

INNOVATION SCHOOL APPLICATION



GODSMAN ELEMENTARY SCHOOL

May 17, 2011

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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.

INTRODUCTION

- I. **Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.**
- A. Provide your school's name.
 - B. Provide the name of the school leader under innovation status. If different, provide the name of the main contact for this application.
 - C. Date application submitted.
 - D. Provide an overview of the innovation school plan development process.
 1. Describe how the development of the plan was completed.
 2. Detail who participated on the design team.
 3. Explain specific roles and responsibilities of design team members.
 4. Provide a summary of how teachers, staff, administrators, the CSC and any parent bodies participated in the development and approval of the plan.

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This plan began over 2 years ago as the staff noticed that we were not meeting the needs of all students. There has been a large shift in population at Godsman over the past ten years with a large influx of emerging bilingual students. Many of our students were not achieving in Spanish much less English. The ELA-S teachers gathered several times over the course of a couple of years to develop a common understanding of the philosophy of the Denver Public Schools Department of English Language Acquisition. What we found out is that as a group, we were all over the place in our core beliefs of how students acquire a second language. Once we came to terms with and validated our differences it was much easier to rally around what is best for our students. Avenues did not seem to have much impact on the English our students were learning. It did nothing in terms of honoring the students' language and culture. This happened at the same time as Colorado Senate Bill 08-130 was enacted. An Innovation committee was formed comprised of classroom teachers, paraprofessionals, and community members. This committee served as the driving force behind this plan.

The Innovation Committee researched many programs and curricula and in the end decided we needed to honor and continue with what our students bring while helping them become fluent in English, the language of their new country. Thus, our request for 2 specific sets of strategies to be used in conjunction with our curricula with the exception of *Avenues*, a program we wish to discontinue. The teachers in the group visited Valverde, implementing Literacy Squared® and East Elementary in Littleton, implementing the GLAD strategies. We then had the opportunity, through a Walton Grant, to travel to the Salem-Kaizer School District in Oregon to see the implementation of both programs simultaneously in schools with similar populations. These schools were demonstrating success on their state tests as well.

Throughout this process the Collaborative School Committee (CSC) was updated monthly and information was sent home in the weekly newsletter periodically. The staff was introduced to the idea when the committee decided to invite teachers from Montclair to talk about the innovation plan at their school. The

Godsman teachers had opportunities to ask any and all questions regarding innovation status clearing up any misconceptions. The staff was updated periodically through professional development meetings through each step and after each school visit. Carolyn Crowder, Executive Director of the Denver Classroom Teachers' Association met with all interested staff members to answer questions about our proposal. The DCTA president, Henry Roman was invited by our teachers to review the final draft of the proposal and to speak to the staff.

INNOVATION: VISION & MISSION

II. Describe the vision and mission statement of the school and how innovation status will help the school achieve its mission.

A. State the vision of the school.

Vision: By May of 2014, we envision that Godsman Elementary has:

- Fully implemented an instructional system that assures that all students have fully mastered reading, writing, and oracy skills in English, and that all of our students meet or exceed grade level expectations in literacy and mathematics (Literacy Squared® and Everyday Math, described below);
- Fully implemented an instructional system that assures that all students have acquired in-depth content knowledge, and the ability to apply that knowledge, in science and social studies, while further developing their English language reading, writing, and oracy skills (Guided Language Acquisition Design (GLAD) described below);
- Provided our native Spanish speaking students with opportunities to further develop their native language literacy skills to become fully biliterate;
- Developed, at a very early age, the expectations and academic and social supports that establish our students on a course that will lead to high school graduation and that will have them prepared to succeed, without remediation, in a post-secondary program leading to their economic and social success.

B. State the mission of the school.

Mission Statement: Godsman educators, our families, and the broader community work in partnership with our students to develop the competence and confidence in English for them to utilize their academic and social skills to engage in the world as critical and creative thinkers, problem-solvers, and responsible community members. Our native Spanish speakers will develop the competence and confidence in their native language as well as English.

The target population at Godsman is comprised of students in poverty as demonstrated by our free and reduced lunch rate of 96% and over 67% emerging bilinguals (English language learners). Our students live in

homes where their native language is primarily spoken but where there is exposure to English too, either in the home or in the community.

To be biliterate is an asset. There is always a need for people who can speak, read and write in Spanish as well as English. It is most beneficial to build on students' strengths, in this case, their primary language. Our students will have the opportunity to continue to strengthen their English and Spanish proficiency in the middle and high school as a part of the Lincoln Collaborative. We are working closely with both schools to ensure our students will be ready for the Advanced Placement Tests which are offered in Spanish.

1. Identify the school's target student population and community to be served.
2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.
3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

C. Explain how the vision and mission support the mission of Denver Public Schools.

The Denver Public Schools will provide all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy.

Godsman is committed to developing fully bilingual and biliterate students who have the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy. To this end, both sets of strategies include high quality professional development for all staff members demonstrating that teaching and learning become a top priority at Godsman. Literacy Squared® provides top notch professional development based on the research and implementation of strategies by Kathy Escamilla, Ph. D. of the University of Boulder. The GLAD strategies are based on action research that originated in Fountain Valley, CA. These strategies are now used throughout California due to the success of the students in southern California. We will have strengthened our teaching core as a result of this professional development and the full implementation of these research-based strategies.

We expect our families to become more engaged through this process as we continue with vertical articulation with Kepner Middle School and Abraham Lincoln High School, through the Lincoln Collaborative, as we work together to provide the opportunity for our native Spanish speakers to become fully bilingual and biliterate. This will provide families the opportunity to continue to be engaged in their child's learning as they continue to support the native language in the home. We will close the achievement gap in both languages ensuring that all students are performing at or above grade level in English by the end of 5th grade.

D. Identify specific barriers and/or school needs that impact student achievement. Explain how innovation status will help the school overcome the barriers and/or address the needs in order to achieve the mission.

Over the past several years, the staff at Godsman has come to a full consensus that preparing our students to continue on to the middle and high school fully proficient in English literacy skills is our number one priority. To date, the primary barrier to achieving this priority has been the lack of an effective, coherent, and consistent approach to English language development (ELD), and the professional development to

support it. We believe that in order for us to achieve this priority, we must have in place a comprehensive, proven instructional SYSTEM that meets the language development needs of all students, regardless of their native language. After exhaustive investigation and research, the Godsmen staff has decided to commit to a system of language development that combines two well established and proven models: Literacy Squared® Intervention and Guided Language Acquisition Design (GLAD).

Innovation status will allow us to effectively implement Literacy Squared® and GLAD by providing full autonomy over professional development and the school calendar to ensure teachers are trained and supported to implement the curriculum successfully. Godsmen will schedule professional development in lieu of District initiatives to meet the needs of our teachers and their students. Professional development will be conducted onsite by highly qualified personnel from the University of Colorado at Boulder for Literacy Squared® and project GLAD Trainers from Ballard & Tighe, Publishers.

In the first year kindergarten, first, second and third grade ELA-S and ELA-E/S teachers will participate in the Literacy Squared® initiative with an initial round of professional development in August followed by three years of coaching and more training. All staff, ELA-S, ELA-E/S, ELA-E, art, music, physical education and librarian/technology teachers will participate in the GLAD initiative in August, September and October. It will consist of a two day initial training in August followed by a four day training in late September or early October that will include explicit modeling with students by the GLAD trainers. The second year the teachers will be expected to continue implementation with fidelity.

Hiring well qualified teachers who will support the philosophy of educating our emerging bilinguals is absolutely necessary to create the success we are seeking. Teachers must have successful bilingual teaching experience and/or certification in bilingual/ESL education; have bilingual skills sufficient to teach literacy in both Spanish and English in ELA-S classrooms; be willing to implement an innovative program and collaborate with colleagues; and be willing to learn, acquire, and apply new skills and knowledge. Our hiring process will include an interview with the personnel committee and the observation of a lesson taught in one of our classrooms with our students. Current classroom teachers will continue in their positions while receiving GLAD training. ELA-E classroom teachers will not have to become bilingual in Spanish as the language of instruction will continue to be English.

We, as a community, must have the ability to hire as needed, and off cycle, if necessary, to ensure potential candidates have the qualifications necessary to implement the curriculum. A teacher who is directly placed would not necessarily have the rigor required or the desire to implement either of the programs much less both of them.

E. Explain how you will leverage innovation status to improve school culture and achieve the vision and mission.

Our first and most important leverage came through the development of this plan. After examining our own individual educational beliefs the staff came together and developed this proposal. Innovation status provides the staff at Godsmen the ability to institute educational programs that will meet the needs of our students, especially our emerging bilinguals. After examining Project GLAD and Literacy

Squared® closely the staff decided that the two will work well together, providing our students the opportunity to become biliterate and to accelerate learning.

Innovation Status will provide the staff with the opportunity to focus our professional development at the school level and provide us with additional days to provide key professional development at the beginning of the school year that will be continued throughout the school year in lieu of District professional development. Teacher buy-in is strong because we have developed this plan together to meet our specific needs.

We are creating an environment that builds upon student strengths, which will result in an environment that is more welcoming and empowering for students and their families.

INNOVATION: EDUCATION PROGRAM

III. Describe the research-based educational program the school will implement and how the program will produce gains in academic achievement.

A. Provide an overview of the school's research-based education program.

Godsman will continue to implement the *Literacy Planning Guides*, *Everyday Mathematics*, *BSCS Science Tracks: Connecting Science and Literacy* and *TCI Social Studies Alive* per the District structure and timelines. We are requesting a waiver from the *Avenues* curriculum as English language development will occur during literacy through Literacy Squared® and science and social studies through GLAD.

Godsman will simultaneously implement the Literacy Squared® Intervention and GLAD strategies to enhance and improve oral language development and biliteracy. Literacy Squared® is an intervention with a focus on productive and receptive language skills based on the following 3 instructional components for grades K-5: Spanish literacy; explicit cross-language connections between Spanish and English; and literacy-based ESL. On average, emerging bilingual children participating in the Literacy Squared® Intervention are on a positive trajectory toward biliteracy according to the field research conducted in the first two phases of implementation of Literacy Squared® in schools participating in this project. Most notably, Valverde has moved from a red school to a green school on the school performance framework during their time as a Literacy Squared® pilot school.¹

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy. The strategies and classroom implications for both Literacy Squared® and GLAD foster a risk-free, cross-culturally sensitive environment within, which all students, including special needs students, are able to acquire academic language and concepts.

GLAD has been used by more than 48,000 teachers in 13 states to help all students develop academic English skills. All students at Godsman will receive GLAD strategies that promote language acquisition, academic

¹ Escamilla, Kathy, et. al., *Transitions to Literacy: Literacy Squared®*(University of Colorado at Boulder, 2009)

achievement, and cross-cultural skills. Through flexible student groups, GLAD-trained teachers are able to provide differentiated instruction for below-, above-, and at-grade level learners. All students gain access to the core content curriculum through the GLAD strategies, but they especially support English Language learners because the content material is made comprehensible and students have multiple opportunities to engage with the academic content and language. The following GLAD elements have direct implications for academic success for ALL students, including native English speakers and ELL's:

- **Teach to the Highest:** A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Shefelbine, Cummins, Smith, and Collier).
- **Brain Research and Metacognition:** A time to activate and focus prior knowledge; inquiry charts, brainstorming, and clustering (Costa, Rico, Kovalik). An opportunity to insure a common base of understanding and scaffolding, direct experiences, films, visuals, teacher read alouds (Krashen, Collier, Swain, Long, Vygotsky). Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Marzano, Gardner, Lazear). Metacognitive aspect of teacher and students modeling of how an answer was arrived at, not merely what the correct answer was (Costa, Farr, Sagor).
- **Brain Research and Second Language Acquisition:** A student set purpose for learning; motivating, stated result or goal; student choices; connections made between personal background knowledge and new learning, inquiry charts (High Scope, Hunter, Cummins, Wolfe). Chances to negotiate meaning from language and text; cooperative activities for problem-solving and social skills; heterogeneous and homogeneous flexible groupings (Long, Kagan, Vygotsky, Cummins, Shefelbine).
- **Reading and Writing To, With, and By Students:** Reading that stresses the purpose and joy before the skills; beginning with writing and reading one's own language; immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quick shares (Goodman, Krashen, Flores, Traill, Shefelbine). Direct teaching of concepts, vocabulary, and necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Project, Bettances, Chall, Reading Task Force, Marzano, Beck, Shefelbine, Adams). Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done in appropriate places in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project). Language functional environment; language charts, poetry kept on walls - read and used by students; reading and writing the walls daily. Big Books on walls, shared reading/writing experiences (Traill, Cummins, Flor Ada).

In order to further support the rationale described above, detailed descriptions of both Literacy Squared® and GLAD are provided in Appendix A.

- B. Provide an overview of the instructional philosophy and approach. What innovations, if any, will the school implement?

The instructional philosophy is based on the assets with which our students arrive at Goddard. It is our responsibility to ensure our students leave Goddard at the 5th grade at or above grade level in English and, if a native Spanish speaker, in Spanish as well. It behooves the student, his or her family, and our community, to produce bilingual/biliterate productive citizens who will become our future leaders. Students who are achieving at grade level or above will have well developed academic vocabularies. Literacy Squared® will produce the biliterate students in our native Spanish speaking community; GLAD will raise the bar to produce students with excellent academic vocabulary as teachers begin to teach to the higher performing students while scaffolding for those who need to catch up.

In addition to Literacy Squared® and GLAD, we will be offering, as necessary, an extended school day to meet the needs of all students. As the need arises, Goddard will extend its school day from 3:00 PM to 4:15 PM Monday through Thursday to provide targeted academic enrichment and intervention activities for our students. These activities will be based on the current and specific needs of Goddard's students as they evolve throughout the school year. While not all students will participate each day, we anticipate that all students will participate at various points during the year based upon their learning needs, both in terms of enrichment and intervention. These academic enrichment and intervention activities will be delivered by specialists hired on an as needed basis to assure that our students are receiving instruction from experts in the content, skills, and abilities that match up with their learning needs. These experts will be hired on a professional, hourly basis. Existing Goddard staff will have the opportunity to apply for these extended day paid opportunities, and/or they will be staffed with outside experts, as appropriate. It will not be mandatory for anyone on Goddard's staff to offer an extended day. This is on a volunteer basis for those that wish to participate and to receive extra pay as a result.

C. Summarize the school's culture and learning environment (e.g., classroom-based, independent study, etc.). What innovations, if any, will the school implement?

Our school follows the Positive Behavior Intervention Supports (PBIS) approach in creating our school culture. We have created a place of learning where doing the right thing is rewarded. Matrices were developed by the school culture committee explicitly stating the expectations of student behavior. The DPS discipline ladder is used as a guide for consequences when consequences are necessary.

D. Describe class size and structure. What innovations, if any, will the school implement?

Currently, classroom configuration is traditional with straight grade levels. Students are distributed among ELA-E, ELA-S and ELA-E/S classes. All innovations will be classroom based and may alter the configuration of ELA-E and ELA-S based on the Literacy Squared® philosophy.

Looping will be considered for future structures. Teachers will begin informally in Year One. Research, Hampton, Mumford and Bond, 1997, has shown that learning is accelerated when a teacher loops at least one year with students because they start the year with a brief review of expectations and routines and can commence the year learning instead of learning how to be in a new classroom. Action research, in our own school, when comparing students in a looping classroom to students in the same grade in non-looping classrooms, achievements gains in reading were significantly higher for the students who looped with their teacher.

- E. Describe how the program will serve English language learners. What innovations, if any, will the school implement?

As mentioned above, Godsman proposes to build a system of English Language Development (ELD) around two proven models: Literacy Squared® and Guided Language Acquisition Design (GLAD). The rationale for this approach is based on the fact that our students need as much time developing literacy skills as possible. However, to use only a core literacy/language development approach would not provide students with a sufficient variety of learning opportunities to keep them fully engaged throughout the instructional day. Further, a single model approach typically sacrifices learning in content areas such as science and social studies in order to focus on literacy skills. As will be described below, by simultaneously implementing Literacy Squared® and GLAD, we are building a system that is designed to provide BOTH literacy development and instructional strategies, which will strengthen and deepen literacy development, focused on content areas such as science and social studies with an emphasis on academic language development.

We believe that this combination will provide the type and variety of research based and results driven instruction that will keep our students fully engaged as they develop high level literacy skills, while simultaneously building and applying content knowledge. To verify this belief in practice, a team from Godsman, including the Principal and six teachers, visited the Salem-Kaizer School District in Salem, Oregon, where both models are in practice. Results of this visit confirmed both the desirability and efficacy of combining these models (See Attachment).

The Literacy Squared® Intervention (Denver, CO & Salem-Kaizer, WA) and the GLAD Strategies (Fountain Valley, CA) were created to meet the needs of Spanish speaking students who live in highly concentrated Latino neighborhoods. These are children who have limited exposure to English at home and in the community and describe the students we serve at Godsman, our target population. The Literacy Squared® Intervention accelerates biliteracy ensuring that students meet grade level expectations, therefore meeting or exceeding both Colorado and Denver Public Schools' academic achievement standards in English as well as Spanish. The GLAD Strategies address the specific content areas of Science and Social Studies and can include mathematics as well. Literacy instruction is woven into these strategies as a support to reaching the standards.

Literacy Squared® will be offered to students in ELA-S classrooms, K-3, the first year of innovation and will be offered to all students whose parents select Option 1, the opportunity to receive content area instruction in Spanish while learning English. In subsequent years Literacy Squared® will roll up with the students into 4th and 5th grades. Implementation in ELA-E classrooms will begin this year at Valverde Elementary. We will begin to implement in the ELA-E classrooms after either Year One or Year Two although it may not lead to biliteracy. GLAD strategies will be offered to ALL, including native English speakers and ELL students beginning in the first year of innovation.

Classrooms will continue to be organized by the language of instruction requested by parents and mandated in the Federal Court Order. Those students whose native language is English or whose parents have requested instruction in English with some or no support will continue to be served in the ELA-E classrooms. Those students who parents request Spanish instruction while learning English will remain in

the ELA-S or ELA-S/E classrooms. The difference will occur at 2nd grade and beyond when students have traditionally been transitioned into the ELA-E classrooms. As a result of this instructional design these students will remain in the ELA-S classrooms continuing to develop their Spanish and English literacy skills.

- F. Describe how the program will serve special education students. What innovations, if any, will the school implement?

Godsman will continue to use the District's RtI process to ensure all students receive appropriate support and interventions and that referrals for special education are made appropriately. Interventions will be in place for all students and offered during a 30 minute differentiated block before or after the literacy block. With innovation status we will offer Level 2 interventions before and/or after school by hiring employees on a non-teacher contract to offer specialized services for 6-12 week periods of time, 1-2 hours per day for students who are not identified as special education but are not progressing. Godsman will continue to support our special education students through in-class support and pull-out support depending on the needs. Godsman will continue to practice all of the District's best practices in identifying students developing IEP's, monitoring their progress and ensuring they receive appropriate support and interventions. Literacy Square will be utilized to help determine whether a student has a language need or is truly disabled.

- G. Explain any academic services or programs that are supplemental to that which is included in DPS' core curriculum. What innovations, if any, will the school implement?
- H. Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

Research shows that an approach that emphasizes bilingualism is an effective way to support students in reaching proficiency in English and in improving their academic achievement. Below is a summary of key research studies supporting our approach:

Ramirez et al. (1991). This federally funded study traced the progress of more than 2,000 Spanish-speaking ELLs in nine school Districts in five states over a four-year period. It found that students in developmental bilingual programs – which featured a gradual transition to English – significantly outperformed their counterparts in quick-exit, transitional bilingual programs and in all-English immersion programs when all three groups were tested in English.

Oller and Eilers (2000). The researchers compared 952 students in Dade County, Florida, enrolled in bilingual and English immersion programs. It reported that bilingual children scored higher in English literacy by 2nd grade – a gap that widened significantly by 5th grade.

Thomas and Collier (2002). Another federally funded study, this research confirmed the patterns reported by Ramirez et al. ELLs in Houston did better academically in programs that stressed native-language development. They fared best in two-way – a.k.a. dual immersion – programs in which English-speaking children learned Spanish alongside ELLs learning English.

I. **If you are requesting waivers to DPS core curriculum materials please complete Appendix A.**

Please see Appendix A for curriculum waiver request.

INNOVATION: ASSESSMENTS

IV. Describe the school’s assessment plan and how it is critical for the school to produce gains in academic achievement.

A. Provide an overview of the school’s proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

Godsman will continue to administer the same District assessments. The additions will be the annual Literacy Squared® writing prompt to determine yearly growth and a monthly writing prompt to progress monitor. In addition to the CSAP and CELA, as required by the state, progress will be monitored yearly with the DRA2/EDL2 and an annual writing prompt as prescribed by Literacy Squared® in their continuing research study. Progress will be monitored with DIBELS/IDEL, individual reading and writing conferences with students documented in an assessment notebook, Recognizing of Student Achievement (RSA) as a part of Everyday Math monthly at minimum but more frequently as needed with students achieving below grade level expectations.

Group	Assessment	Frequency	Type	Purpose
K-5th	DRA2/EDL2	May of each year	Summative	To determine growth over one year’s time. Staff will utilize information for class placement in upcoming school year. Staff will utilize information for student grouping and instructional planning through the data team process. For Literacy Squared® intervention research to determine trajectory toward biliteracy.
ECE-5 th	Literacy Squared® Writing Prompt In English and Spanish	January of each year	Summative	For Literacy Squared® intervention research to determine trajectory toward biliteracy.
Kinder	Instrumento de observación	Spring of each year	Summative	For Literacy Squared® intervention research to determine trajectory toward biliteracy.
2 nd -5 th	STAR Test	Monthly	Formative Summative Predictive	To determine initial placement. To progress monitor throughout the year for instruction, interventions, and enrichment. Staff will utilize information for student grouping and instructional planning through the data team process.

				Predictive of possible CSAP Reading score
K-1	STAR Early Literacy Test	Monthly	Formative Summative Predictive	To determine initial placement. Staff will utilize information for student grouping and instructional planning through the data team process. To progress monitor throughout the year for instruction, interventions and enrichment.
K-5 th	Individual reading conferences documented in an assessment notebook	Monthly	Formative Summative	To determine student needs for instruction.
K-5 th	Individual writing conferences documented in an assessment notebook	Monthly	Formative Diagnostic	To determine student needs for instruction.
ECE-5 th	Writing Prompt	Monthly	Formative Diagnostic	To determine student needs for instruction. Staff will utilize information for student grouping and instructional planning through the data team process.
3 rd -5 th	CSAP	Spring of each year	Summative	To determine student achievement and school success. For Literacy Squared® intervention research to determine trajectory toward biliteracy.
K-5 th	CELA	Winter of each year	Summative Predictive of CSAP	To determine student achievement and school success. For Literacy Squared® intervention research to determine trajectory toward biliteracy.
K-5 th	CELA placement	Upon enrollment	Placement	To determine English proficiency for instructional placement.
K-5 th	Everyday Math Recognizing of Student Achievement	Weekly	Diagnostic Formative	To determine student needs for instruction. Staff will utilize information for student grouping and instructional planning through the data team process.
K-5 th	Everyday Math Unit Test	At the end of each unit	Formative Summative	To plan for instruction in upcoming units. To determine student proficiency towards the math standards. Staff will utilize information for student grouping and instructional planning through

				the data team process.
K-5 th	GLAD Teacher Developed Unit Test (science/social studies)	At the end of each unit	Summative	To determine student proficiency towards the science and social studies standards. Staff will utilize information for student grouping and instructional planning through the data team process.

- B. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.
- C. Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Data teams will continue to function during grade level planning times. Data teams evaluate summative data, such as CSAP or Interim exams, looking for trends. This is followed by the development of a SMART goal or objective with a pre- and post-assessment. The teams then meet weekly to monitor the progress of students by developing weekly formative assessments to drive instruction that leads to student success.

This same process will be utilized to determine the effectiveness of Literacy Squared® and GLAD. Grade levels will work together to decide which strategies they need to assess first through data analysis of student work and summative assessments.

- D. **If you are requesting waivers to DPS assessments, please complete Appendix B.**

A waiver from District assessments is not being requested.

INNOVATION: GRADUATION AND PROMOTION

V. Describe the school’s proposed graduation and promotion policies.

Godsman will continue to follow the policies of Denver Public Schools for grade promotion and retention.

- A. Explain policies and standards for promoting students from one grade to the next.
- B. Provide the school’s exit standards for graduating students.
- C. Describe how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria will be communicated to parents at the start of each year as part of the orientation through the parent handbook.

- D. Explain what policies and processes the school will implement for students at risk of dropping out of high school and/or not meeting the graduating criteria proposed (i.e., credit recovery, etc.)

- E. **If you are requesting waivers to DPS graduation and/or promotion policies, please complete Appendix C.**

A waiver from District promotion and graduation policies is not being requested.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

- VI. **Describe the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status.**

Unified Improvement Plan (UIP) is attached.

- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.
1. Complete the Academic Goals Worksheet in **Appendix D**.
- B. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

Data teams will set SMART goals based on data gathered through formal assessments and informal assessment administered to students by classroom teachers. Data to be utilized includes CSAP data, DRA2/EDL2 and prompted writing data that will be gathered for student placement and the Literacy Squared® research and District Interim Assessments. Teams will look for trends, especially after the first round of data teams to assess implementation success of Literacy Squared®.

The GLAD implementation will be assessed through teacher satisfaction surveys in the first year. From the second year forward, we will use CELA data to assess.

- C. Attach the school's Uniform School Improvement Plan (UIP) and briefly explain how the proposed innovation plan aligns with UIP goals.

The innovation plan will address the reading, writing, and science goals. Reading and writing are specifically addressed in the professional development of Literacy Squared® through the implementation of best practices in reading and writing for English language learners in both Spanish and English accelerating student growth. The strategies in Literacy Saquared® focus heavily on the cross language connections between English and Spanish strengthening students' academic abilities to write better in both languages, and therefore developing in students a much deeper understanding of the reading and writing processes.

GLAD strategies (Teach to the Highest, Brain Research and Metacognition, Brain Research and Second Language Acquisition, Reading and Writing To, With, and By Students) promote solid instruction for all students by teaching to the highest while scaffolding for the struggling student. In particular, Reading and Writing To, With, and By Students stresses the purpose and joy before the skills; beginning with writing and

reading one's own language; immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quick shares (Goodman, Krashen, Flores, Traill, Shefelbine). Direct teaching of concepts, vocabulary, and necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Project, Bettances, Chall, Reading Task Force, Marzano, Beck, Shefelbine, Adams). Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done in appropriate places in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project). Language functional environment; language charts, poetry kept on walls - read and used by students; reading and writing the walls daily. Big Books on walls, shared reading/writing experiences (Traill, Cummins, Flor Ada). These strategies align with our need at Godsman to improve our student writing achievement.

It is our goal to reach our expected Annual Yearly Progress targets in 5 years. This is a very ambitious goal that we maintain we can reach through focused professional development. As we know, the key person in raising student achievement is the person who stands at the front of the class, our teachers. Their development is key in raising the bar at Godsman. Below are the targets we have set in our Unified Improvement Plan:

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	By the end of the 2010-2011 school year, 40.6% of the students will score proficient or advanced overall on the reading CSAP.	By the end of the 2011-2012 school year, 48.02% of the students will score proficient or advanced overall on the reading CSAP.	Monthly bimonthly progress monitoring using DIBLES/IDEL, teacher created assessments, Benchmark Books assessment, Interim Assessments.	Use data to drive student placement, student progress and curriculum for reading interventions. Implementation of Literacy Squared® and GLAD strategies.
		M	By the end of the 2010-2011 school year, 45.78% of the students will score proficient or advanced	By the end of the 2011-2012 school year, 56.06% of the students will score proficient or advanced overall on the math CSAP.		Continue implementation of Everyday Mathematics with fidelity. Introducing GLAD

			overall on the math CSAP.			strategies as needed.
		W	By the end of the 2010-2011 school year, 60.88% of the students will score proficient or advanced overall on the writing CSAP.	By the end of the 2011-2012 school year, 68.26% of the students will score proficient or advanced overall on the writing CSAP.	Interim Assessments, monthly writing samples	Teachers will understand and effectively implement the core curriculum in writing. Implementation of Literacy Squared® and GLAD strategies.
		S	By the end of the 2010-2011 school year, 12.62% of the students will score proficient or advanced overall on the science CSAP.	By the end of the 2011-2012 school year, 21.34% of the students will score proficient or advanced overall on the science CSAP.		Implementation of GLAD strategies.
	AYP (Overall and for each disaggregated groups)	R	State target: Elem: 94.23% PP and above on CSAP School target will be set when AYP results are obtained. Goal will be to reach AYP target within 5 years.	State target: Elem: 94.23% PP and above on CSAP School target will be set when AYP results are obtained. Goal will be to reach AYP target within 5 years.		
		M	State target: Elem: 94.54% PP and above on CSAP School target will be set when AYP results are obtained. Goal will be to reach AYP target	State target: Elem: 94.54% PP and above on CSAP School target will be set when AYP results are obtained. Goal will be to reach AYP target within 5 years.94.54%		

			within 5 years.94.54%			
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 55.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 60.	Same as above.	Same as above.
		M	N/A	N/A		
		W	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 56.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 58.	Same as above.	Same as above.
Academic Growth Gaps	Median Student Growth Percentile	R	N/A	N/A		
		M	N/A	N/A		
		W	N/A	N/A		

INNOVATION: TIME

Describe how the school will use time strategically to support the vision, mission and education program so as to produce gains in academic achievement.

A. Describe any innovations to the school’s calendar and schedule under innovation status and how such changes will lead to increased student achievement.

Successful implementation of the Literacy Squared®/GLAD instructional system will be heavily dependent upon the provision of first rate professional development in the use of each model, as well as in creative ways to integrate and articulate both designs. Godsman will establish the foundation for the ongoing professional development that will occur throughout the school year within the first six teacher works days per the District calendar for the 2011-2012 school year, August 10-17, 2011. Two of these days will be planning days, with the other four days dedicated to GLAD training, Literacy Squared training and/or LEAP Framework for Effective Teaching. Godsman will prioritize Literacy Squared® and GLAD for this professional development. Godsman will consider participation in other District offered professional development as appropriate and on a case by case basis. At Godsman, we value professional learning opportunities and will continue to seek funding sources that will enable us to engage in professional development beyond the traditional work year.

Any calendar changes will be at the discretion of the School Leadership Team in collaboration with the principal.

1. Attach the school’s proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.

Year 1: Teacher professional development days: August 10-17, 2011 (NO EXTENSION OF DAYS)
Students’ first day of school is August 18, 2011.

The Denver Public Schools calendar will be followed for the remainder of the year.

Years 2 & 3: Will follow contractual days with the possibility of moving professional days within the calendar to meet the needs of the staff. (Assessment, planning days and professional development).

2. Summarize the length of the school day, including start and dismissal times.

Students attend school Monday through Thursday from 7:55-3:00 with a 45 minute lunch period for students and teachers. The extra fifteen minutes each day allows for early dismissal (2:00) every Friday providing the teachers 90 minutes of professional development time (2:15-3:45). This provides the students with 1590 minutes of instructional time weekly, well within the state and District requirements.

3. Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.

Instructional Time		
Subject	Daily Time Allotment	Weekly Time Allotment
Literacy block including reading, writing, skills and literacy based ELD as indicated below	150 minutes	750 minutes
Math	75 minutes	375 minutes
Science and/or Social Studies	48 minutes	240 minutes
Lunch	45 minutes	225 minutes
Art, Music, P.E. and/or Library	45 minutes	225 minutes
Total		1815 minutes

Language Allocations		
Grade	Spanish Literacy Daily Minimum	Literacy-based ESL Daily Minimum

K	2 hours	45 minutes
1st	2 hours	60 minutes
2nd	1.5 hours	60 minutes
3rd	1 hour	90 minutes
4th	45 minutes	2 hours
5th	45 minutes	2 hours

4. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Enrichments and interventions are offered weekly to all students, every Tuesday, Wednesday and Thursday by a team of teachers and paraprofessionals for each grade level K-5 (DBlock) and from 7:30-8:00 daily (Read to Achieve). This will continue under Innovation Status. Interventions and enrichment tutoring offered Monday-Thursday for one hour after school and will be adjusted to offer an extended school day to students who require additional enrichment or remediation.

Godsman will continue to offer clubs such as choir, student council, art, math, science, technology, sports, and Boys and Girls scouts after school along with SES and Read to Achieve tutoring.

INNOVATION: STUDENT ENROLLMENT

VII. Describe the enrollment procedures and practices of the school with innovation status.

- A. Describe how enrollment practices will provide equal access to any student in your attendance boundary who is interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

As a neighborhood school, Godsman will enroll students within its boundary following DPS enrollment policies and guidelines. Given the demographics of our neighborhood and the proposed program for supporting emerging bilinguals we anticipate continuing to serve a diverse population with a high percentage of students living in poverty and a high percentage of emerging bilinguals.

- B. Please attach any written enrollment documents, including the Student Handbook, and/or forms that will be provided to or required of students and families.

Student and Family Handbook are attached.

VIII. 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.

- A. Describe any innovations in the school’s personnel policies under innovation status and how these changes will produce gains in academic achievement.

Godsman will hire full time certified staff both from within the DPS Personnel System, as well as from outside sources. Each classroom will be staffed with a full time certified teacher who has the qualifications necessary to meet the instructional needs of his/her students. Instructional coaches and intervention specialists will be engaged on full or part-time basis as the need arises. The school will hire teachers who meet NCLB highly-qualified criteria for all core content classes. This flexibility will allow Godsman to maximize its instructional resources by targeting coaching and intervention to specific needs.

Over the past three years, Godsman has evaluated existing classroom teachers, and hired new classroom teachers, based upon their training, experience, and demonstrated skills with regard to the instruction of English language learners. Based upon this evaluation process, the significant majority of our existing teachers have the experience, skills and abilities to be successfully trained to fully implement both Literacy Squared® and GLAD in their classrooms. Those few teachers who currently lack the full range of skills and abilities will be given the opportunity to demonstrate their acquisition of the requisite skills and abilities through the Literacy Squared® and GLAD professional development modules. These teachers will continue in their current capacity as they receive the training. Those teachers not demonstrating mastery of such skills as indicated by LEAP, the District’s teacher effectiveness program, will be subject to remediation or termination following the processes outlined in the DPS/DCTA Collective Bargaining Agreement.

Godsman will use the LEAP evaluation framework and observation tools to guide our work around teacher effectiveness. The Godsman Leadership Team will review and/or modify elements of the LEAP system as necessary to maintain a schoolwide focus in specific areas as defined by data.

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback.

All teachers will be evaluated 4 times per year using the DPS effective teaching framework and student progress monitoring. Each month we will celebrate teacher success with public recognition.

Consistent with the DPS LEAP evaluation system, the principal and the assistant principal will be involved in the evaluation process. The peer observer component will be conducted by both internal and external observers. Teachers will be evaluated 4 times per year and will receive feedback on progress toward individual growth goals and student achievement gains.

When classroom teacher openings occur, Godsman will hire full time certified staff both from within the DPS Personnel System, as well as from outside sources. Each classroom will be staffed with a full time certified

teacher who has the qualifications necessary to meet the instructional needs of his/her students; the school will hire teachers who meet the highly qualified requirements for all core content classes. Instructional coaches and intervention specialists will be hired from a budget line that will be used for either full time positions or part-time consultants/specialists, as appropriate. The application process will consist of an interview and the observation of each candidate teaching a lesson to a group or classroom of Godsman students. This process is subject to refinement to provide flexibility as we proceed with the plan.

Each constituent in the school will sign a commitment form. This includes teachers, non-certificated staff members, contractors, students and their families. This form is attached and includes consequences for not honoring the stated commitments. The school day will be 8 hours, as per contract, for teachers. There will be a minimum of 40 minutes of self-directed planning time 3-4 times per week with one day of structured grade level collaboration and professional development on Fridays when students are released at 2:00 allowing for 90 minutes of professional development. This is all stated in the commitment form.

Given the focus on developing an instructional system that combines Literacy Squared® with GLAD, and the need to assure that all staff possesses the qualifications to work within such a system, Godsman will not accept direct placements onto its faculty unless it gives to the pool.

1. Attached a copy of the school's personnel policies under innovation status.

Staff Handbook attached.

B. Describe any innovations in the school's staffing plan under innovation status and how these changes will produce gains in academic achievement.

1. Describe all non-teaching staff positions and how they will contribute to achieving the school's goals.

Business Manager – This position currently is responsible for all of the financials related to the school:

- Assists in the Budget Development Process
- Create ledgers for the General Fund as well as any Grants
- Reconcile monthly the General Fund as well as the Grants (processing journal entries or budget transfers when necessary)
- Provide Monthly Summary reports for the General Fund as well as Grants to the Principal
- Petty Cash (payment to vendors, tracking and making sure that all expenses being paid from these dollars meet District approval, as well as preparing the necessary reports for the District
- VISA (preparing the necessary reports for the District)
- Student Activity Funds (processing all reimbursements, payments to vendors, maintaining ledger, as well providing the necessary report to the District.
- Processing Advance Payment Request from Teachers
- Create Payroll Ledger to track Hourly Para Positions (prepare quarterly projections to determine if there will be savings at year-end
- Prepare PACE Forms
- Prepare Job Requisitions for all non-teaching positions
- Post teaching positions

- Request References

Without this position, the District's Elementary Schools are staffed with one Secretary I and one Secretary II position. In most cases, it is almost impossible for them to be able to complete all of the tasks listed above. Because of this position, our school is able to meet all District Reports needs in a timely manner, keep track of the allocations given to teachers, provide the school with available balances as needed, project year-end dollars available to carry forward into the new year as well as making sure that both full-time and part-time staff are being staffed and budgeted for correctly.

2. Attach a copy of the school's organizational chart with innovation status.
 - a. Highlight any changes in the organizational structure with innovation status and how these changes will lead to increased student achievement.

A copy of the school's organizational chart is attached. There will be no changes.

- C. Describe any innovations in the school's process for identifying, recruiting, and selecting new staff under innovation status and how these changes will lead to increased student achievement.
 1. Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.

Describe selection criteria and other qualifications for faculty, support staff, and administrative staff that will ensure fit with the vision, mission and academic plan of the school.

In addition to a teacher being highly qualified to teach at Godsman as per District guidelines, there will be additional qualifications for teachers applying at Godsman:

1. Demonstrated successful bilingual teaching experience and/or certification in bilingual/ESL education for all classroom positions
2. Bilingual proficiency to teach literacy in both Spanish and English for ELA-S or ELA-E/S positions
3. Be willing to implement an innovative program, Literacy Squared® and/or GLAD
4. Collaborate with colleagues informally on a daily basis and formally on a weekly basis
5. Be willing to learn, acquire, and apply new skills and knowledge

Additional qualifications for office staff, support staff (nursing services, socio-emotional support), paraprofessionals will include bilingualism in Spanish and English and an agreement to the philosophy of educating our emerging bilinguals.

Recruitment will occur in-state at institutions such as the University of Colorado at Boulder (the home of Literacy Squared®), Metropolitan State College of Denver (field placement students), the University of Denver (partnership through Lincoln Collaborative), and the University of Northern Colorado (Para to Teacher program) and at regular DPS job fairs. National recruitment will include posting on national websites, such as, Teach for America and the National Association for Bilingual Education (NABE).

- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.

1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

Godsman is not proposing any innovations to the District's compensation system and will continue to participate in the District salary schedule and ProComp. There will be opportunities for teachers to earn additional incentives that will be developed by the School Leadership Team.

E. Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.

1. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees.

As previously described, professional development will be critical to our success in implementing this model of creating a system for supporting emerging bilingual students through the integration of Literacy Squared® and GLAD.

There will be a 2 day off-campus retreat to build collaboration and staff collegiality. This time will be utilized for team building activities and to examine the standards so we can vertically align ourselves in preparation for the upcoming professional development on the two models.

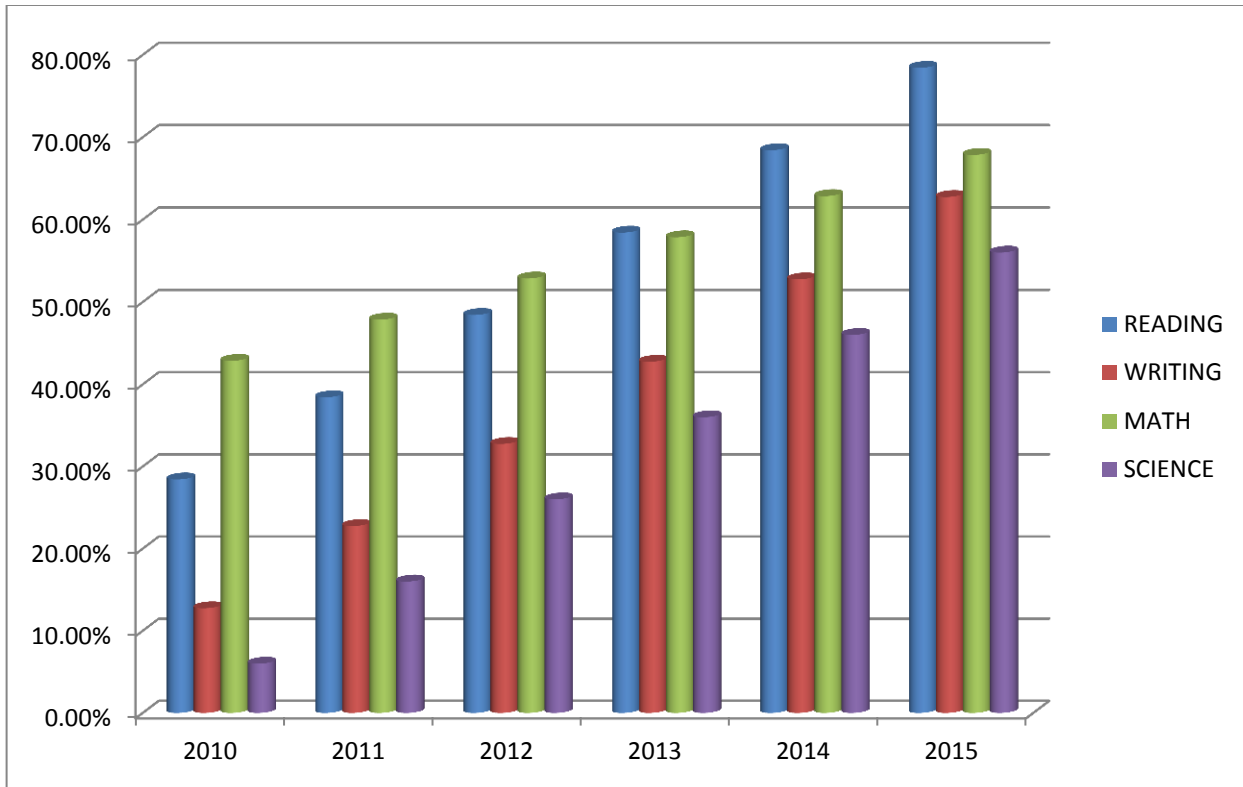
Time will be structured for four days of GLAD training for all classroom teachers. This includes two days of theory and background and two days of planning a unit. During the first week of school teachers will have the opportunity to watch the GLAD trainers teach a unit with Godsman students so they can see how a unit progresses and how the strategies are implemented and ask questions for immediate feedback.

Literacy Squared® training will involve ELA-S teachers at kindergarten, first, second and third grades in the first year of implementation. Fourth and fifth grade teachers and all ELA-E teachers, kindergarten through fifth grade will be trained in subsequent years. This training will be facilitated by the University of Colorado at Boulder staff. It will consist of:

- Literacy Squared® Overview;
- Time/Language Allocations;
- Assessment;
- Observations and Coaching; and
- Dictados strategy

There will be on-going professional development throughout the school year for both models along with observation and coaching cycles for the teachers by the consultants and our facilitators at Godsman. Sample agendas are attached for the first two months of trainings.

The staff will focus on academic language development through writing, reading, science and social studies as a result of the professional development needed for the educational programs listed above and in Appendix A resulting in increased achievement scores as graphed below.



2. Describe how the school’s culture and leadership team will support the professional growth of all teachers.

Teacher leaders have been cultivated through the Teacher Leadership Academy and the Teacher Effectiveness Coach. Current teacher leaders will continue to cultivate new teacher leaders through grade level and vertical collaboration. Opportunities for further professional development in the area of leadership will be available if a teacher chooses to participate in the School Leadership Team. Godsman will collaborate with CU Boulder to offer a master’s degree in teaching linguistically diverse children through the implementation of Literacy Squared®.

3. Describe the schools plan to cultivate future leadership capacity.

As a part of the leadership succession plan, staff members will be encouraged to participate in some type of leadership program, such as the Ritchie Program for School leaders, to obtain principal licensure. The leadership team will be structured as a path towards eventual leadership at Godsman or a similar school.

The goal in the GLAD model is to help Godsman build internal capacity to support the GLAD training teachers have received through the development of our own team of key trainers. Once identified, key trainers in training begin a 1-2 year process of professional development where they are assigned a mentor from the National Training Center. Trainers are developed in teams of two, and most Districts try to have 2-4 on the team. Once the trainers have been certified, they can provide GLAD Tier 1 training to our teachers at no cost to the school or District. While they are preparing for the certification, part of the preparation includes presenting at staff meetings, inviting teachers to observe them demonstrate strategies, etc. This process

would ensure sustainability in our school with a curriculum model that can be implemented and adapted to any academic content across K-12.

4. Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire District.

The collaboration that has begun with CMS Community School and Valverde will continue as they also implement Literacy Squared®. The schools will work together in administering and grading writing assessments at the schools or at the CU Boulder campus. Time will be planned for teachers to visit the other sites for demonstrations of best practice through facilitated learning labs. These labs would be facilitated by the consultants at first and then by the school's facilitators. We would like to work with the Department of English Language Acquisition (ELA) to share the learning and successes with other schools.

We anticipate doing the same with the GLAD model. There are other schools considering this model at this time, but Godsman would be the first to implement the model. We would invite other schools to visit, and would host learning labs to share successful practices.

- F. Describe any innovations in the school's performance management system under innovation status and how these changes will lead to increased student achievement.
 1. Describe policies and procedures for establishing individual employee goals.
 2. Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.
 3. Describe who is involved in the evaluation process, how feedback will be provided, and how often.
 4. Explain how the school will handle unsatisfactory leadership and teacher performance.
 - a. Describe employee remediation policies and procedures.
 5. Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

Godsman will participate in the District's LEAP teacher evaluation system and follow all District policies and processes for establishing individual staff goals, evaluating staff, and providing feedback.

The Godsman Leadership Team will review and/or modify elements of the LEAP system as necessary to maintain a school wide focus in specific areas as defined by data.

- G. Describe any innovations to the school's leadership structure as a result of innovation status and how these changes will lead to increased student achievement.
- H. Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.
- I. Provide a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.

Given the unique combination of language development models, the Godsmen School Leadership Team (SLT) will develop a Leadership Succession Plan to assure that the continuity of the new instructional system is maintained when school leadership changes.

The Godsmen succession plan begins by thoroughly orienting all staff and families to the mission, vision, values and instructional and intentional school culture systems in place at Godsmen. This orientation will, in part, be intended to obtain formal and direct commitment from the Godsmen community to the school's plan for student success. As a result, all subsequent hiring and promotions at Godsmen will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems. Godsmen's succession plan will include a process for both internal succession, i.e. promotion of existing staff, or if necessary and appropriate, external recruitment and the hiring of new leadership from outside the existing Godsmen professional community. Over the course of Year One of the Innovation plan, a Godsmen Leadership Profile will be developed that specifies the attributes necessary at Godsmen to ensure that there is leadership in place to support the mission, vision, values, and goals. While most schools view this as a "Principal Job Description", the Godsmen profile will assume that leadership of the school will start with the Principal but will also deliberately include the Assistant Principal, and teacher leaders. The roles and attributes of all of these key leaders will be detailed in the Godsmen Leadership Profile.

1. If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

In any public school, it is not a question of if leadership will change, but rather when it will change. Once a leadership change becomes imminent, the Godsmen School Leadership Team (SLT) will convene to review the Godsmen Leadership Profile to determine if any changes or additions need to be made. Using the profile as a guide, a position description will be drafted and shared with existing staff. Recruitment using both DPS and external media will commence. Once qualified candidates are identified, a screening committee will be put together from the SLT to select candidates to be interviewed. Interviewees will meet with both this combined screening committee, as well as in a forum-type setting that will include the broader Godsmen community, including parents, teachers, experienced school leaders, and other interested community members. Feedback from this forum will be used by the screening committee to make a hiring recommendation to the Superintendent that will include, at minimum, two qualified candidates. A similar process will be followed if an Assistant Principal vacancy occurs. A modified process for teacher leaders will include prioritization of internal candidates first. If appropriate internal candidates cannot be identified, only then will an external component be initiated. The responsibility to select a new leader for Godsmen will be the responsibility of the SLT and the committee convened under its umbrella.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

IX. Describe proposed changes to the school's governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?

- A. Describe your plan to ensure a robust and participatory governance structure that will provide accountability and support to the school.

The school is proposing no changes to the Collaborative School Committee at this time.

1. If applicable, attach a copy of the school's committee descriptions.

B. Describe the parent and community engagement plan that will be implemented to support the school's mission.

Families must have a direct role in assisting us in achieving our goal of having all students fully proficient in English and Math when they continue on to middle school. Therefore, Godsman will see to it that each and every family attends a comprehensive orientation to the Godsman instructional system, our system for Intentional School Culture, and the specific expectations that accompany those systems. Each family will directly acknowledge their participation in these orientations and will sign our Godsman Agreement, which will also be signed by the student, the teacher and the principal, which acknowledges their understanding and commitment to our systems and expectations.

Godsman's families vary widely in their flexibility to participate in Godsman's school day and evening activities. In recognition of this fact, Godsman will provide a menu of options for family engagement that address the realities faced by our families. This menu will provide options that range from in classroom support and participation to family literacy/math nights to the clear expectation that families simply assure that their students arrive to school on time, ready to learn. While we will not provide expectations that families participate in specific activities (other than parent/teacher conferences), we will expect all of our families to participate in as many of the options provided by our menu as possible. In essence, we will expect some stated level of participation from ALL of our families...it simply won't be the same level for all families, based on their individual circumstances.

Literacy Squared® has a parental engagement component that generally involves four meetings per year with parents of Literacy Squared® students and will be scheduled either in the evening or during the day as best fits with parents' schedules. It includes information of the value and importance of biliteracy and will include a yearly visit to the university campus in coordination with the Lincoln Collaborative.

C. Describe how innovation status will be used to leverage parental involvement.

The Godsman family orientation described above will detail the instructional system we are putting in place, and its potential for assuring the academic and social success of ALL students. We will highlight the structures that comprise this system and the various and specific roles that families can play in supporting our work. Families will identify the roles that best suit their circumstances and provide, in writing, their commitment to those roles. Again, they will vary by family, but every family will be asked to commit to an appropriate role and set of activities.

Project GLAD's curriculum model is grounded in theory and research on language acquisition, primary language and culture, learning and the brain, and reading and writing. The primary language and culture research that is shared with participants over the course of the 2-day workshop provides crucial information

on the role of the first language and students' culture in the learning process. This knowledge not only assists teachers in better utilizing the linguistic and cultural resources students bring with them to school, but supports teachers in having a better vision of the home-school partnership. Cross-cultural respect and sensitivity is a core component of the GLAD strategies. During the GLAD training, teachers are supported in creating GLAD standards-based units that integrate strategies that foster the home-school relationship and strengthen teachers' knowledge and efficacy in getting parents involved in their child's schooling. GLAD's 'home-school connection' strategy helps children have dialogue at home about the content being learned at school, and many GLAD-trained teachers utilize parent expertise through classroom presentations. GLAD trainers also encourage teachers to ask parents for assistance in preparing materials, such as input charts and chants.

- D. Describe any community partnerships needed to implement the school's innovation plan.
 - 1. Describe any other community partnership or services you anticipate developing as a result of innovation status.

There will be a community partnership with the University of Colorado at Boulder with the implementation of Literacy Squared®. There is a letter of support and commitment attachment.

- E. If applicable, attach a copy of the school's bylaws.

INNOVATION: BUDGET

- X. **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.**

Please see the attached five-year forecast.

While the primary goal of the Innovation Plan is to improve student achievement, the underlying mechanism that drives this mission is streamlined, focused planning and the efficient use of human and financial resources.

Godsman has worked closely with the District's Budget Office and the Office of School Reform and Innovation to develop a prudent and sustainable fiscal year 2012 budget and a five-year forecast that supports the School's vision and mission.

Godsman will be allocated a per pupil funding base (SBB), mill levy dollars, and a District allocation for ECE and kindergarten. Additionally, the school has historically had a 97% free/reduced lunch population;

therefore, it is anticipated that Godzman may qualify for federal Title I and II dollars, which would be used to supplement the core academic program.

The cost of providing professional development to implement Literacy Squared and GLAD have been incorporated into the budget and will be funded from a variety of sources, including the per pupil funding base and unspent funds (carry-forward) from 2010-2011. Additionally, the school is applying for a School Improvement Grant (from DPS), a Walton Grant, and anticipates generating approximately \$40,000 from other private sources. If such funds are not generated, the school is prepared to modify its professional development program and, if necessary, adjust staffing.

Godzman does not anticipate generating any material cost savings by securing innovation status.

With increased budgeting flexibility comes increased responsibility. The School's budget includes a Business Manager and a Secretary; both staff members will receive the necessary training to implement sound financial management practices and will work closely with the District's Budget Office to carefully manage the school's finances. The principal will retain final responsibility for maintaining a balanced budget that supports the school's vision and mission.

The following policies and processes will be implemented:

- All orders placed by staff will require pre-approval by the Principal or Business Manager to ensure that they do not exceed budget constraints and that they align with the school's vision and mission. Ledgers will be developed to allow us to track both revenue and expenses.
- Ledgers will be reconciled on a monthly basis.
- Godzman will provide reports to the District Budget Office and Internal Auditing Department as requested.
- Budget summaries will be provided to the Principal monthly so that she can determine if resources are being utilized properly and in a timely manner.
- Projections will be done quarterly on both part-time and non-salary expenses to ensure compliance with budget projections.
- Necessary corrections will be processed monthly (journal entries, budget transfers) to ensure that our actual expenses are in alignment with our budget.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

XI. Describe any other innovations not yet explained in the application and how such innovations will lead to increased student achievement.

- A. Describe any other programs, policies, and/or operational documents at the school that would be affected by the proposed innovations, how these programs, policies and/or operational documents would be affected, and how the changes will lead to increased student achievement.

Other than what is described in this plan, no additional programs, policies, and operational documents will be impacted by innovation status.

WAIVERS

- XII. 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

- XIII. Provide evidence of administrative and faculty support**

- A. Attach evidence that the majority of administrators support the innovation proposal.
- B. Attach evidence that more than 50% of faculty have voted to support the proposal.
- C. If seeking waivers from collective bargaining agreements, attach evidence that more than 60% of faculty have voted to support the proposal.
- D. Attach statements of support from other staff employed at the school.

On May 26, 2011 Godsman conducted a vote to determine the level of support for this innovation plan. All employees – teachers, administrators and non-classified staff – had the opportunity to cast a secret ballot. The vote was administered by a representative from DPS and DCTA.

Results of the vote are as follows:

Percent of DCTA teachers supporting the plan: 68%
Percent of Administrators supporting the plan: 100%
Percent of total staff supporting the plan: 66%

Additionally, on May 26, 2011 the CSC voted unanimously to support the plan. The CSC has also submitted a letter of support, a copy of which is attached.

COMMUNITY SUPPORT

- XIV. Provide evidence of community support**

Please see attached letters of support.

APPENDIX A

Curricular Materials & Instructional Design

District

As described in this Innovation Plan and below, the school will be implementing Literacy Squared. After review by the Chief Academic Officer's office and in accordance with District policy, a curriculum waiver is not required. The below information is intended to provide an overview of Literacy Squared and its implementation at Godzman.

Instructional Design

1. Building on overview of the school's research-based educational program described in section III, describe the innovative educational program that is being proposed as part of the school's innovation plan. Clearly articulate how it will lead to excellence in student achievement.

Literacy Squared®

The Literacy Squared® Intervention has demonstrated that students can simultaneously achieve, at an accelerated rate, biliteracy. It is based in 35 years of research that has consistently found that teaching emerging bilingual children to read in their primary language promotes higher levels of reading achievement in English. In fact, the research cited concludes that the longer period of time a child receives instruction in his or her primary language leads to higher levels of achievement in English (Thomas & Collier, 2003; Genesee et.al., 2006). This intervention was piloted in Phase I and II of the project and has been used successfully at Valverde Elementary and CMS Community School in the Denver Public Schools along with 11 other schools in Colorado. In addition to the schools, the 3 schools in Colorado participating in Phase II, a school system in Washington State, Salem-Kaizer, is implementing Literacy Squared® in 13 schools with high concentrations of emerging bilingual, a term preferred by the Literacy Squared® Intervention team instead of ELL's, whose primary language is Spanish.

The data demonstrates that students have higher scores reading in Spanish than in English, though they appear to be improving in both languages each year. A longitudinal analysis demonstrates that students who participated in Literacy Squared® for three years made consistent growth in English and Spanish, and appear to be experiencing accelerated growth in English reading beginning their second year of the intervention. The data demonstrates that the earlier students are provided with English and Spanish literacy instruction, the more likely they are to be reading comparably in both languages²:

² Escamilla, Kathy, et. al., Transitions to Literacy: Literacy Squared®(University of Colorado at Boulder, 2009)

Table 4. Longitudinal Spanish and English Modified Mean Reading Scores for Cohorts 2006-09

Cohort Grade Range (n)	Assessment	2006	2007	2008	2009
Cohort 1 Grades 1-4 (83)	EDL2	16	28	34	40
	DRA2	4	14	28	38
Cohort 2 Grades 2-5 (83)	EDL2	24	28	40	50
	DRA2	8	16	30	40
Cohort 3 Grades 3-5 (45)	EDL2	34	38	50	
	DRA2	20	30	40	

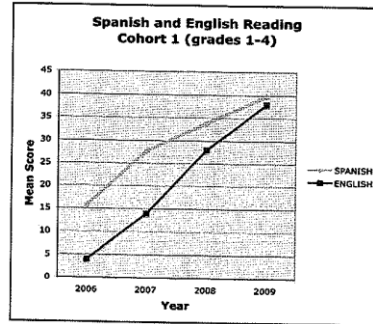


Figure 2. Spanish and English Longitudinal Reading Cohort 1 (grades 1-4).

The data demonstrate the same growth in writing. The earlier the student began writing instruction in both, English and Spanish, the more likely they are to be writing comparably in both languages.³

Table 5. Average Overall Writing Scores in Spanish and English 2006-09

	1st			2 nd			3rd			4 th			5th		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
06	238	6.8	4.5	264	7.8	5.4	177	8.2	6.03						
SD		2.8	2.3		2.4	2.5		2.1	2.7						
07	329	6.6	4.4	253	8.2	6.2	286	8.2	6.6	141	9.5	8.24			
SD		2.6	2.4		2.3	2.3		2.2	2.5		1.9	2.5			
08	321	7.3	4.9	401	8.3	6.5	276	8.5	7.3	242	9.4	8.3	75	9.2	8.4
SD		2.6	2.6		2.1	2.4		2.1	2.5		2.1	2.3		2.3	2.4
09	339	7.1	5.0	339	8.3	6.7	343	9.0	7.9	161	9.2	8.7	124	9.06	8.7
SD		2.8	2.7		2.3	2.6		1.9	2.2		2.1	2.1		2.2	2.3

³ Escamilla, Kathy, et. al., Transitions to Literacy: Literacy Squared®(University of Colorado at Boulder, 2009)

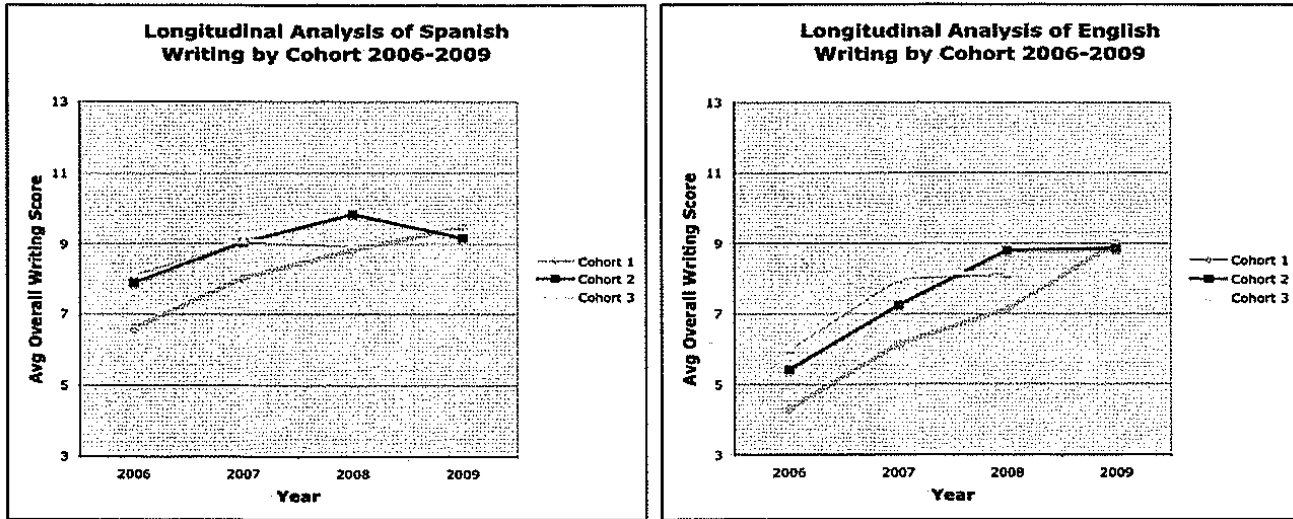


Figure 3. Longitudinal Analysis of Spanish and English Writing by Cohort 2006-2009.

The concentration will be fidelity to the intervention Phase II. Components of the intervention in Phase II consist of:

1. Three year research project, data collections, and analysis
2. Professional development for leadership and teachers
3. Assessment in two languages
4. Intervention with 3 mandatory instructional components with a focus on productive and receptive language skills in grades K-5
 - Spanish Literacy
 - Explicit cross-language connections between Spanish and English
 - Literacy-based ESL

The Literacy Squared® project is different in the way language is valued and utilized. The differences include:

- The Spanish literacy block combines and adapts methods used to teach literacy from Spanish speaking countries with those used in U.S. schools
- Spanish literacy instruction continues to be a biliteracy program throughout elementary school.
- The ESL block uses literacy-based ESL strategies and is focused on productive (writing & speaking) and receptive (reading & listening) language skills
- Students continue receiving formal literacy-based ESL throughout elementary school instead of the more traditional English only classes.

The Literacy Squared® project has created targeted biliteracy zones that provide a visual demonstration of how teachers can connect literacy in Spanish to literacy development in English, and demonstrate that students can and will develop reading skills at very similar levels in Spanish and English.

Guided Language Acquisition Design (GLAD)

GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. Tied to standards, the model trains teachers to provide access to core curriculum using local District guidelines and curriculum.

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy. During the staff development, teachers are provided with the instructional strategies, the theory and research that support the model and the curriculum model that brings these all together in the context of District and state frameworks and standards. The second part of the training is a demonstration session in the classroom where the model is demonstrated with students.

GLAD training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students have been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but fosters a sense of identity and voice.

GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California Department of Education "Best Practices" program for Title III professional development funding.

Components of GLAD

Project GLAD is a model of staff training for language acquisition. Teachers are trained to modify the delivery of instruction of students to promote academic language and literacy. GLAD has two components:

1. The first component is the "what" of the language acquisition model

The "what" is the Guided Language Acquisition Design (GLAD) provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the GLAD model is intended for English language acquisition for English language learners,

it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications, are invaluable in a multilingual setting.

2. The second component is the “how” of the staff training

Element 1: Theory and Research

Training in theory and research with practical classroom implications and applications, occurs over a two-day period. It covers the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies and organization.

Element 2: The Demonstration Lesson

Observation of a demonstration session occurs in a classroom all morning for one week. The unit is grade level and standards based. It is written by the team of trainers. One of the trainers is working with the children, presenting the strategies. The other trainer is coaching the teachers who are observing in the back of the room. This coach is explaining what is being done, why, and generally answering questions concerning the lessons. Afternoons are spent on feedback, collaboration, and planning. Seeing successful strategies with students is the most effective method of promoting change.

Element 3: Follow-up and Coaching

This element reduces time out of class as it promotes meaningful follow-up. The trainers visit classrooms to provide encouragement and assistance, if requested. This model uses cognitive coaching elements from Art Costa and R. Garmston in that the coach or trainer only observes and provides feedback on things that are specifically requested by the teacher.

Element 4: Trainers

If teams of trainers are to become Trainers, they must be:

- designated by their Districts as staff development trainers (a CLAD certificate or equivalent is valuable, but not required)
- committed to working in teams of two or more
- committed to extensive training and practice

For certification (in addition to training requirements for teachers), the following apply:

- minimum of six months of classroom use
- 2 - 4 practice demonstration lessons with team partner (s)
- 2 - 4 practice in-services presenting theory, research and classroom application with team partner (s)
- development of a GLAD unit and coaching notes
- certification/evaluation done by a GLAD NTC (National Training Center) staff on presentation of both the workshop and demonstration session

Students at 2nd grade and beyond will be regrouped for math, science, social studies, music, art and physical education to ensure that a climate of learning and inclusion develops, and that students do not remain with the same group of students for their entire elementary school career.

2. Provide an overview of the core curriculum.
3. Describe the research to support the proposed educational program and its effectiveness with the school's target population.

Curricular Materials

1. Explain how the proposed non-adopted material aligns to state standards for the grade level.

The models we will implement for Literacy-Based ESL (Literacy Squared®) and ELD (GLAD) utilize grade level material: the DPS Literacy Planning Guides, Everyday Mathematics, BSCS Science Tracks: Connecting Science and Literacy and TCI Social Studies Alive. We will be implementing strategies within these content areas that meet or exceed the WIDA ELP Standards for Kindergarten through grade 12 AS ADOPTED BY THE Colorado Department of Education and the Denver Public Schools ELA Department.

2. Explain how the proposed non-adopted material has a sequence that is equally or more rigorous than that adopted by DPS.

As explained above, the sequence will remain the same. The strategies will enhance and further develop students' skill sets through the District adopted materials for all content areas.

3. Explain how the proposed non-adopted material better prepares students for post-secondary readiness.

Through Literacy Squared®, students who enter Godsman as Spanish speakers will have the opportunity to exit Godsman in grade 5 fully biliterate. This provides them with the opportunity to continue refining their language skills in both English and Spanish. They will be able to continue in both languages at the middle school as they offer the class, Spanish for Native Spanish Speakers, and at the high school where students will be able to take up to two Advanced Placement Exams in Spanish for possible college or university credit.

4. Explain how the proposed non-adopted material aligns to non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence).

The DPS curriculum is based and aligned with the State and DPS Standards and assessments. Both models, Literacy Squared® and GLAD are language based and develop reading and writing in Spanish and English. They meet or exceed the 2010 Colorado Academic Standards of Oral Expression, Reading for All Purposes, Writing and Composition and Research and Reasoning. The GLAD strategies also develop reading and writing but go one step further in including the science and social studies standards as academic language is developed through these content areas.

5. Explain how the proposed non-adopted material is research-based for the school's population.

The Literacy Squared intervention was developed in the Metro Denver area and has shown success at Valverde Elementary, where it has been fully implemented with fidelity. It has also been implemented with success at CMS Community School with partial implementation as a school within a school. Research has been conducted in Texas and is currently being conducted in the Salem-Kaizer school District in the state of Washington with a similar population.

GLAD was developed in Fountain Valley, California for immigrant students who were immersed in English. GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California Department of Education “Best Practices” program for Title III professional development funding.

6. Explain how the school will minimize the impact of mobility (both student and teacher) with the use of alternative sequence.

The impact of mobility will be minimized through the use of the District curriculum. It is the strategies that will differ. This means that students will be following the same scope and sequence as the rest of the students in the District. They will only be missing the Avenues curriculum. We propose that student learning in the two models will far surpass the Avenues curriculum in terms of English language development.

7. Explain how the proposed non-adopted material will be accessible to all students. If the non-adopted material will not be accessible to all students, please explain why.

The GLAD strategies will be available to all students in science and social studies to enhance the development of literacy skills and academic language in English. The Literacy Squared® strategies will begin the ELA-S classrooms and will eventually move into the ELA-E classrooms. Students enrolled in the ELA-S program will have the opportunity and expectation to become biliterate. Students will not have that opportunity in the ELA-E classroom, as we are not proposing a dual language model, only a late exit model.

8. Explain how the proposed non-adopted material promotes academic achievement for diverse groups of students.

The strategies are culturally responsive for our students. Rich literature can and will be utilized in using the DPS Literacy Planning Guides. The strategies include ways to reach students of all learning styles, visual, auditory, and kinesthetic learners.

9. Explain how the non-adopted material decreases the potential for tracking. All students will be grouped together for science and social studies and will receive the same type of instruction. Data analysis will be conducted for all schools equally. To minimize the potential for tracking in the ELA-S (Literacy Squared®) classrooms students will be regrouped for specials, math, science and social studies.

10. Detail the total purchase cost of the proposed non-adopted material and the source of funds for each year of operation.

The additional costs will be for consultants and trainings. Literacy Squared® will cost \$100,000 for three years of implementation. This includes initial training and continued consultation throughout the three years. There will be several day long professional developments during the school year and on-site coaching and modeling.

Project GLAD will cost \$20,500 for the first year of implementation. Training our own trainers will be an additional cost of \$1950 per person, which includes all mentoring, and the tuition for an 8-day training. There will be additional costs for travel expenses, sub time, release time for planning and preparation as the key trainers move through the process. Trainers are developed in teams of two. We will be able to secure consultant serves as needed in Years 2 and 3.

APPENDIX B
Request Alternative Benchmark Assessment Program

Not applicable. The school is not requesting a waiver from District assessments.

APPENDIX C
Request Alternative Graduation & Promotion Standards

Not applicable. The school is not requesting a waiver from District promotion and graduation policies.

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>By the end of the 2010-11 school year, the Median Student Growth Percentile in Reading will be 55 and in Writing 56 as measured by the CSAP assessment.</p>
<p>Student Achievement Level/Status, including the following measures:</p> <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) 	<p>Continue to meet AMAO1 (students making sufficient progress) and 2 (students attain proficiency) for the English language learner population as demonstrated by CSAP.</p> <p>By the end of the 2010-2011 school year, 40.6% of the students will score proficient or advanced overall on the reading CSAP.</p> <p>By the end of the 2010-2011 school year, 45.78% of the students will score proficient or advanced overall on the math CSAP.</p> <p>By the end of the 2010-2011 school year, 60.88% of the students will score proficient or advanced overall on the writing CSAP.</p> <p>By the end of the 2010-2011 school year, 12.62% of the students will score proficient or advanced overall on the science CSAP.</p> <p>Adequate yearly progress will be met each year in reading and math as demonstrated by the CSAP assessment.</p>
<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> • Colorado ACT scores 	<p>N/A</p>

<ul style="list-style-type: none"> • Graduation rate • College acceptance rate 	
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<p>Attain an attendance rate of 97% or higher no later than 2013 from the current average rate of 93% from the current year, 2010-2011.</p> <p>Solicit 95% or higher return rate from parents and students.</p> <p>Maintain satisfaction rates of 90% or higher in the areas of General and Safety in the student survey. Increase satisfaction rates to 90% or higher in the areas of Academic and Culture General in the student survey.</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>Matriculate ELA-S students at the end of 5th grade at or above grade level in reading in Spanish and English as measured by the DRA2 and or the CSAP assessment.</p>
<i>Organizational & Financial Viability</i>	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<p>Increase reenrollment rate to earn all points possible on School Performance Framework.</p>
<p>Financial Fundraising goals Reserves Other</p>	<p>Utilize financial resources efficiently to meet student needs.</p> <p>Appropriate grants to assist in first and second year implementation of GLAD and Literacy Squared®. (Walton, SIG)</p> <p>Maintain a reserve of at least \$30,000 each year.</p>
<p>Leadership & Governance Quality</p>	<p>90% or higher teacher satisfaction as measured by a school created survey.</p> <p>80% or higher teacher retention rate.</p>
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>Increase overall satisfaction from 88% to 95% in parent satisfaction survey, especially in the areas of Academic Progress, Safety, Future Preparedness and English Language Learners.</p>
<p>School-Specific Organizational Objectives</p>	

Appendix E
Godsman Waiver Request Template

Table I – Analysis of Board Policy Waivers Called for by the Innovation Plan

DPS Policy Reference	Description of Policy	Innovation – Proposed Replacement Policy or Practice
DF	Revenue from Non Tax Sources (Sponsorship of District/School Programs, Events & Activities)	The School may collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget.
DF-R	Revenue from Non Tax Sources Procedures for School-Based Sponsorships (Sponsorship of District/School Programs, Events & Activities)	
GCF	Professional staff hiring	The School will develop and implement its own hiring policies and timeline for teachers and administrators.
GCID	Professional Staff Training, Workshops and Conferences	The School will develop and implement its own professional development plan aligned with the Innovation Plan.
GCB	Professional staff contracts and compensation	The School will pay teachers using DPS/DCTA Agreement, including the ProComp, as a minimum for teaching staff. School will adopt the DPS employment contract. Teachers will never be paid below the minimum pay assigned by the District.. The school will conform with all statutes.
IKB	Homework	School will develop and implement a homework policy in alignment with its Innovation Plan subject to oversight through the SPF.

Table II– Analysis of State Statutory Waivers Called for by the Innovation Plan

The Innovation Act on waivers of state statutes (22-32.5-108(4)) states that “each District of innovation that receives a waiver ... shall specify the manner in which the innovation school ... shall comply with the intent of the waived statute or rules and shall be accountable to the state for such compliance.” For each state waiver, specify how the school intends to comply with intent of the statutes being waived.

State Statute	Description of Statute	Innovation – Proposed Replacement Policy or Practice
Section 22-32-109(1)(g)	handling of moneys	The School will manage its receipt of money according to District procedure and subject to direct District in the form of an annual audit, and quarterly trial balances to the Office of Budget
Section 22-32-109(1)(n)	schedule and calendar	The School will meet or exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to District oversight.. The School will have authority to establish its own calendar, including professional development days or days off for teachers and administrators
Section 22-32-109 (1)(n)(II)(A)	actual hours of teacher-pupil instruction and contact	
Section 22-32-109 (1)(n)(II)(B)	school calendar	
Section 22-32-109(1)(f)	local board duties concerning selection of personnel and pay	The School will select teaching staff directly and set rates of pay that meet or exceed the rates of pay set in the DPS/DCTA Agreement, including ProComp. Teachers will never make less than these set amounts.
Section 22-32-109(1)(g)	handling of moneys	The School will manage its receipt of money according to District procedure and subject to direct District in the form of an annual audit, and quarterly trial balances to the Budget Office.
Section 22-32-109(aa)	adopt content standards and plan for implementation of content standards	School educational program is set in the Innovation Plan. School will be able to adapt its curriculum and instructional program as needed while remaining in alignment with state and local standards, subject to district oversight.
Section 22-32-109(jj)	identify areas in which the principals(s) require training or development	The School will direct its principal development program, subject to District oversight based on School Performance Framework

Table III – Analysis of Collective Bargaining Agreement Waivers Called for by the Innovation Plan

Agreement Article	Description	Innovation – Proposed Replacement Policy or Practice
Committees (Articles 5, 8, 13, 29)	Development Committee (5-4-1), Professional Standards Committee (Article 8) and Personnel Committee (13-8).	Waive all of these various provisions and combine their functions into a single School Leadership Team. The Godsmen School Leadership Team will fulfill the functions.
Professional Standards (Article 8)	Sets teacher calendar, work year, work week, work day, class size and load (see below).	Waive Article 8 in favor of calendar, work year, work week, work day, class size and load established in alignment with the Innovation Plan.

<p>Assignments, Schedules and Transfer (Article 13)</p>	<p>Describes District and school procedures for transfer and reassignment of teachers.</p>	<p>The school will adhere to the guiding principles set forth in Article 13-1 and 13-8-6. School will maintain a personnel committee and conduct interviews following the procedures set forth in Article 13. Otherwise, waive Article 13 to permit “real time hiring of teachers” – i.e. post positions and hire as vacancies become known. Hiring processes will be conducted by Godsman with assistance from the Human Resources Department. Godsman will not receive direct placement of teachers unless Godsman makes a reduction in building staff resulting in a teacher placed in the unassigned teacher pool. Teachers will have the ability to apply for all teaching positions in District for which they are qualified. Teachers will retain their seniority in accordance with District policy and state statute</p>
<p>Reduction in Force (RIF) (Article 20)</p>	<p>Procedures for conducting reduction in force</p>	<p>Waive Article 20 so the District can’t RIF teaches . Reductions in teaching staff will be made based on performance and with the understanding that reduction of non-probationary staff due to program change or decline in enrollment into the unassigned teacher pool will make the school eligible for receiving direct placement teachers.</p>
<p>Job Sharing and Half-Time (Article 25)</p>	<p>Procedures for arranging job-sharing assignments.</p>	<p>Job sharing and half-time employment should be handled on site in alignment with Innovation Plan.</p>
<p>Extra Duty Compensation (Article 32)</p>	<p>Sets rates for extra duty compensation</p>	<p>In Article 32: Nothing should prohibit the school from offering additional compensation. In lieu of hourly compensation, The School will be able offer stipends for projects so long as the teacher and the school agree on the rate for the project.</p>