that they can review them prior to their first start date. Beginning in July, all teachers will participate in an initial professional development orienting them to the program components, scope-and- sequence, and instructional design. The initial professional development will be provided by the publisher that will take place at the beginning of the school year, prior to students arriving.

After this initial set of professional development, teachers will participate in ongoing support and professional development through coaching, learning labs, team planning, and guided backward design. Administrators and teacher leaders will be providing the majority of professional development. If the school chooses to bring in outside consultants, the administrators and teacher leaders will meet with those consultants to guarantee that the professional development is in alignment with the academic goals of GVE.

All students entering GVE will receive a battery of screening assessments specific to Math in Focus: Singapore to determine their individual instructional needs. If gaps in learning or skill deficits are identified that will inhibit student access to the Math in Focus: Singapore Math curriculum, students will receive targeted small-group instruction/intervention to develop the skills needed to successfully access the core program. Students who choose to leave GVE to attend a different DPS school using the DPS core program will have received research-validated instruction focused on developing foundational math skills and understandings, applying these well-established fundamentals to problem-solving and higher order thinking, preparing them to successfully access the DPS core programs.

Teachers who are hired to work at GVE will have an opportunity to understand and commit to the schools mission and vision for teaching and learning, ensuring that they are fully vested in the school's alternative curriculum. The Math in Focus: Singapore Math curriculum incorporates the workshop model structure, strong English language and vocabulary development strategies, and ongoing formative assessment systems within its overall instructional design. Familiarity with these instructional structures will ensure success for any individuals who chose to leave Green Valley to work at a school using the DPS core program.

The Vision for GVE is focused on ensuring that we are "teaching children to be effective life-long learners, while instilling in them a positive attitude about themselves and for others. We will provide a safe and orderly environment for each child, the challenge to excel by taking responsibility for their own learning and the opportunity to reach their highest level of academic achievement." We believe that using a strong curriculum of Math in Focus: Singapore Math will help to build the academic rigor and consistency needed to prepare our students for "higher education and that [will ensure that] all will reach the standards required at their grade level."

Total Purchase Cost: \$59,740.14

Vendor: Houghton Mifflin Harcourt Vendor Contact Name: Jill Weber

Contact Phone Number: 303.946.8465 Contact Fax Number: 800.269.5232

Email: jill.weber@hmhpub.com

Vendor Street Address: 9205 South Park Center Loop

City: Orlando State: FL Zip Code: 32819

Price Each: Approx. \$10,000/grade level (including Professional Development) Quantity: Quote based on materials and PD for all K-5 Math Classrooms

Total: \$59,740.14

Funding Source:

Initial purchase from Innovation Grant, Ongoing purchase through SBB.

APPENDIX B

REQUEST ALTERNATIVE BENCHMARK ASSESSMENT PROGRAM

Schools requesting waivers from DPS's benchmark assessment program are required to complete the questions in Appendix B.

- Not submitting waivers in this area.

APPENDIX C

REQUEST ALTERNATIVE GRADUATION & PROMOTION STANDARDS

Schools requesting waivers from DPS's graduation and promotion standards are required to complete the questions in Appendix C.

- Not submitting waivers in this area.

APPENDIX D

SCHOOL PERFORMANCE FRAMEWORK GOAL SETTING WORKSHEET

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
Academic Performance & Success	
Student Growth Over Time Toward State Standards, including the following measures: <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	Median Growth: Growth percentile will be between 50-65% Catch up Growth: Reading and Math: movement will be at least 30% Writing: movement will be at least 40% Keep up Growth: levels will be at 80% or higher
Student Achievement Level/Status, including the following measures: <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act • Colorado English Language Assessment (CELA) • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	CSAP Proficient--Reading: P/A at or above 50% CSAP Proficient--Math: P/A at or above 50% CSAP Proficient--Writing: P/A at or above 40% CSAP Proficient--Science: P/A at or above 30% CELA: Proficiency levels will be at least 60% AYP: GVR will make AYP in both areas Achievement Gaps: will earn more than 25% but 50% or less of its gap credits.
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	N/A
Student Engagement, including the following measures: <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	Attendance Rate: 96% or higher Student Satisfaction: 90% or higher
School-Specific Educational Objectives	Decrease the amount of reported referrals and

(must be based on valid, reliable measures)	suspensions by a minimum of 50%.
Organizational & Financial Viability	
School Demand, including the following measures: <ul style="list-style-type: none"> • rate • Re- rate • Continuous rate 	rate: 100% or higher Re- rate: 80% or higher Continuous rate: 85% or higher
Financial Fundraising goals Reserves Other	TBD
Leadership & Governance Quality	90% or higher teacher satisfaction
Parent & Community Engagement, including the following measures: <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent • Satisfaction Survey 	Parent Satisfaction: 90% or higher Parent Response Rate: 80% or higher

Final