

# INNOVATION SCHOOL APPLICATION



**Green Valley Elementary**  
**May 23, 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.

Completed innovation school plans should be submitted to:

Denver Public Schools  
Office of School Reform and Innovation  
Attention: Peter Piccolo  
[Peter\\_Piccolo@dpsk12.org](mailto:Peter_Piccolo@dpsk12.org)  
750 Galapago St.  
Denver, CO 80204

## 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.**

**School Name:** Green Valley Elementary.

**School Leader:** Keith Mills

**Date of Application:** May 23, 2011

**Overview:** The plan was developed by Keith Mills, principal and a school design consultant. The plan was reviewed and input was provided by Dr. Amy Gile (assistant principal), Michelle Thomas (classroom teacher), and a small group of families.

## INNOVATION: VISION & MISSION

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

### VISION:

**Every child. Every minute. Every day.** By 2013, Green Valley Elementary (GVE) will be reestablished as a neighborhood school operating at full capacity with a priority focus on student learning, data-driven instruction, and providing an environment where the community feels welcome and supported.

### MISSION:

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

### **As an innovation school, GVE will:**

- (1) Implement a curriculum and use instructional methods that meet the unique needs of students in the community;
- (2) Recruit and develop staff that fully embrace the school's vision and mission and who enhance a culture premised on high expectations, accountability and no excuses;
- (3) Organize the school calendar and schedule to ensure every student and staff member receives the support necessary to succeed;
- (4) Exercise autonomy to make site-based decisions in a more responsive manner that best serve the needs of staff and students.

GVE will become a premier school in Denver and will serve as a model of successful educational reform across the country.

### **ALIGNMENT OF GVE AND DPS:**

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

### **SPECIFIC BARRIERS:**

GVE has had historically low academic achievement and student enrollment. It is the belief of the GVE leadership team, that if you remove the following barriers and implement research-based proven practices, student achievement will improve. The key barriers that currently exist at GVE include:

- Constraints on the use of time
- Limited flexibility to recruit, assign, develop and manage staff
- Limited Parent engagement
- Restricted decision making authority that limits responsive action to meet school needs
- A negative school culture where diversity is not respected

## **Time**

At GVE we intend to make student achievement the constant and time the variable, especially in the areas of master schedule, daily schedule, and teacher work schedule. The current master schedule does not allow for enough instructional days given the academic gaps that need to be closed. GVE is requesting to begin school 6 days earlier to allow for additional time prior to CSAP testing. Also, an additional 60 minutes has been added to the daily schedule to allow students 30 minutes of additional time in Literacy and 30 minutes of additional time in Math. These innovations around time will allow for students to be immersed in more instructional time as well as allow teachers to plan and reflect together to best meet the needs of all students.

## **Human Resources**

While efforts to improve education may focus on factors such as better facilities, smaller class size, enhanced social services, and increased parental involvement, these factors matter little without engaged, motivated personnel who are in command of their subjects and in control of their classrooms. GVE faculty and staff are our most precious resources and we believe that the innovations described in this policy provide the necessary conditions for maintaining a high-quality family of educators who are able to continually foster growth and student achievement.

## **Parent Engagement**

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

## **School-Based Decision Making**

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

## School Culture

In order to improve school culture, GVE will establish a clear Positive Behavior System (PBS) throughout the school. The outcome of this will be increased expectations of behavior in regards to daily rituals and routines. We will strive to establish a bully-free environment so that students feel respected and cared for. In addition, we will establish a weekly Advisement class, which will meet the first thirty minutes of every Monday morning. This class will focus on specific topics that are linked to measurable changes in student behavior and overall school culture.

It is imperative that we establish those community partners who will support this work, be willing to support the school's vision and once committed, and follow through with what they said they would do.

Specifics of our School Culture Plan include:

- Implement PBS strategies – students caught doing things right by any staff member anywhere throughout the building would be rewarded a “Valley Voucher”. At the end of each week, students could purchase prizes using their vouchers. PBS assemblies would be held monthly to recognize “star students” which would be nominated by their teachers.
- Implementation of a “Bully-Proof” policy, where students clearly understand that there is zero tolerance for “bullying”.
- Weekly “School Advisement” Focus – Peace 4 Kids is the curricula we will use. School Advisement would be held the first thirty minutes of the day on Monday mornings. Holding advisement on the first day of the week enables students to practice the “focus” throughout the week.
- Focus on culture, including diversity and inclusion – Training to promote a positive culture in the community will be provided to staff and families.
- “No Excuses” expectations for all stakeholders (staff, students and parents).
- High expectations... building/school community – Teachers need to have high expectations for all their students, believing all their students can succeed. GVE will have high expectations for parents, assuring that all students will read nightly, complete all homework, volunteer at the school on a regular basis, and work collaboratively with their child's teacher in achieving positive behavioral and academic outcomes.
- Safe and orderly environment – Students will exhibit an understanding of the “do's and don't” in meeting the expectations of building-wide rituals and routines.

- Frequent student, teacher, team celebrations and recognition for exemplary accomplishments
- Uniform policy will continue and be enforced at GVE

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

## INNOVATION: EDUCATION PROGRAM

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

#### RESEARCH BASED EDUCATIONAL PROGRAM:

Historically low achievement rates at GVE are unacceptable. In order to turn GVE around and create a high-performing neighborhood school we must focus on developing and maintaining basic standards. No organization succeeds without a mindset that certain basic standards will not be comprised. At GVE, we believe that in order to close the current achievement gaps, all students need more time in the core content areas. This will be the primary focus of the school: more time in the areas of reading, writing, math, science and social studies. The GVE Administration and Teaching Faculty have chosen curriculum that is focused on the needs of our students and will align across the school and set them up for a high degree of success in middle school. In addition, at GVE we believe that formative and summative data should guide pacing and rigor, therefore, ongoing compelling data conversations will occur to monitor progress. We cannot ignore that relationships are key for students to feel connected and successful. To support this belief, a weekly Advisory Class will be established so that teachers and students can discuss highlights and lowlights of their week and determine appropriate support needed so that students can focus on their academic achievement as well have a focus for the school's culture every week. Every child. Every minute. Every day.

Innovation status will allow teachers the flexibility to pace, condense, or extend lessons to allow for the time needed and depth achieved with this rigorous level of academic instruction.



## **Curriculum Overview:**

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

- o ELD Block – Avenues
  
- o Science – TRACS
  
- o Social Sciences – TCI

GVE is requesting curriculum waivers in literacy and math in Appendix A of this Innovation Application. The alternate curriculum stated in this section and throughout the Innovation application will be implemented pending approval of Appendix A by the CAO office. GVE is proposing to be excluded from the DPS curricula in the following content areas:

- o K-5 Literacy – Replace with Imagine It! & Imaginalo
  
- o K-5 Math – Replace with Math in Focus: Singapore Math

## **School-Wide Core Instruction:**

Whole school Literacy instruction will be based on Reading and Writing Workshops using Imagine It including whole group instruction, small-group reading instruction, and individual learning stations. English language development instruction will take place in separate instructional blocks. Students will be regrouped across classrooms to ensure whole group and small group instruction is targeted at the child’s individual zone of proximal reading development.

The Imagine It! curriculum comprehensively addresses the five key areas of Reading: Phonemic Awareness; Systematic, Explicit Phonics; Fluency; Vocabulary; and Comprehension. Students begin instruction in these key areas as early as Pre-Kindergarten so they understand not just how to read and write, but the meaning and purpose of what they are learning. Specifically both programs allow for:

- students to understand not just how to read and write but the meaning and purpose of what they are learning
- meaningful results to ensure students progress
- more time on task
- a framework to define the intensity and remediation required to bring students to grade level
- reaching every learner at every level
- students to think, question, and investigate
- students to acquire the skills, knowledge and strategies they need to become skilled writers
- introducing students to new words and teaches a range of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading,

- writing, speaking and listening vocabularies
- ensuring automaticity, accuracy and prosody
- motivates to ensure students are learning
- exposure to a variety of genre
- building fluency, comprehension, and vocabulary with fiction and nonfiction selections
- reinforcement of vocabulary and comprehension skills introduced in the lesson through content area reading
- activities to ensure English Learner success

### **School-Wide Literacy/Intervention Block:**

A 120-minute intervention/small group block will be provided according to the master schedule for all grades 1–5. During this time the classroom teachers will be conducting small-group reading instruction and monitoring work stations for students not in intervention. Intervention paraprofessionals will provide small group, double dosing targeting specific skill needs instruction, and the special education teachers will teach PALS, RAVE-O, Foundations, Wilson and/or Language! groups.

#### ➤ **Primary Grades (K–1): PALS**

Peer-Assisted Learning Strategies, or PALS, is a scientifically based practice studied over the past 15 years. To develop and evaluate PALS, Vanderbilt University researchers have worked in close collaboration with hundreds of teachers to insure that the PALS methods are feasible and effective.

With PALS, every student in the class is paired. In each pair, one student is academically stronger than the other. During each PALS session, the students in a pair take turns as tutor and tutee work on structured activities that address the difficulties each may be experiencing. This pairing creates 10 to 15 instructional experiences in a given classroom, each geared to individual needs. It also permits the teacher to circulate in the class, to observe students, and to provide individual help as needed. PALS is designed to supplement a teacher’s existing reading program. PALS can be used with any instructional approach and takes only several 35-minute sessions per week.

Kindergarten PALS focuses on letter–sound correspondence, phonemic awareness, early decoding, and word identification. Children also read sentences and short stories. Many complete the Kindergarten PALS program as readers. 1<sup>st</sup> Grade PALS promotes letter–sound correspondence, phonemic awareness, early decoding, word identification, sentence and story reading, and fluency–building activities.

#### ➤ **Intermediate Grades (2–5): Six Minute Solution**

The Six-Minute Solution is a Reading Fluency program that is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings

of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. The Six-Minute Solution builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.

➤ **Intermediate Grades (2–5): RAVE–O**

RAVE–O is a one-of-a-kind, small-group reading intervention that targets serious reading challenges for students in grades 2–5 who are approximately one year below grade level, fall into the “at-risk” category, as measured by DIBELS®, or DIBELSR. Standardized word attack and word identification measures are the focus for struggling readers who are also learning English, and have been identified for Tier II or Tier III intervention.

Its unique, cutting-edge approach balances science and motivation to accelerate learning, closes and prevents the achievement gap, and promotes **fluency, comprehension, and deep reading**. RAVE–O provides unique, cutting-edge instruction that develops and explicitly connects every aspect of a word as it is encountered—phonemes, meanings, morphemes, grammatical functions, and spelling patterns. It provides interactive, multisensory activities that enhance students' abilities to decode, read fluently, comprehend, and analyze what they read.

**Intensive Level:**

➤ **Primary Grades (K–1): Foundations**

Wilson Foundations for K–3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as an intervention program to help reduce reading and spelling failure.

Teachers provide a 30- to 40-minute daily Foundations lesson to identified students. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities.

➤ **Intermediate Grades (2–5): Wilson**

The Wilson Reading System (WRS) is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and

spelling. Unlike other programs that overwhelm the student with rules, the language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program.

The basic purpose of the Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Throughout the program, a ten-part lesson plan, designed to be very interactive between teacher and student, is followed. The lessons progress from easier to more challenging tasks for decoding and then spelling.

➤ **Intermediate Grades (4–5): LANGUAGE!:**

LANGUAGE! is a comprehensive literacy program that increases the performance of students in grades 4 and 5 who are reading two or more years below grade level. It provides an integrated approach to literacy instruction. LANGUAGE! accelerates learning so students can access grade-level content. It is designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education. Students receive daily instruction in phonemic awareness and phonics, morphology and vocabulary, grammar and usage, listening and reading comprehension, and speaking and writing.

## **Specific Program Implementation for English Language Learners.**

### **1. Model & Schedule**

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

ELA teachers will follow the ELA department’s guidelines around transitioning and cross-language transfer. As suggested by the ELA department, an ELD block will be scheduled in the morning to maximize on students’ ability to focus. In addition to this ELD block, ELA–S students will be exposed to English starting in ECE through routines and procedures as well as whole-group activities such as morning meetings, read alouds, songs and chants. As part of the extended-day intervention structure, beginning ELLs will receive an additional dose of oral language development and explicit language instruction for vocabulary, grammar, and syntax.

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

students while providing more targeted, sheltered instruction for beginning and low-intermediate students.

## **2. Staffing**

For ELA classrooms, we will recruit ELA-endorsed candidates who not only have been trained but also have a proven record of implementing effective ELA strategies as outlined in the LEAP rubric as well as the ELD Look Fors. ELA-S candidates will be interviewed in both English and Spanish to verify their native-like academic language skills in Spanish. We will develop ELA-specific interview questions to elicit this information.

## **3. Curriculum, Instruction, & Assessment**

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

All ELA teachers will be trained in best practices for language instruction as well as sheltering techniques for content instruction and differentiation techniques. Teachers will also use a backward design approach to lesson and unit planning that includes language objectives and explicit vocabulary instruction. To start, the school will offer a PDU book study on "Classroom Strategies that Work for ELLs." Additional professional development needs will be assessed during the first month of instruction through observation and compelling conversations.

Students will be assessed and grouped using a multitude of data sources during the summer and the first week of school such as:

- K/1 teacher/District created assessments
- Avenues assessments
- CELA data
- ELD Progress indicator data
- Classroom assessments
- Home visits

Teachers will monitor progress on an ongoing basis (using the resources above) and bring ELA data to data teams in addition to their Literacy and Math data. The ISA team will be trained and charged with not only monitoring the placement and exiting process, but also to take leadership in ELA data conversations throughout the building for current and former ELLs.

## **Specific Program Implementation for Special Education Students.**

### **1. Model & Schedule**

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

Students identified with more significant special needs that have been placed in one of the three center programs (ELC, IK, MI-Primary) will receive specialized instruction from designated special educators. In addition students will have multiple opportunities to be integrated with typical peers throughout the school day during the instructional week with support from para professionals based upon the individual needs of each student. Students with special needs that require additional support services will receive these services in accordance with their IEP utilizing push-in and pull-out models based on what best supports each individual student. Schedules will be created and adjusted frequently to meet the individual needs of the identified students.

### **2. Staffing**

For all special educator positions, we will recruit special education candidates with appropriate licensure who not only have been trained but also have a proven record of implementing effective instructional strategies and curricula identified by the extensive body of research on best practices for instructing students with disabilities. Special Education candidates will be interviewed with questions to elicit this information.

### **3. Curriculum, Instruction, & Assessment**

In order to initially create consistency and measure teacher's background knowledge in explicitly teaching students with disabilities the following plan will be implemented. The mild/moderate special education teachers will use: (1) the reading instruction lessons of Foundations, Wilson and/or Language!; (2) the math instruction lessons of Math in Focus: Singapore Math and/or Origo; (3) the writing instruction lessons of Imagine It and/or Step Up to Writing during their small-group time based on the individual needs of each student. The center program teachers will use: (1) the reading instruction lessons of Early Literacy Builder, Foundations, Environmental Print, and/or DPS Core Instructional Materials; (2) the math instruction lessons of City Steps, Math in Focus: Singapore Math, Hands-on Standards, Touch Math and/or Origo; (3) the writing instruction lessons of Handwriting Without Tears and/or Step Up to Writing during their whole-class and small-group time based on the individual needs of each student.

All special education teachers will be trained in best practices for providing specialized instruction. Teachers will receive professional development in multi-sensory instructional

practices utilizing Multi-Sensory Teaching of Basic Literacy Skills (Birsch, 2005) and Explicit Instruction: Effective and Efficient Teaching –What Works for Special-Needs Learners (Archer, 2011) for book studies and professional learning communities.

### **Supplemental Programming:**

- ▶ Implementing a Parent/Teacher Education Room, supporting parents with strategies and materials to support their children at home, and supporting teachers with professional development and materials on Best Practices and District/school initiatives
- ▶ After-School programs – Applying for grants and working with the local recreation centers and clubs in the surrounding area to support After-School programs.
- ▶ Language, DOVE, Rewards, Pals, RAVE-O, Wilson’s Foundations, Imagine It (Intermediate Literacy), Step-Up-To-Writing, Voyagers Vmath (math intervention for 4<sup>th</sup> grade tutoring and other grade levels), and Math in Focus: Singapore Math for all grades.

### **High dosage tutoring:**

As one of the five tenants for Turnaround at GVE, we will be implementing a high dosage of tutoring for fourth graders in mathematics. A Tutor Manager will be hired to manage this process. This individual will be responsible for monitoring the tutors and tutoring sessions; providing professional development support around the targeted intervention curricula we will be using; running data to show progress and communicating that with the tutors and classroom teachers; and communicating progress with administration.

In addition to the Tutor Manager, eight tutors will be hired. These individuals will be working with fourth grade students throughout the day who are performing below grade level expectations. Tutoring will occur in thirty-minute sessions and no more than two students will work with a tutor at one time. The daily caseload will depend on the number of students needing tutorial support after assessing all fourth graders and will be distributed evenly among the eight tutors. Students will be pulled for these tutor sessions at a time that will not interfere with direct instruction for Literacy or Math (i.e. during mini lessons and guided practice), nor during lunch/recess times. Outside of these exceptions, a schedule will be in place for students to be pulled throughout the remaining daily instructional time. Specific areas of focus for these tutoring sessions will be driven by what the data shows, whether it is curricula or District assessments.

The targeted intervention that will be used is Vmath by Voyager. Research shows that schools that have or are currently using this intervention are having great success. In addition, it coincides with the new National Math Standards, as well as the math curricula, Math in Focus: Singapore Math, proposed for K–5<sup>th</sup> grade at GVE in 2011–2012.

We believe that the educational program model and plan we have out will support all learners at GVE. There are multiple opportunities and pathways for students to be successful which will also lead to more equity in the classroom and therefore increasing student achievement.

## INNOVATION: ASSESSMENTS

### II. Describe the school's assessment plan and how it is critical for the school to produce gains in academic achievement.

GVE is not requesting alternative assessments. However, with innovation status, the school will have the flexibility that is needed to organize time to implement a comprehensive assessment and data analysis program that includes providing supporting professional development. The end goal is to use state and District performance data to positively impact student learning on an on-going basis. Innovation status will also support consistent instruction that will be data-driven, student-focused, differentiated, and promote high-levels of student engagement.

Students will be assessed, grouped, and progress monitored using a multitude of data sources throughout the school year such as:

- Curriculum Based Measures (DIBELS)
- Targeted Assessments (i.e., CTOPP, TOWRE)
- District and State Assessments
- Curriculum/Program Assessments
- Teacher Made Assessments
- IEP goals/objectives

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

The Imagine It! curricula that GVE plans to implement have thorough assessments in phonics, vocabulary, comprehension, and fluency. Assessment is an integral part of the *Imagine It!* Assessment includes both informal and formal measures that help teachers monitor student progress and plan instruction. Lesson Assessments measure learning in key instructional areas appropriate to each grade level. Depending upon the grade level, there are measures for comprehension, selection vocabulary, spelling, and oral fluency.



**Plan for assessment, progress monitoring, progress reporting and data use:**

- ▶ Use of District/State assessments (Interim, STAR, DRA, CELA, CSAP) in alignment with District’s Assessment Schedule for 2011–2012.
- ▶ Identify “power standards” in reading, writing and math using the Assessment Frameworks results from Spring 2011 and CSAP results in August 2011.
- ▶ Curricular formative assessments to measure student progress in accordance with curricula scope and sequence.
- ▶ Compelling conversations with teachers every two weeks, looking at the progress of every student in reading and math, developing a plan for next steps and possible targeted interventions.
- ▶ Establishment and implementation of six week “Data Team” cycles to progress monitor student growth in relation to UIP goals and identified power standards. Summative assessments looking at student work will be used during this six–week cycle that will enable discussions around next steps and additional interventions needed for individual students.
- ▶ Communication home every four (4) weeks through progress reports, informing parents of their child’s progress.
- ▶ Student data will be posted for parents to view progress (using student numbers and not names protecting student privacy) and all students will be knowledgeable and able to explain where they are currently and where they need to be to reach individual goals.
- ▶ Data showing the schools SPF results and UIP strategies will be posted and visible for parents to see when visiting the school.

**INNOVATION: GRADUATION AND PROMOTION**

**III. Describe the school’s proposed graduation and promotion policies.**

GVE is not requesting a waiver from District graduation and promotion standards. However, the school will adhere to rigorous promotion policies to ensure all students are meeting grade level and state standards. Frequent check points throughout the year will ensure that all students are on track to meet the expectations of promotion at GVE.

**GVE will ensure that teachers adhere to the following district policies as well to ensure the highest degree of success and support for all students:**

- ▶ Students are expected to meet grade-level standards or move at least one proficiency level from the beginning of the year to the end of the year in order to be promoted.
- ▶ Early and consistent communication with parents of those students struggling, developing a collaborative effort in all stakeholders working to support that child
- ▶ Targeted interventions will be used early and often for students who are not meeting grade level standards

Providing clear promotion guidelines community with parents and the community on regular basis on this topic will reinforce to all stakeholders GVE's high standards of achievement.

## ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

As reflected in Appendix D, GVE plans to exceed all the baseline scores from the 2010–2011 SPF. GVE has set rigorous yet attainable goals for the 2011–2012 school year. GVE plans to have proficiency rates of 75 percent or higher by the end of the 2013–2014 school year.

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

- Identify “power standards” in reading, writing and math in August 2011 using the Assessment Frameworks results from spring 2011 CSAP.
- Conduct compelling conversations with teachers every two weeks, looking at the progress of every student in reading and math, developing a plan for next steps and possible targeted interventions.
- Establish and implement six week “Data Team” cycles to progress monitor student growth in relation to UIP goals and identified “power standards.” Summative assessments on student work will be used during this six-week cycle to enable discussions around next steps and additional interventions for individual students.
- Communicate progress to families every four weeks.

- Post student data for parents to view progress (using student numbers and not names protecting student privacy). All students will be knowledgeable and able to explain their current performance and what actions are necessary to achieve their individual goals.
- Provide teachers with 60 minutes of daily planning time, which will enable grade level teams and administration to meet and hold discussion regarding school data during the school day.

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

## INNOVATION: TIME

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

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

#### Strategic Use of Time:

##### • Extended Day

- ▶ GVE is proposing an additional sixty minutes instructional time per day, with a focus on adding an additional thirty minutes to the current ninety minute Literacy Block, making it 120 minutes. Rationale behind this proposal in Literacy is that this will enable teachers the opportunity to meet with more small guided reading groups within a given day. By extending the Literacy Block by thirty minutes, this would also allow students more time for independent reading and exposure to shared reading experiences in all grades.

Additionally, GVE is proposing to add an additional thirty minutes to the current daily sixty minute Math Block, making it a ninety minute daily Math Block. Rationale behind this proposal is this additional time will enable teachers the opportunity to focus on the daily lesson for sixty minutes and use the additional thirty minutes to work with small groups, using targeted intervention materials to support students with fundamentals that could be impacting student's ability in meeting their grade level standards. Students at or above grade level would be exposed to enrichment activities to excel to their highest potential.

- ▶ Science and Social Studies will meet daily in 30-minute blocks of time.
- ▶ Tiered Interventions and Enrichments: The last 30 minutes of each Math and Literacy block will be dedicated to differentiated instruction based on student needs. The Reading Intervention Specialists as well as the Mild/Moderate Teachers will be available to support the general education teacher.
- ▶ Tutoring: Every fourth grader will meet with a tutor 30 minutes daily. The ratio will be 1:2. The focus of the tutoring sessions will be to support students with mathematical concepts related to state standards.
  - Daily Start Time: 8:15AM
  - Daily Dismissal Time: 4:00 PM
  - Teacher Workday: 7:30AM–4:15PM

**•Extended Year:**

- ▶ GVE is proposing to start school six days earlier for students than the standard DPS calendar. This additional instructional time will support students in meeting their standards and will also give our 3<sup>rd</sup>–5<sup>th</sup> graders additional preparation prior to CSAP testing. Additionally, parents will be asked to have their child tested prior to the official start of school. This will allow teachers to combine students in appropriate small groups at the start of the school year and begin instruction immediately.
- ▶ Although our hope is to have all students assessed prior to school starting, enabling teachers the opportunity to establish their small groups for intervention, the first day or two of school will be a school-wide focus on expected rituals and routines. Teachers will spend that first day practicing expected rituals/routines in the classroom, walking in the halls, and communicating protocols for use of the lunchroom, playground and restrooms. It's essential that students understand rituals/routines before instruction can begin.

GVE strongly believes that to achieve proficiency for all kids and to close achievement gaps, students must have more instructional time. Extending the year and the school day will provide

students more time in core content areas, which will allow for skill work and higher level thinking, elements that are key to improving academic achievement..

## INNOVATION: STUDENT ENROLLMENT

### **VI. Describe the enrollment procedures and practices of the school with innovation status.**

From 2000–2004 GVE educated approximately 800–900 students in grades K–5. The current enrollment for the 2010–2011 school year is 647 students in grades ECE–5 and the projected enrollment for 2011–2012 is 566 students in grades ECE–5. Parents in the neighborhood no longer sending their students to GVE cite the following reasons: Poor leadership, poor education program, and poor school culture, specifically related to bullying. Please see attached GVE Historic Enrollment Trends document for enrollment and choice–out trends from 2005–2010.

Using innovation status, GVE will begin a rigorous process to increase enrollment to at least 600 students for the 2011–2012 school year. Strategies to meet this goal include: Holding parent and community forums, monthly Friday coffee and conversation with the Principal and conducting home visits with families who have choiced–out of GVE to share the new vision and mission of the school.

GVE will send out a letter to all families that have choiced–in in May to inform parents of the registration dates that will be held in July. At these registration events, parents and students will fill out the required DPS enrollment paperwork as well as the GVE Parent/Student Compact (see Appendix for example of the Parent/Student Compact and Student Handbook).

GVE participates in the Far Northeast enrollment zone. All students within the attendance boundary who are interested in attending the school, including students in poverty, academically low–achieving students, students with disabilities, and other youth at risk of academic failure will have equal access to enrollment.

If student demand exceeds school capacity, GVE will collaborate with DPS to craft a selection process that provides priority to certain families who apply in the First Round (January). The designed selection process may provide priority to the following family groups:

- 1) Far NE Residents who have a sibling currently attending and projected to return to GVE.
- 2) Far NE Residents
- 3) Non–Far NE Residents who have a sibling currently attending and are projected to return to GVE.
- 4) Non–Far NE Residents

After the First Round, applicants will be accommodated on a first-come, first-served basis until the school is at capacity. Provided there is space, GVE will accept students mid-year and students who wish to enter at any grade level.

## INNOVATION: HUMAN RESOURCE MANAGEMENT

- VII. 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.**

Innovation status will allow GVE to recruit top leadership talent, provided targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement.

### Overview

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in **Appendix D**, GVE requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

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

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

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at GVR will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at GVR if they do not secure a position through mutual consent.

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

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

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

### **Staffing**

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

- **Office Support II**– This employee will monitor all operational responsibilities, including payroll, budget, management of office staff and ordering/receiving of supplies. The Principal and Office Support II will meet bi-weekly to review budget and discuss what supplies and materials are needed.
- **Secretary 1's** – When visitors enter GVE, the culture of the building is immediately felt when entering the office. It is imperative that visitors are felt welcomed and that their questions or concerns will be heard and addressed in a positive manner. Visitors need to be reassured that if their questions cannot be answered by office staff, someone who can resolve the situation will be notified. Anytime visitors leave GVE, it's imperative that they are satisfied and pleased with the results. In addition, the office

staff needs to assure that registration and attendance requirements are in line with District/state expectations and regular time lines are met.

- **Facility Manager** – Cleanliness of GVE is again another important component for upholding a positive and welcoming environment. Classrooms need to be respectable and ready for students every day. Management of custodial support and ingraining the same pride the facility manager has for his school is vital. Management and organizational skills are a key element in this position, enabling administration to focus on student achievement and not facility inconsistencies.
- **Paraprofessionals** – Paraprofessionals are a vital component in the success of the school's vision and mission. To enable para's to support the goal of student achievement, it's imperative that when in classrooms, they are working with small groups of students who need additional academic support. Paraprofessionals will receive the needed professional development in the variety of inventions the school will implement, enabling confidence when working with students and effective outcomes. Paraprofessionals and teachers need to effectively communicate and plan, providing meaningful and effective opportunities for providing support in the classroom and to drive student achievement.

GVE's leadership structure is non-hierarchical and is based on reciprocal relationships between all stakeholder groups. The inclusive design results in a collective of stakeholders who share accountability for key operational and instructional decisions. This transparency of decision-making offers yet another opportunity for stakeholders to support the school's mission and vision and to take ownership in improving student outcomes.

There is also a strong belief that frequent and candid communication between all staff is valued and that all voices are heard. Staff input is evaluated through the lens of what is best for the social, emotional and academic development of students.

The Principal will focus on the intermediate grades and Math; the Assistant principal will focus on the Primary Grades and Literacy. These assignments may change based on skill set and experience.

### **Staff Recruiting and Hiring**

GVE began the hiring process by evaluating District postings of all candidates that indicated an interest in becoming part of the GVE educational team. Candidate applications, resumes and GALLUP scores were reviewed by the selected Personnel Committee, which consisted of the Principal and Assistant Principal, Specials Teacher, a Classroom Teacher, and Classified Teacher. Top candidates that appeared to fit GVE's mission and vision were invited to participate in the formal interview process.

The formal interview process consists of three steps:

**Step 1:** This will be an individual stage 20 minutes in length. Candidates will observe a short video and identify key teacher instructional moves using the LEAP Rubric as the touchstone for capturing their observations.



**Step 2:** This will be a group activity 30 minutes in length. Candidates will be given a set of data to analyze as a team of 3–4 individuals. The data set will include a 3<sup>rd</sup> grade CSAP Assessment Framework focused on one standard. Teams will be asked to identify key information and trends provided by the data. The final product will include identified focus for power standards as they relate to instruction.

**Step 3:** This will be an individual stage 30 minutes in length. Candidates will be given a copy of a lesson from the Everyday Math teacher’s guide. They will be asked to create a lesson plan, outline the different considerations to make a well-designed lesson for a given class demographic.

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

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

GVE will ensure it recruits the most competent and passionate teachers who are focused on the primary task at hand: Increasing student achievement. GVE will recruit and hire teachers that will do whatever it takes to get the job done. This may mean that teachers may need to work extra hours outside of the duty day and/or assume other job responsibilities to ensure we provide the best learning environment for all of our students. In addition to participating in the District’s application process, GVE also posts open positions on the Teach For America (TFA) and Denver Teacher Residency (DTR) websites.

### **Evaluation and Development**

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

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

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

#### **Identified Focus Areas:**

- Professional development at GVE will leverage the District's LEAP evaluation framework, which, as described below, the school will implement in the 2011–2012 school year. In addition, professional development will be focused on designing effective instruction for English Language Learners and preparing all students for 21<sup>st</sup> Century Learning.

#### **Resources:**

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

#### **Structures:**

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

- **Summer** staff retreat focused on visioning for the staff and an opportunity to develop a collaborative culture as well as initial professional development/orientation to new curricular materials.
- **Beginning of the year** professional development (prior to students arriving) that is focused on continued team building and planning for collaborative structures that will be used throughout school year.
- **Monthly** ½ day professional development sessions focused on school-wide professional development in the identified areas of focus, differentiated professional development sessions based on teacher and/or grade-level need as identified through the LEAP Framework process and team backward design planning of units of study across content areas.
- **Weekly** grade-level planning time focused on team backward design planning of units of study across content areas, book study/PLCs using professional reading materials identified in plan and refining and clarifying curriculum components, structures, tools.
- **Bi-monthly** data team meetings focused on grade-level/content area team data cycles and individual teacher data cycles
- **Lab classrooms and instructional rounds** closely aligned with identified areas of focus and differentiated based on teacher and/or grade-level need as identified through LEAP Framework process and connected to topics of current book study

GVE will have the flexibility to administer a teacher evaluation system that is in alignment with our mission, vision, values and educational program. GVE intends to use LEAP, the District’s teacher evaluation process, as a foundation and may adapt LEAP or adopt an alternative evaluation system in the future. If the school wishes to modify LEAP or adopt an alternative evaluation system, GVE will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10–191, and will seek approval from the District.

To support the successful use of LEAP, Administrators will set SGOs with each individual teacher at the beginning of the school year. Administrators will also be in classrooms on a daily basis to monitor progress on individual and school wide goals. Teachers will receive feedback via handwritten notes or emails following each classroom visit.

All GVE staff will formally receive feedback according to the following schedule:

<b>Year</b>	<b>Formal Observations</b>	<b>Summative Evaluations</b>
Year 1	2 each semester	One each semester
Year 2	2 first semester; 1 second semester	One each year
Year 3 and thereafter	One each semester	One each year

The culture at GVE will value providing frequent, constructive feedback. All formal observations will include a pre-conference and a post-conference meeting with the evaluator. GVE is committed to providing support to any staff member who is struggling to perform. However, GVE retains the right to dismiss employees for unsatisfactory performance or for any reason at any time throughout the school year.

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

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

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

**Compensation**

The compensation package will have, as its foundation, the salary system established in the DPS/DCTA ProComp Agreement. Contingent upon available funding, a stipend structure will be

developed to exceed these minimum salary expectations to compensate teachers for extended work time. The new stipend policy and faculty roles and responsibilities will be outlined in the Employee Handbook.

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

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

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

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

### **Leadership Succession Plan**

GVE’s leadership succession plan assures that the continuity of the innovation plan is maintained when school leadership changes. The succession plan begins by thoroughly orienting all staff and families to the mission, vision, values and instructional program. This orientation will, in part, be intended to obtain a direct commitment from the GVE community to the school’s innovation plan.

As a result, all hiring and promotions at GVE will be tied to the strategic goals that support the mission, vision, values and instructional program at the school. GVE’s succession plan will include a process for both internal succession, i.e. promotion of existing staff, or if necessary, the external recruitment and hiring of new leadership from outside the GVE professional community.

In Year One of the innovation plan, a GVE Leadership Profile will be developed that specifies the attributes necessary to ensure that leadership is in place to support the mission, vision, values, and goals of the school. The GVE profile will assume that leadership of the school starts with the principal, but will also include the assistant principal and Teacher Leaders. The roles and attributes of all of these key leaders will be detailed in the GVE Leadership Profile.

Once a leadership change becomes imminent, the GVE SLT and SGC will convene to review the GVE 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 created consisting of members from the SLT and SGC to select candidates to be interviewed. Interviewees will meet with both the Screening Committee and, in a forum-like setting, the broader GVE community, which will include parents, teachers, experience school leaders, other interested community members.

The process will be transparent and collaborative, focusing on what is best for the students and teachers at GVE. Feedback from the community forum will be used by the Screening Committee to identify at least two qualified candidates that will be recommended to the Superintendent.

A similar process will be followed if an Assistant Principal vacancy occurs. A modified process for Teacher Leaders will include identifying internal candidates to fill vacant position. If internal candidates cannot be identified, then external candidates will be considered.

Teachers and strong leadership are the bedrock of GVE. Securing innovation status will support our objective to strengthen human capital by using innovative approaches to recruit, select, develop, compensate, evaluate and retain teachers. In doing so, we will raise teacher effectiveness and close the achievement gap while enhancing performance outcomes for all students.

## INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

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

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

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

### **School Leadership Team (SLT):**

The SLT is comprised of grade-level chairs selected by administration that contain strong knowledge of content, leadership and professional development. In addition to all grade-levels, arts and special education will also be a part of the Leadership Team.

The SLT will work collaboratively with administration on the following topics: design/plan professional development focuses; discuss additional resources needed to support teachers with academics; bring celebrations and/or questions from their respective grade levels; assist with planning of school events, parent workshops, and parent involvement initiatives; identify strategies for increasing enrollment; develop communication strategies for reporting student progress to parents regularly; and collaborate to implement best instructional practices.

The goal of the SLT is to work collaboratively with administration in decision-making that will increase academic achievement and strong community involvement.

The SLT will make decisions by 'majority vote' and in case of a split vote, the Principal will make the final decision.

In the first few months, the SLT will meet a minimum of twice a month and then move to monthly meetings.

### **School Governance Committee (SGC):**

The SGC is compromised of parents, teacher leaders, classified staff, community partners, a selected student from the 5<sup>th</sup> Grade Leadership Team and administration.

The SGC has a primary focus on monitoring the effectiveness of the UIP at the school. The SGC will collaborate with administration in the use of Multiple Measures and align resources to support the UIP and the school's program design; provide guidance, evaluation and approval for the UIP; provide feedback for the annual school budget provided by administration; establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; participate in the principal's annual evaluation as it relates to the School Governance Committee process; review and when appropriate, approve discipline and safety procedures; review and when appropriate, revise the school calendar and/or schedule; in collaboration with administration, make recommendations regarding any changes to the school design.

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

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

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

### **Parent/Student Engagement:**

- Parent/Student Handbook will include all information regarding daily operations at the school
- Parent/Student Compact will be signed by all students and parents, committing them to a clear set of expectations that will be reinforced by all GVE staff.
- Develop a “Parent Report Card” based on the components within the Parent/Student Compact (see attached Parent Compact)
- Monthly Newsletters from the Principal
- Monthly “Parent Breakfast” with Administration to discuss concerns or celebrations
- Monthly “Saturday School” for parents, providing them tools to support their students at home

### **Advisory Boards:**

- PTA/PTO: Will meet monthly with a focus on building consistent communication pathways across the community and school.
- PAC Meetings: Will meet monthly with a focus on providing information to parents on the “State of the School” as well as address any questions or concerns regarding their child’s education.
- A+ FNE Committee: GVE will work collaboratively with this committee to track progress towards meeting stated SPF goals and Turnaround School Expectations.
- Continuation of “Watch Dog” initiative at GVE, where parents volunteer before and after school and during recess.

### **Community Partnerships:**

GVE’s goal is to engage parents in assisting the school in developing robust community partnerships that support our students intellectually, socially, and emotionally. GVE will prioritize the following community partnerships:

- Boys and Girls Club
- Green Valley Recreation Center
- Montbello Recreation Center

- Professional Sports organizations within the Denver Community (Nuggets, Broncos, Avalanche, Rockies and Rapids)
- Connecting with higher educational institutions, encouraging students ready to do their practicum to partner with GVE.
- Working with the local high schools in establishing a connection for high school student organizations working with Green Valley Elementary in tutoring, mentoring, big brother/big sister and supporting our students in sports activities.

GVE is dedicated to involving parents and the community in ongoing decisions that impact the school culture. Involving parents in their child’s social, emotional and academic progress will allow multiple stakeholders to support each child at GVE.

## INNOVATION: BUDGET

**IX. Provide a budget and an estimate of potential cost savings and increased efficiencies as a result of innovation status. Explain how the school’s allocation of resources, as reflected in the budget, supports the vision, mission and education plan.**

GVE has worked very closely with the District’s Budget Office, Office of School Turnaround 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.

Like traditional district schools, GVE will be allocated a per pupil funding base (SBB) and mill levy dollars. Additionally, the school may qualify for federal Title I and II dollars, which would be used to supplement the core academic program. Core activities of the school will operate primarily from General Fund and mill levy dollars beginning in 2011–2012.

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

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



The School is prepared to modify the above three tenets to respond to unforeseen budget restrictions. For example, the tutoring program may target a subset of the student population, student to tutor ratios may increase or the weekly calendar may include fewer days that are extended by an hour. Although CPA is prepared to adjust the breadth of our plan if necessary, we fully expect to be able to implement the tenets as described in this application.

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

### INNOVATION: OTHER PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS

- X. Describe any other innovations not yet explained in the application and how such innovations will lead to increased student achievement.**
- A. GVE has none at this time.

### WAIVERS

- XI. 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

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

- On June 8 - 10, 2011, a confidential vote was conducted. A total of 38 staff members were eligible to vote of which 35 cast a ballot. One-hundred percent of the voting staff, which included teachers, administrators and other employees, indicated their support of the innovation proposal.
- An Administrative Faculty Support is also attached to this application.

## COMMUNITY SUPPORT

### XIII. Provide evidence of community support

See attached letter from parent group

## REQUIRED & ADDITIONAL ATTACHMENTS

### Required Attachments:

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

### Additional Attachments:

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

**APPENDIX A**  
**Request Waivers in Curricular Materials & Instructional Design**

**REQUEST FOR CURRICULAR MATERIALS & INSTRUCTIONAL DESIGN #1:**

**School Name: Green Valley Elementary    Requestor: Keith Mills**

**Requestor's Phone Number: 303-829-7151    Department: NA**

**Title: Imagine It/ Imaginalo**

**Subject Area: Reading                    Grade(s): K-5**

**Instructional Design:**

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

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

Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas. The Imagine It curriculum begins each unit with a inquiry based lessons investigating the theme of the unit were students learn to take their questions and transform them into research questions—questions that focus on problems and issues. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching the Internet, surveying other students,

conducting interviews, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures. Students are part of a learning community of individuals or groups who share their findings, which adds to class knowledge of the theme.

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

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

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

### **Curricular Materials:**

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

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

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

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

Imagine It/Imaginalo is a scientifically research based reading program with evidence of success across multiple schools that serve linguistically diverse populations like that of Green Valley Elementary. For example, Grade 3 students at Union Park Elementary School in Orlando, FL have seen a 43% increase from ELLs and a 15% increase from low income students on their test scores. Overall all 3rd grade students showed a 13% increase in their state test scores. In 5th grade the overall increase in state test scores was 26%. This change in curriculum would provide students with a systematic, comprehensive, and well-designed instruction. For more specific information on increase in student achievement, please see the attached Success Brochure.

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

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

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

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

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

**Total Purchase Cost:**

**Vendor: McGraw Hill**

**Vendor Contact Name: Mary Lynn Grover**

**Contact Phone Number: 303-399-7792 Contact Fax Number: 303-394-2890**

**Email: [Mary\\_Lynn\\_Grover@mcgraw-hill.com](mailto:Mary_Lynn_Grover@mcgraw-hill.com)**

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

**City: Chicago**

**State: IL**

**Zip Code: 60601**

**Price Each: Approx. \$3000.00/classroom**

**Quantity: Quote based on 20 classrooms of 30 students Subtotal: \$60,000.**

**Funding Source:**

- Initial purchase from Innovation Grant, Ongoing purchase through SBB.

## REQUEST FOR CURRICULAR MATERIALS & INSTRUCTIONAL DESIGN #2:

**Title:** Math in Focus

**Author:** Houghton–Mifflin HarCourt

**ISBN Number:** Various

**Subject Area:** Math

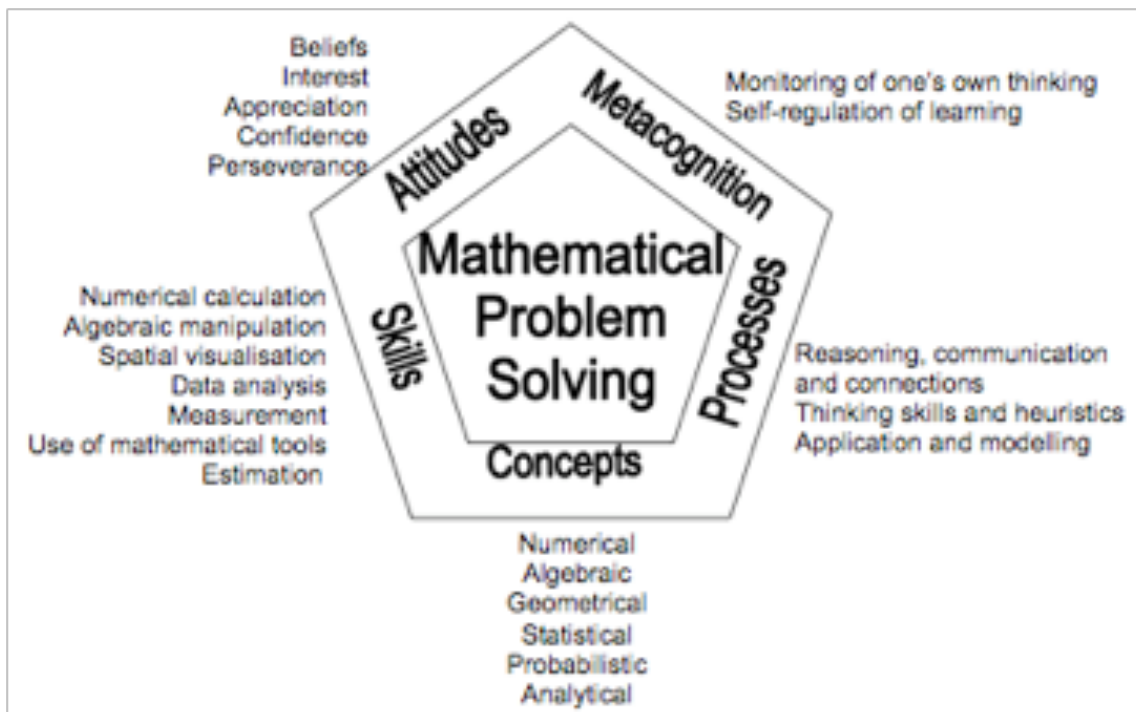
**Grade(s):** K–5

### Instructional Design:

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

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

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



How Singapore math increases the emphasis on problem solving within its curricula is the key to its success. The program begins with a curriculum that includes fewer topics, but reaches greater depth at each level. The multi-page and multi-day lessons build students' knowledge systematically and thoroughly. Hands-On activities with manipulatives and extensive skills practice also contributes to student mastery. The use of visual representations builds students' skills and their conceptual understanding.

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

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

### **Curricular Materials:**

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

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

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

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



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

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

- Learning concepts and skills through visual lessons and explicit instruction;
- Consolidating concepts and skills with practice, activities, and journaling; and
- Applying concepts and skills with extensive problem solving practice.

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

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

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

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

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

Through the Singapore Approach, students are also taught Model Drawing. When learning with a model approach, students create diagrams to represent problems and concepts with bars.

Drawing these types of models helps students to visualize strategies for problem solving and to make algebraic concepts more concrete. Model drawing can

- help children solve simple and complex word problems.
- develop algebraic thinking.
- help students visualize the part-whole structure of the problem.

- develop students' operational sense.
- foster proportional reasoning.

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

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

Manipulative use plays a key role in the concrete to pictorial to abstract sequence and classroom manipulative kits are available to assist with this. Manipulatives such as coin and bill combination sets, connecting "snap" cubes, counters in multiple colors, counting tape, craft sticks, and a demonstration clock are just a sample of the items found in the kits to allow for concrete representations of concepts and skills.

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

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

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

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

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

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

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

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

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

**Total Purchase Cost: \$59,740.14**

**Vendor: Houghton Mifflin Harcourt Vendor Contact Name: Jill Weber**

**Contact Phone Number: 303.946.8465 Contact Fax Number: 800.269.5232**

**Email: [jill.weber@hmhpub.com](mailto:jill.weber@hmhpub.com)**

**Vendor Street Address: 9205 South Park Center Loop**

**City: Orlando**

**State: FL**

**Zip Code: 32819**

**Price Each: Approx. \$10,000/grade level (including Professional Development)**

**Quantity: Quote based on materials and PD for all K-5 Math Classrooms**

**Total: \$59,740.14**

**Funding Source:**

Initial purchase from Innovation Grant, Ongoing purchase through SBB.

**APPENDIX B**  
**Request Alternative Benchmark Assessment Program**

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

Green Valley Elementary is not submitting any waivers in this area.

**APPENDIX C**  
**Request Alternative Graduation & Promotion Standards**

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

Green Valley Elementary is not submitting any waivers in this area.

**APPENDIX D**  
**School Performance Framework Goal Setting Worksheet**

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

<b>School-Specific Educational Objectives</b> (must be based on valid, reliable measures)	Decrease the amount of reported referrals and suspensions by a minimum of 50%.
<b>Organizational &amp; Financial Viability</b>	
<b>School Demand</b> , including the following measures: <ul style="list-style-type: none"> <li>· Enrollment rate</li> <li>· Re-enrollment rate</li> <li>· Continuous enrollment rate</li> </ul>	<b>Enrollment rate:</b> 100% or higher <b>Re-enrollment rate:</b> 80% or higher <b>Continuous enrollment rate:</b> 85% or higher
<b>Financial</b> Fundraising goals Reserves Other	TBD
<b>Leadership &amp; Governance Quality</b>	90% or higher teacher satisfaction
<b>Parent &amp; Community Engagement</b> , including the following measures: <ul style="list-style-type: none"> <li>· Parent satisfaction</li> <li>· Parent response rate on DPS Parent Satisfaction Survey</li> </ul>	<b>Parent Satisfaction:</b> 90% or higher <b>Parent Response Rate:</b> 80% or higher