

INNOVATION SCHOOL APPLICATION



McGLONE ELEMENTARY
Montbello Center for 21st Century Learning

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OVERVIEW

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

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

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

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

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

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

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

INTRODUCTION

- A. **Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.**
- A. McGlone Elementary School, *Montbello Center for 21st Century Learning*
 - B. Suzanne Morey, principal
Suzanne_morey@dpsk12.org; 720-334-5862
 - C. Date application submitted: May 31, 2011
 - D. Provide an overview of the innovation school plan development process.
 - 1. How was the development of the plan completed?

In preparation for writing McGlone Elementary's innovation plan, newly-hired principal, Suzanne Morey, invested time analyzing student achievement and demographic data, inventorying available curriculum materials, observing current classes at McGlone, talking to teachers and staff at the school, and speaking with many students and families. As a result, ideas presented in this application are grounded in the needs and desires of the McGlone students and community as well as in best practice.

In addition, principal Morey has enlisted support and expertise from: Jen Jones, Director of Turnaround Schools; Allen Smith, Deputy Director of FNE Turnaround Schools; and Matt Spengler, Blueprint School Network's Executive Director. Additional support was provided by Katie Shaw and Karen Hoard, the Data Facilitator and School Improvement Coach for the Far Northeast, and related DPS divisions (finance, transportation).

- 2. Who participated on the design team?

The design was initially developed with input from the Collaborative School Committee which included parents, current McGlone staff and the Director of The Boys and Girls Club. Additional parent coffees and evening parent meetings were held to share initial innovation plans and to get feedback from interested parents. Once some of the new McGlone staff were hired, a design team was formed which included parents and newly hired teachers. The following individuals were part of the design team:

Suzanne Morey, principal

Kalpana Rao, assistant principal

Trina McManus, administrative assistant

Ana Olivar, parent

Maria F. Ortiz, parent

Julian Hayes, teacher
Dawn Jackson, teacher
Amy Lovell, teacher
Luz Elena Ibanez, parent
Maria Nunez, parent
Ashley Crew, parent
Joy Vacca, teacher
Blanca de la Torre, parent
Dora Estevez, parent
Socorro Flores, parent

Sara Saenz-Galvin, parent
Rosa Sandoval, parent
Martha S. Villalva Hernandez, parent
Celia Cabral Santana, parent
Patricia Manriquez
Leticia Lozano, parent

3. Explain roles and responsibilities of members.

The Design Team reviewed key sections of the plan and provided feedback and recommendations for revisions, additions and deletions to the plan. Key concepts reviewed included: Vision/Mission, Education Plan, Time, School Governance and Parent Engagement, and Academic Achievement. Parents contributed significantly to the content related to uniforms, school governance and parent engagement. Incoming principal Suzanne Morey served as the Design Team's facilitator and leader. The Design Team will continue to serve as a review board until McGlone's School Advisory Board is formed at the beginning of the 2011-2012 school year.

Feedback on the innovation plan was also provided by an internal review team (ART) which included representatives from Teaching and Learning, ELA, Budget, Human Resources, Office of School Turnaround, and OSRI. Other DPS district thought partners included: Peter Piccolo, Irene Jordan, Kipp Bentley, Matthew Woolums, and other FNE turnaround principals. Support was also elicited from non-DPS professionals including Sue Clark and Jane Shirley who assisted with writing the plan, and Alyssa Whitehouse-Bust, a nu7 consultant who reviewed and provided input during the development of the plan.

4. Provide summary of team's participation in development and approval of plan.

The Design Team is in full support of the innovation plan (see Attachment – letter of support). They have become advocates for the recommended changes within the McGlone community.

For the implementation of the plan to be successful, we must ensure teachers have the skills, experience, knowledge and desire to fulfill the vision and mission of the school and implement the stated goals. At the same time, it is important to leave some of the decisions regarding implementation and design to the collaborative work of the 2011-2012 staff. This will build ownership and commitment to the school design, implementation, and outcomes. In addition, the shared expectations and continued buy in of parents and members of the community must be represented in this plan so that they can become active advocates for the school.

INNOVATION: VISION & MISSION

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

A. Vision:

McGlone students will be prepared intellectually, linguistically, technologically, and socially to succeed in the 21st century.

B. Mission:

McGlone Elementary School, *Montbello Center for 21st Century Learning*, serves neighborhood families from diverse cultural, economic and linguistic backgrounds. Our staff teaches students in ECE through 5th grade, utilizing 21st century teaching strategies and high-quality resources. We are committed to ensuring that all 5th grade students transition to middle school with the academic skills, language skills, technology skills, and social skills they will need for success in secondary school, college, and careers.

Compelling Need for Innovation

McGlone's most recent student academic status and growth measures for State and ESEA accountability present a compelling case for the need for innovation in order to dramatically accelerate student achievement.

Current data indicates:

- Students do not meet expectations on academic status measures in reading, writing, or math on CSAP, CSAP-A, Lectura, or Escritura
- Over the past 3 years, students in 3rd, 4th and 5th grade have consistently scored low on CSAP in

Reading: 3rd-5th grade scores have ranged from 20%-38% proficient/advanced

Writing: 3rd-5th grade scores have ranged from 4%-23% proficient/advanced

Math: 3rd-5th grade scores have ranged from 15%-50% proficient/advanced

- 7 out of 10 Hispanic students in 3rd-5th grade are performing at the partially proficient or unsatisfactory level in reading as measured by CSAP (150 students)
- 9 out of 10 African American students in 3rd-5th grade are performing at the partially proficient or unsatisfactory level in reading as measured by CSAP (31 students)
- Over the past 3 years, CSAP academic growth in math, writing, and reading has been below the 50th percentile in 5 out of 9 categories
- Over the past 3 years, African American, Hispanic, ELL, FRL, and SpEd demographic groups demonstrate large achievement gaps.

<u>Focus Group</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
FRL	-48%	-46%	-42%
ELL	-28%	-35%	-43%
SpEd	-57%	-50%	-55%
Afr. Amer.	-57%	-56%	-65%
Hispanic	-52%	-45%	-46%

Innovation status is critical for McGlone to build a culture of high expectations and accountability for adults and students and, ultimately, to fulfill its vision and mission. Specific areas of innovation covered in this plan include:

- A longer school day and year to provide more time for student learning
- Organization of time for intensive professional development and opportunities for staff to work together, with a focus on best practices for working with second language learners as well as collecting and analyzing data to progress monitor and plan for differentiated daily instruction
- High dosage tutoring to accelerate learning and close the achievement gap
- Autonomy for creating a human capital strategy that aligns human resources with student achievement and professional development needs
- Flexible budgeting to align personnel allocations, professional development, and material resources with student achievement goals

- A governance structure that promotes transparency, collaboration and accountability across all stakeholders, including staff and families.

1. Identify the school’s target student population and community to be served.

McGlone’s neighborhood is marked by high transience, high poverty and few high performing school options. McGlone Elementary School serves students in Early Childhood through 5th grade. This includes 4 full-day ECE classes (including 2 Head Start classes), 4 full day kindergarten classes and 17 1st-5th grade classes. A total of 453 students choice out of McGlone to other DPS schools.

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Enrollment 2010-2011	96	92	73	86	78	75
Enrollment 2009-2010	93	82	84	65	76	62
Enrollment 2008-2009	100	99	72	77	73	69

Although we are currently at 102% of our physical building capacity, student mobility rate is approximately 55%, which means that more than half of the students at McGlone are new each year. Many of our students live in apartment complexes located within walking distance of the school. There is a solid relationship with the Boys and Girls Club, which is located across the street from the school. Many students attend the Boys and Girls Club afterschool programs until as late as 9:00pm on weekdays. Parents are generally supportive and feel comfortable coming to the school; however, there are limited opportunities for authentic engagement and partnership with the school.

McGlone’s student population is largely noted by high poverty, students of color, second language learners, and low student achievement results.

- October Count, 2010 Enrollment: 562 (ECE – 5th Grade)
- Hispanic: 75%
- African American: 20%
- White: 3%
- Asian: 1%
- Current Enrollment: 587 students
- % free/reduced lunch: 97%

- % English language learners: 67% (native language: Spanish)
- %Special Education: 7% (lower than District average)
- %Gifted and talented: 1% (significantly lower than District average)

Dr. Doug Reeves' 90/90/90 research conducted at the Center for Performance Assessment in 1995-1998

(<http://www.leadandlearn.com/90-90-90>) suggests that schools serving a population of 90% students of color and 90% students living in poverty achieve 90% student proficiency rates with a focus on:

- academic achievement
- clear curriculum choices
- frequent assessment of student progress and multiple opportunities for improvement
- an emphasis on nonfiction writing
- collaborative scoring of student work

You will see an integration of these 90/90/90 key concepts within the innovation plan for McGlone Elementary. **The McGlone neighborhood needs high quality options for its students and innovation status will allow McGlone to maximize this potential within an accelerated time frame.**

2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.

Guiding purposes:

- All students have equal access to an exceptional 21st century education as outlined in The Framework for 21st Century Learning.
- All students will receive differentiated instruction, which is critical to excelling academically.
- Knowledge of core academics and foundational reading, writing, and mathematical skills are essential.
- All students need advanced English language skills, regardless of first language.
- Authentic contexts for learning promote understanding, relevancy and engagement.
- Curriculum should be integrated when possible, engaging, and culturally responsive.
- Inquiry, collaboration, critical thinking and creativity are essential skills in 21st century learning and work environments.
- All students should understand how to access technology as a learning tool and to create authentic work products.
- Learning how to be an engaged, responsible, self-directed learner is critical to future success.

- Individual differences are valued and respected and enrich our school community.
- Parents, students, staff, administration and the community are invested in student success and have a shared ownership for student outcomes.
- Resources of time, people, materials and the community are aligned and focus on maximizing student learning.

3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

McGlone is elevating expectations for student success. Because it is a turnaround school, staff, students, families, and the community will be able to unite and be part of a pioneering opportunity to create a revitalized school so that every student has the chance to excel and succeed.

Commitment to high quality academics is the cornerstone of student success. McGlone will provide a longer school day and year, will differentiate the use of time based upon student needs, will provide more opportunities for learning, and will use resources strategically to support student learning. McGlone’s mission is to ensure that every student is provided with the tools and appropriate resources to become competent, self-directed learners and caring people. Learning will be organized around a language-enriched curriculum designed for our linguistically diverse population.

The school will use components of The Framework for 21st Century Learning (P21) that describes the skills, knowledge and expertise students must master to succeed in work and life. Within the context of core academic subjects and integrated units of study, students will learn the essential skills for success in today’s world, such as authentic use of technologies, critical thinking, creativity, a commitment to learn and the skills to collaborate.

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

The vision and mission of McGlone Elementary and its priorities fully support the mission of the Denver Public Schools. McGlone’s mission clearly states that we are committed to providing equal access to rigorous high standards of instruction and learning. The four stated priorities squarely align with the District’s commitment to:

- Focus on the instructional core
- Hire great people to drive better outcomes for students

- Deepen engagement with families and the community
- Strategically manage financial resources
- Develop a culture of high expectations, service, empowerment and responsibility

The mission and vision of McGlone Elementary further supports the DPS Board of Education's adopted set of core beliefs and commitments to drive the work of the district as follows:

- All students can achieve and graduate, and we can close the achievement gap.
McGlone's plan focuses on providing equal access to an excellent education, with a focus on closing the achievement gap, particularly of our Hispanic and African American students and second language learners. Teachers will have a clear understanding of the baseline achievement gap and disaggregated assessment data will be reported each trimester to progress monitor achievement gaps.
- Teaching and learning is the top priority.
McGlone's focus on providing excellent professional development, close progress monitoring of students, and extended school year and school day supports this belief.
- Accountability for performance by all adults matters.
McGlone's innovation plan includes close monitoring of teacher performance using the new LEAP observation framework. We track individual teacher CSAP growth data as well as other measures of student achievement growth. Continued employment at McGlone is contingent upon teachers meeting both student achievement targets and professional practice targets.

School administration is assessed using the District assessment tools, including the Teacher Survey on Principal Effectiveness. We also utilize a 360 degree feedback process which allows supervisors, peers, direct reports, and parents to provide input regarding principal performance.

- Choice, collaboration, and innovation are key to 21st century success.
McGlone's educational programming is grounded in 21st century learning research. This innovation plan clearly emphasizes the importance of collaboration among the entire McGlone community as well as district personnel/departments and private businesses in order to reach maximum potential. Teachers have a choice whether or not they want to be part of this dynamic learning environment and families may choose into our school as long as space allows.

- Engagement of parents, families, and community are essential elements of a quality education system.

Priority 4 outlines McGlone's strong commitment to embracing parents and the community in the educational process, and to providing additional needed services and supports for our families.

We support the Board's theory of action and the emphasis on the essential roles of autonomy, empowerment, and innovation to reach much higher levels of success. Becoming an innovation school will allow McGlone to use the budget more strategically and to make instructional decisions around programming, curriculum, professional development, calendar, and schedule that we could not otherwise accomplish. We believe that with autonomy, empowerment, and innovation comes heightened accountability. We are committed to fulfilling this responsibility.

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

PAST BARRIERS TO STUDENT ACHIEVEMENT AND HOW INNOVATION STATUS WILL SUPPORT THE MISSION

Inflexible student calendar year and daily schedule – Many students who are learning a second language, in addition to learning how to read, write and do math, need extra time to practice English and to acquire new concepts. Additionally, students who are behind grade level expectations often need more time to practice their learning with the support of their teachers. *McGlone will leverage innovation status to provide a longer school day and longer school year, which will allow the school to provide additional supports such as high dosage tutoring.*

Inflexible teacher calendar year and daily schedule – Professional development for teachers needs to be differentiated based on need. For example, novice teachers need additional training in order to obtain foundational understandings. A standardized duty day for all teachers and staff does not allow the flexibility needed to provide innovation/enrichment (without sacrificing regularly scheduled core academic time) and tutoring opportunities after the regular school day. It also limits a teacher's ability to foster strong and productive relationships with families, which is essential to student success. *Innovation status allows McGlone to put teachers on a different calendar year to provide additional professional development time. Innovation status also allows for different*

teacher duty day schedules in order to optimize learning and enrichment opportunities for students. Innovation status allows McGlone to organize the schedule to maximize learning time for students and ensure time for staff planning and professional development.

Curriculum has limited supports for less experienced teachers and second language learners – Some of the DPS curriculum relies heavily on a teacher’s ability to select texts and resources that meet the needs of the learners and teaching objective. Less skilled teachers do not yet have the ability to consistently identify next steps and select texts/resources that match the differentiated needs of learners who fall in a wide range of developmental levels. Explicit and consistent formative assessment criteria and measures are not consistently in place for each content area. Additionally, there are limited explicit supports for ELLs. For example, content of reading changes from day-to-day and has little connection to other subjects, providing limited repetition and use of new vocabulary and key concepts. *McGlone will seek funding sources to supplement DPS curriculum and formative assessments with resources that enhance support to both teachers and students.*

Limited teacher understandings around best practice for second language learners – There must be consistent school-wide understandings around best practice for second language learners. *Innovation status allows strategic use of personnel and budget resources to identify an expert in this area to provide professional development to teachers and staff.*

Limited time for required professional development for teachers and collaboration between teachers – Research is clear that the effectiveness of the teacher is the single most important factor in student achievement success. *Innovation status allows McGlone to set higher expectations regarding required professional development time, team planning, lesson planning, etc.*

Limited incentives for high performers – For teachers it doesn’t always “pay” to be a high achiever or teacher leader. *Innovation status allows McGlone to use budgets strategically to create incentives to recognize the work of high performing teachers and those who take on leadership. This minimizes teacher turnover and motivates teachers to do whatever it takes to meet the needs of our learners.*

Lack of progress monitoring and transparency of data – Student achievement must be closely monitored in order to plan effectively for differentiated instruction and flexible grouping of students. Student achievement results and other data must be transparent so that we can learn from each other’s strengths and make efficient course corrections. Data holds us accountable to ourselves, to each other and to our stakeholders. *Innovation status allows administration to require the time necessary to administer and score school-based formative and summative assessments above and beyond District and State required assessments. It also allows us to establish a school culture that values transparency of data with our stakeholders. The structure of the school day allows teachers to have common time for ongoing collaboration and learning. This creates a deliberate alignment between the data and instructional planning to meet the needs of all learners.*

Low expectations for student performance – We need to help teachers understand grade level standards and provide them with proficiency exemplars so that they can set rigorous goals that align with grade level and higher expectations. *Innovation status allows us to raise expectations on incremental grade level performance.*

Limited influence from school governance structures – We need to create an environment in which parents and community members are empowered to provide honest feedback so that they are truly in partnership with the school. *Innovation status allows us to create a school advisory board that supports this genuine partnership and is able to develop their own by-laws.*

Lack of strategic marketing and initiative to obtain monies and partnerships with businesses and community organizations – McGlone must actively market its vision and mission to businesses who can support the school both financially and through volunteer service. McGlone leadership must be a persistent advocate within the District and community in order to maximize the supports and resources available for students, families, and staff. This is especially important given that many families have limited resources. *Innovation status allows the school to collect revenue directly from sponsorships.*

Lack of flexibility around staffing limits the school’s ability to assemble a team – from teachers to secretaries to facility managers – that fully embrace McGlone’s Core Values, Vision and Mission. Therefore, building a school culture premised on high expectations and accountability for all adults and students is challenging. Staff must have a passion for being part of the school, must agree to support the vision and mission, and must be actively involved in all aspects of the school. All staff is expected to fulfill

multiple roles to best support students. Staff is hired and retained according to student achievement results and consistent implementation of best practice outlined in the DPS LEAP Teacher Effectiveness Framework. *Innovation status allows the school to hire and support the very best staff who will put students first, will strengthen the culture of the school, and will hold themselves, their peers, and leadership accountable for delivering high academic achievement.*

Lack of school-based decision-making inhibits responsive action to student and staff needs and limits the leadership team’s ability to allocate resources and implement strategies that will most positively impact student achievement. The school must implement this innovation plan as quickly as possible to drive student achievement. To do so will require a level of flexibility and accountability that more closely resembles what can be found in a charter rather than a “traditional” district school. *Innovation status will allow increased school-based decision making and will facilitate a culture of high expectations, accountability and no excuses.*

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

In addition to the above, innovation status will allow McGlone to fulfill its vision and mission and improve school culture by leveraging the strategic interventions identified by Dr. Roland Fryer’s research and The Education Innovation Laboratory at Harvard University. Innovation status is specifically needed to implement the following strategies:

- More time in school (extended day, week and school year.)
- Human capital (Reward and retain high performing teachers and hold those accountable if not performing with growth plans and targeted performance goals.)

INNOVATION: EDUCATION PROGRAM

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

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

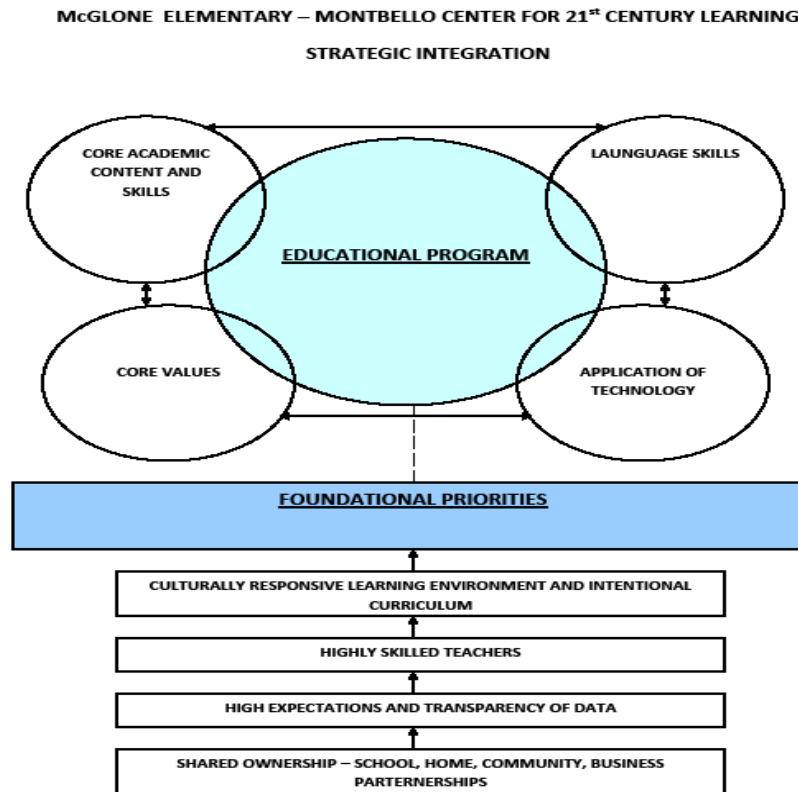
The Framework for 21st Century Learning is a recognized framework for preparing students with the knowledge and skills they will need to be successful in school and in careers. The Framework guides practitioners in integrating skills, including the strategic use of technology, into the teaching of core academic subjects within a unified, collective vision for learning. Within the context of core academics, students are expected to learn the essential skills for success in today's world, such as critical thinking, creativity, communication and collaboration. The Framework stresses the importance of student-centered, relevant, rigorous and real-world learning that is project-based and research-driven within an integrated and interdisciplinary structure.

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

Almost 98% of McGlone students qualify for free and reduced lunch and many do not have access to current technologies, including the internet, within their homes. It is therefore of critical importance that students from low SES have access to current technology at school in order to assist them in developing the skills they will need to compete in the global world.

Therefore, McGlone Elementary's instructional philosophy and approach incorporates key concepts and research from the Partnership for 21st Century Skills. (<http://www.p21.org>) The Framework for 21st Century Learning was developed by The Partnership for 21st Century Skills as a vision for learning. It describes the core academic subjects; essential skills for success in today's world, such as critical thinking, creativity, communication, and collaboration; interdisciplinary themes, such as global awareness and environmental literacy; and information, media, and technology skills that students must master to succeed in work and life. McGlone's educational plan fuses content knowledge and 21st century learning skills together, fully recognizing the critical importance of mastering foundational reading processes, writing processes, and mathematical content. McGlone's educational plan expects all students to go above and beyond mastering core content by adding critical language development skills, core values (including 21st century skills such as collaboration and critical thinking) and application of technology at all grade levels. McGlone's educational plan squarely aligns with Colorado's newly adopted Common Core Standards and Denver Public School's Framework for Effective Teaching, most specifically in the area of Instruction: 21st century skills (I 11, I 12) and high-impact instructional moves (I 4, I 6).

The graphic below illustrates how McGlone’s Educational Program is built upon our four Foundational Priorities. (Each section of the graphic will be more fully described below.)



Educational Program

McGlone Elementary's educational program provides all learners equal access to a high quality education through the strategic integration of core academics, language skills, core values and application of technology.

Core Academic Content and Skills

Mastery of grade level content that aligns with Colorado's newly adopted Common Core Standards is essential to ensure that McGlone students are well-prepared to enter middle school and to continue successfully into high school, college and challenging careers. Our core subjects include: reading, writing, math, science, social studies, and the arts. We believe that learning is an active process in which students are engaged thinkers and problem solvers. Consequently, students focus on reading for meaning, writing for a purpose, and developing fluent mathematical understandings in order to think conceptually about a problem, not just apply procedural knowledge. Science, social studies, and the arts form the foundational content of what students write about across content areas, read about, and apply mathematical skills.

Although not all core content will be integrated, once a trimester, each grade level goes deep into a subject area through an integrated unit of study which revolves around a social studies or science grade level standard. This structure allows students to fully develop content rich vocabulary and key concepts while integrating skills across content areas. Integrated units of study also provide opportunities for teachers to incorporate 21st century skills including critical thinking, problem solving, collaboration, communication, and creativity. Teachers are required to include experiential learning opportunities within the unit of study, including field trips, guest speakers, and hands-on exploration. Each interdisciplinary unit culminates with a public celebration of student work and new learning. Teachers identify and organize materials and resources within the topic of study that are

differentiated and high interest for various levels of students. This allows all students access to the same content and understanding. Instructional technology allows for individualization for students and real world learning opportunities. Technology is also used to set up social networks for sharing information and learning among students and teachers as well as the creation of work products.

Language Skills

It is critical that all students develop strong English language skills, regardless of first language. Learning must be organized around a language-enriched curriculum designed for our linguistically diverse population.

In addition, students who are learning English as a second language must understand the value and asset of retaining their native language, while simultaneously mastering English. English language acquisition is embraced by every staff member rather than assigned to a specific group of teachers. Teachers must fully understand how to successfully transition students from native language instruction to English language instruction in an efficient way and also how to shelter instruction for different language levels (See “E” below). Professional development related to ELL best practices will be provided throughout the year and will be a school-wide focus during year 1 of the innovation plan implementation. These skills will be continually assessed and feedback will be provided to teachers during formal and informal observations using the new LEAP ELA-E and ELA-S indicators.

Core Values

Research has shown that students must learn a set of core values in order to be successful in today’s 21st century school and work environments. McGlone’s teachers, staff, administrators, students, families and community partners will focus on establishing common understandings and application of the following core values:

- Critical Thinking:** *Think critically, solve problems, make informed choices and apply knowledge.*
- Creativity:** *Develop creative expressions for their own ideas and individual talents.*
- Collaboration:** *Work cooperatively, communicate effectively and respect each person’s contributions.*
- Commitment:** *Actively engage in opportunities for success and take responsibility for actions and decisions.*
- Celebration:** *Recognize, acknowledge, value, and share success.*

Application of Technology

In order to be successful in the 21st century, students must have a solid foundational knowledge and use of ever changing technologies. Technology provides both students and teachers with expanded access to knowledge and the tools for presentation and demonstration of learning.

As role models, teachers are expected to incorporate the use of technology into their instruction on a daily basis. Initially this will include the use of teacher-created multi-media presentations, the internet and other online tools (including opportunities to make global student connections). Teachers also have access to Promethean interactive whiteboards, projection systems, interactive student response systems (clicker systems), and document image cameras. Teachers are expected to expand their repertoire of instructional strategies as additional technologies are acquired for the school and new online tools become available.

Students are taught about and expected to use available technologies within all their classes as a learning tool and as they develop work products demonstrating their learning. They are taught how to access and research content using media and technology and also how to analyze it for biases and perspectives. Keyboarding skills are taught as early as is developmentally appropriate so that students acquire efficiency with their use of technology. Initially students use the technology mentioned above as well as laptops in the classroom, mobile laptop carts, and Apple and Dell desktops in the media center. We are currently seeking funding to provide a one-to-one laptop ratio in grades 3-5 as well as additional technologies to support learning.

(Monies have been budgeted to hire a technology teacher leader to assist teachers and students to develop their skills in the use of technology in the classroom. The technology teacher will teach ECE-2nd grade “specials” using a traditional computer lab classroom environment. The remainder of the technology teacher leader’s time (about 3 hours daily) will be spent coaching, co-teaching, and co-planning with classroom teachers to assist them with the integration of technology in their classroom for both student and teacher use. There will also be a technology/media paraprofessional hired to assist with trouble-shooting technology issues and to assist with managing the lab/media center.)

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

Foundational Priorities and School Culture

McGlone's educational program is built upon a culture grounded in our four priorities:

- A culturally responsive learning environment and intentional curriculum
- Highly skilled teachers
- High expectations and transparency of data; and
- Shared ownership between school, home, community, and business partnerships.

Culturally Responsive Learning Environment and Intentional Curriculum

Teachers are taught how to create an effective learning environment that honors and celebrates multiculturalism and supports our second language learners. We believe that bilingualism is a cognitive, social and economic asset; we embody this value in our interactions with students and families. Curriculum choices are intentional in order to support our second language learners as well as our teachers. (See Innovation: Educational Plan and Innovation: Assessments)

Highly-skilled Teachers

We believe that the key to accelerating the learning of students is to accelerate the learning and capacity of teachers. We have clearly articulated teacher and teacher leadership goals and expectations that are aligned with and exceed District expectations. A rigorous professional development plan for teachers and leaders ensures that teachers are provided the knowledge, support, and feedback they need to achieve more than one year's worth of professional growth in one year's time. For example, our staffing plan includes an expanded instructional leadership team (principal, assistant, principal, administrative intern, literacy teacher leader, math teacher leader, technology teacher leader, math tutoring coordinator) in order to provide ample opportunity for each teacher to receive personalized instructional feedback on a regular basis (not just during scheduled observations). Innovation status also allows for more rigorous professional development expectations, such as a mandatory Foundations of Instruction year long class for all new teachers and others. (This is more fully outlined in Innovation: Human Resources).

High Expectations and Transparency of Data

McGlone is committed to creating a culture of high expectations for student success. Data teams set specific grade level and intermittent goals that align with grade level or higher expectations. We recognize that we must take each student from where they are to high performance, and this is accomplished through differentiated time and opportunity for learning (See Innovation: Time). Ongoing transparency of data allows teachers to learn from each other and the school to make efficient course corrections. It also ensures that our stakeholders are able to have a substantial voice in monitoring our progress and providing feedback to the school and direct support to students. (See Innovation: School Governance and Parent Engagement and Innovation: Assessments).

Shared Ownership Between School, Home, Community and Business Partnerships

By working together and honoring the role of staff, students, families, our community, and business partners, McGlone is able to provide the resources that each student needs to reach his/her academic, artistic, and personal potential. McGlone provides outreach that encourages and facilitates family and community involvement. We believe that families become partners in learning when they understand the big ideas of what is taught at school and are empowered to support learning at home. McGlone holds our students and parents accountable. For example, students are asked to sign a “Student Commitment to Learning” (see attachment) outlining their obligation to be an active learner and member of the McGlone learning community. Parents are asked to sign a “Parent Compact” (see attachment) which outlines three “levels” of involvement, including minimum expectations as partners in the education of their child. Our Human Resource plan includes a full time family liaison whose primary responsibility is to make connections with families, the community and business partners in order to accelerate student learning. (See Innovation: School Governance and Parent Engagement and Innovation: Human Resource Management).

Evidence of these four attributes of our school culture is embedded throughout McGlone’s Innovation Plan. *Innovation status helps us to accomplish this culture by providing a calendar and school structure that supports more time for learning and individualized instruction (e.g. extended calendar, extended day, after school, high dosage tutoring), a staff who is aligned and committed to the school’s vision and mission (e.g. hiring autonomy, no forced placements, flexible job assignments and at-will work agreements), and a rigorous professional development plan (e.g. Foundations of Instruction mandatory class for new teachers).*

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

McGlone has a typical class size of approximately 25-28 students. Although departmentalization (“platooning”) may be explored in future years, classroom teachers will teach all subjects during 2011-2012 school year. Students with like needs are cluster grouped into classrooms. For example, groups of gifted and talented students, special education students, or second language learners may be grouped into the same classroom. However, the goal is that each classroom has a range of learners, including those who are grade level role models. Because McGlone is a TINLI school, native Spanish-speaking second language learners who qualify are placed into ELA-S classrooms so that part of their daily instruction is in Spanish.

Classroom teachers at McGlone recognize that they are not only responsible for the students in their own classroom, but also for the students within the entire grade level. This enables a shared ownership for all students and the necessity for grade level teamwork and professional dialogue between teachers. Students across the entire grade level are discussed at data team meetings which take place during 60 minute “specials” time once a week, so that all grade level teachers get to know their students. At strategic times during the academic day, grade level teams may decide to regroup students to meet particular needs within a designated period of time (2 – 4 weeks) and to allow for a flooding model of instruction. For example, a pre-assessment may indicate different levels of need or different areas of instructional focus for a particular unit of study, so a grade level team might choose to regroup students into these differentiated groups for a portion of their literacy or math block. Though McGlone supports flexible grouping by need, every student is exposed to grade level content every day, across all subject areas. This flexible structure gives autonomy to teachers to meet the needs of their learners within a defined structure and promotes professional dialogue and shared accountability.

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

All students, regardless of native language, need to develop proficient and/or advanced English communication skills in reading, writing and speaking. However, special supports need to be in place to assist second language learners to acquire English, while still recognizing the asset of their first language. McGlone Elementary is an identified TINLI school; therefore, students whose native

language is Spanish will be provided instruction and scaffolding in Spanish as they are learning English. The transition from predominantly Spanish instruction to predominantly English instruction must be deliberate and strategic based on the needs of the students. Once native Spanish speakers transition to an English instructional setting, they still need ample supports to ensure that information is comprehensible so that they can continue their language development. Students whose native language is not English or Spanish will be placed in an ELA-E classroom and provided appropriate ESL instruction and interventions. ELD interventions will be provided daily to students who qualify for this support. All teachers at McGlone will be ELA-E or ELA-S qualified and will take all District required ESL courses or the equivalent.

Transitioning from Spanish Instruction to English Instruction

It is important that native Spanish-speakers are introduced to English language instruction early in their educational career; additionally, we must continue to bridge language development longer than might be expected by providing Spanish scaffolding for multiple years. We will closely monitor the progress of each student's language development and plan the transition from predominantly Spanish instruction to predominantly English instruction in a strategic way. "Specials" classes, including music, art, and PE provide students with immersion in English language instruction within content areas that inherently provide for multiple modalities of learning (visual, auditory, and kinesthetic).

Best Practices for Instructing English Language Learners

It is essential that *all* McGlone teachers become experts in best practices for instructing second language learners.

All teachers receive extensive professional development to ensure consistent implementation of high impact strategies for daily instruction including:

- sheltering instruction with visual supports, realia, and multiple modalities of learning
- repetition of language structures and common academic language and vocabulary across content areas and across grade levels
- clear understanding and articulation of language proficiency level of each student and differentiated daily language objectives based on need
- multiple assessment measures and student opportunities for demonstrating understanding in a variety of ways
- teacher demonstration and modeling, including visual examples of expectations and proficiency

- deliberate instruction in English syntax, grammar, and vocabulary during ELD blocks
- intentional use of academic language and expectation for both teacher use and developmentally appropriate student use of key academic vocabulary
- use of cognates to assist students with making connections to their first language
- progress monitoring of language development

An external ELL consultant, Isabelle Cordova, has been hired to provide approximately 75-100 hours of professional development to teachers and staff during the 2011-2012 school year. This professional development will take place during designated days before the beginning of the school year, professional development days including early outs during the school year, and during weekly afterschool 60 minute staff meetings. Ms. Cordova has also been contracted to provide training for the administrative team and instructional leadership team at meetings afterschool as well as during building walkthroughs.

Teacher and student use of technology offers additional visual supports for all second language learners. Integrated curriculum units of study, offer ELL students repetition of English language structures and vocabulary across multiple contexts over an extended period of time.

Student Identification

English Language Learners will be identified using the process that has been developed by the Denver Public Schools English Language Acquisition Department. A home survey, completed by the parents/guardians will provide the foundational information on a student's home language. The school is responsible for administering the Colorado English Language Assessment (CELA) which provides data on the current performance levels in reading, speaking and writing. The IPT assessment will be used to place students prior to CELA testing. Parents are notified of their child's placement in the program and have the ability to "opt out" of the program. All eligible second language learners receive a minimum of 45 minutes of targeted instruction during an ELD intervention block which takes place during the intervention/enrichment block in every student's daily schedule (See Innovation: Time, Attachment: Student Schedule).

Teacher Recruitment

Innovation status allows McGlone to hire staff who can best serve the needs of our students. When hiring teaching staff, we seek staff members with experience and an interest in working with second language learners, including those with bilingual skills and ESL endorsements and licensing. All teachers are required to take district-required ESL classes or the equivalent. It is critically important that all our ELA-S teachers have strong reading, writing, and speaking skills in both languages so that they have the ability to effectively model correct grammar and syntax in both languages.

Evaluation of ELL Students and ESL Program

Incoming ELL students are evaluated using the IPT to assess baseline oral and written language skills. Students are also evaluated using District assessments including the DPS interim benchmark assessments, state CSAP, and DRA-II. School-based assessments provide additional information regarding the progress of our second language learners. We disaggregate assessment results by ELL and non-ELL students in order to measure the status and growth of our second language learners to ensure that they are making accelerated progress. This ensures that students who are learning a second language are making the same growth or more than their native English-speaking peers. The state-wide CELA test data is also used to look at student growth in listening, speaking, reading and writing skills. The CELA assessment, including AMAO data, is used to determine the strengths of our ESL program and the areas for growth in the following school year.

Through regular and comprehensive data analysis, targeted training and support for teachers, and regular assessment of student progress, we can ensure that each child progresses on an accelerated track to English proficiency so we are able to close this achievement gap.

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

McGlone complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), and Section 50465 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE). We do not discriminate against students having or suspected to have disabilities in admission or enrollment practices. We utilize appropriate, needs-based special education programming that is flexible, responsive, and data-based. Although there may be times when we need to pull students out of the regular classroom in order to provide differentiated, focused instruction on IEP goals, we will maximize the use of an inclusion model using a “push in” co-teaching model when possible. Special education students are grouped flexibly, sometimes with other identified special needs students and sometimes with regular education students in order to maximize potential and provide proficient role models. Special educators participate at grade level meetings on a monthly basis to adjust programming needs for SpEd students.

Response to Intervention (RtI) Process and the Identification of Special Needs Students

As the Denver Plan details, we use RtI “to ensure that all students have access to high-quality teaching; to monitor their progress and intervene when the rate of progress is too slow; and to serve students in smaller and more intensive settings with additional support staff as their needs become more intensive and our responses more specialized.” If a student does not show improvement following interventions over an extended period of time, he/she will be tested to determine special education eligibility in accordance with District policy.

McGlone RtI Team

The RtI team is a collaborative team who works together to identify intervention strategies to address students not responding to typical classroom instruction. The RtI team meets on a regular basis and follows the DPS cyclical framework for intervention in the RtI model including: define the problem, analyze why it is occurring, implement a targeted solution, and evaluate the successes and weaknesses of the intervention.

The team may include:

1. Administrator
2. Designated grade level teachers
3. Special education teacher
4. Specialist(s)
5. Family of student

Progress Monitoring and Implementation

McGlone’s School RtI Team is responsible for coordinating special education services, including training and monitoring the RtI model and ensuring 504 and IEP plans are met and understood by classroom teachers. All special education students receive progress reports with the same frequency as regular education students, which will include progress on all IEP goals as well as progress on grade level standards. All student achievement data are disaggregated by subgroup, including special education students, to ensure we are constantly monitoring the status and growth of our special education students. (See Innovation: Assessments)

Professional Development

We work with the District Special Services Department to provide professional development as needed to ensure that staff knows how to implement RtI and is held accountable for effectively utilizing accommodations and modifications for students with IEPs and

504s, including testing accommodations.

Supplemental Curriculum

A range of supplementary curricula are available to support SpEd learners including: Wilson Reading, Foundations, PALS, K-PALS, Read Naturally, Voyager, LLI, and OrigoMath. Strategic selection of supplementary material is based on the developmental and individual needs of the students.

Students Below Grade Level

Through baseline assessments administered at the start of the school year and upon registering each new student during the year, staff determines the starting point for each student in order to set goals for individual student performance. A daily 45 minute intervention/enrichment block allows teachers to group students by need to provide instructional support that compliments the daily core academic blocks of time. (See Innovation: Time) All 4th grade students receive high-dosage 3:1 ratio tutoring in math based on their level of need. After school tutoring is provided each trimester using multiple funding sources. Daily small group instruction and 1:1 conferencing allows teachers to meet the needs of all learners and to differentiate the amount of time necessary for underperforming students to accelerate their learning. Grade level teachers also have the ability to flexibly group students across the grade level, based on need during strategic times of the day for periods of time (2-4 weeks). Progress of all students (not just those who are below grade level) is closely monitored and student assessment data is disaggregated to ensure that we are continually monitoring our success in closing the achievement gaps that currently exist at McGlone.

Gifted and Talented Students

Less than 1% of McGlone's current student population is identified as Gifted and Talented (GT). McGlone students may be under-identified as Gifted and Talented due in part to a lack of teacher understandings about how to recognize and qualify second language learners. Therefore, the McGlone staff will receive professional development in how to recognize and identify GT students in accordance with DPS policy, with an emphasis on recognizing GT second language learners. The Ravens assessment will be given to all 2nd graders and new 4th graders. An ALP (Advanced Learner Plan) is written for each student who is identified as Gifted and Talented.

Gifted and Talented identified students receive enrichment and ongoing support that includes access to daily 45 minute enrichment blocks and advanced curriculum. Additionally, high dosage tutoring in 4th grade supports the acceleration of the math curriculum and concept development for gifted and advanced learners. We track performance of identified GT students to ensure that they are progressing at an accelerated pace in their area of giftedness, including advanced performance measures on standardized tests, including CSAP.

- G. Explain any academic services or programs that are supplemental to that which is included in DPS's core curriculum. What innovations, if any, will the school implement?

We are:

- Emphasizing extended time and opportunity for learning that is targeted and focused (high dosage tutoring, intervention classes, after school tutoring, advanced learner plans).
- Aligning and linking after school extended learning and high dosage tutoring with academic standards and classroom instruction.
- Ensuring staff has exceptional understandings of best practices for working with second language learners.
- Ensuring that staff integrates teacher and student use of technology across subject areas.
- Ensuring that "specials" classes (music, art, PE, technology) integrate their standards into core subject areas.
- Ensuring that science and social studies themes are authentically integrated with other core academics.
- Seeking curriculum materials that support and extend the curriculum so that the needs of individual learners are met and all teachers have viable support as they are developing their understanding of content and pedagogy. (Supplemental curriculum resources will include 6-Trait+1 Writing and American Reading Company IRLA Framework)
- Accessing the support of Blueprint Schools for assessment to consistently monitor progress and report to staff and families.

Supporting innovations are:

- Flexibility with the school day and school year to differentiate and respond to the needs of students and provide high dosage tutoring and other extended opportunities.
- Allowing different teacher duty day schedules in order to optimize learning and enrichment opportunities for students.
- Structuring the school day so teachers have common time for ongoing collaboration and learning to create a deliberate alignment between the data and instructional planning to meet the needs of all learners.

- Placing teachers on a different calendar year to provide additional student contact time, professional development and time to assess student strengths and needs prior to the first day of school.

H. Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

Through innovation status, McGlone has the opportunity to lengthen and structure the student day to better support teaching and learning. The ability to hire staff that has the knowledge, skills and attitudes to implement the education program is critical. For those teachers who need to develop their capacity, required professional development will ensure they are able to deliver the education program. Innovation status allows the school to hire and support the very best staff who will put students first, will strengthen the culture of the school, and are comfortable holding themselves, their peers, and leadership accountable for delivering academic achievement. The stakes are high and the need for student results requires that every single person who is part of the McGlone staff must be committed to its vision and mission. As a turnaround school, McGlone has a special opportunity to make transformational changes to teaching and learning and every possible resource and structure must be focused on producing changes in academic achievement. We must be vigilant in ensuring we maximize the autonomies provided to us by innovation status in order to develop a culture that is focused on high expectations and accountability for results.

- I. If you are requesting waivers to DPS core curriculum materials please complete Appendix A.
(Although we may supplement standard DPS curriculum materials, we are not requesting curriculum waivers at this time.)

INNOVATION: ASSESSMENTS

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

- A. Provide an overview of the school's proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state. B. Explain how the school will measure and evaluate academic progress

of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.

Academic Assessments and Progress Monitoring

The overall purpose of assessment is to inform instructional decisions, monitor progress toward standards, and guide teachers as they plan for differentiated instruction. Teachers use formative evaluation of daily student work and daily observational notes to make strategic planning decisions on a daily basis. Students are assessed summatively in reading, writing and math regularly, typically within a 3-4 week period, but no less frequently than each trimester. Second language learners are also assessed summatively on a regular basis to ensure growth along the language developmental continuum. In addition to State required assessments (CSAP, CELA), school-based and district assessments align with the units covered during a particular period of time and may include (but are not limited to):

Writing: Grade level/genre-specific writing prompts assessed using teacher created or 6-trait+1 rubrics, District interims, released CSAP-like items

Reading: STAR Reading and Early Literacy, DIBELS or AIMS-Web, DRA-II, Accelerated Reader standardized assessments, running records, District interims, released CSAP-like items, American Reading Company: IRLA Level Assessment Framework

Math: Every Day Math pre- and post-assessments, Kathy Richardson assessments, teacher-created assessments that align with grade level State standards, STAR Math, District interims, released CSAP-like items

Language

Development: IPT, Stages of Language Developmental Continuum

Assessment Schedule

Once the expanded leadership team is hired (principal, assistant principal, administrative intern, literacy teacher leader, math teacher leader, technology teacher leader, and math tutor coordinator) they will develop a detailed assessment schedule to include when a particular assessment will be administered, for what purpose (baseline, formative, summative, progress monitoring, etc.) and for which tiers of students.

McGlone's assessment schedule will align with the DPS assessment calendar and include all required District assessments. A separate professional development calendar will be created to plan when staff will be trained in administering each assessment to ensure fidelity of implementation and inner-rater reliability. The assessment schedule will be finalized prior to the beginning of the 2011-2012 school year.

Blueprint Schools and EdLabs

When analyzing student achievement data it is critical that we disaggregate the data in multiple ways including by individual student, by classroom teacher, by grade level, by ethnicity, by special populations (ELL, Special Ed, GT), and by gender. Blueprint Schools and EdLabs teams use the student-level data provided to produce dashboards on student achievement for school leaders and individual teachers. Teachers use this analysis to inform their instruction. Data Teams, administration and the instructional leadership team use this data to identify trends and to make decisions at the grade or school level for needed professional development and support.

Blueprint Schools provides McGlone with data reports to help teachers analyze and respond to data and classroom targets. Through Blueprint Schools, we are able to quickly access analyzed data for progress monitoring and planning (2-3 day analysis turnaround). ***This allows teachers to focus their energies on planning for differentiated instruction and learning about their content and pedagogy, rather than spending hours analyzing the data and creating spreadsheets and reports for student, teacher and parent use.***

Professional development is provided to assist teachers in reading and interpreting the reports including what questions to ask themselves about the data; but more importantly, professional development time focuses on "how" to deliver high quality instruction to address areas of concern. Professional development focuses on the "now what" so that the data is used as a tool for planning, not as a means unto itself. In addition, a team from Blueprint Schools will spend at least one day a month observing classrooms and providing observational feedback to McGlone administration. Key look-fors will be identified prior to the observation day in order to provide individual teachers, administration and/or the Instructional Leadership Team with key data related to successful implementation of our innovation plan and growth in student achievement.

Assessing Language Development

It is essential to identify the linguistic levels of students as soon as they enter McGlone. The IPT, an oral and written language assessment inventory, and limited testing in Spanish for native Spanish speakers provide interpretive data and information on language development. As students progress, the Stages of Language Development Continuum will be used to monitor individual student progress towards more advanced language proficiency levels. The Stages of Language Development Continuum is also used to identify individual, small group and whole group daily language objectives as well as to make decisions about effectively transitioning students from Spanish instruction to English instruction.

Additional Assessment Data

The instructional leadership team will determine criteria for proficiency during the year across content areas (i.e. reading proficiency level for the end of each trimester and the amount of growth necessary to be “on target” for one year’s growth or accelerated growth). Teachers analyze assessments and student work to differentiate instruction, set goals, determine next steps, and identify students who are in need of differentiated time and opportunity to learn. Teachers periodically review data for attendance, discipline referrals and mobility to identify additional needed resources and support.

The following individuals or groups of teachers have primary responsibility for monitoring student progress:

Classroom teachers: Work closely with special service providers and other interventionists; the classroom teacher has primary responsibility for tracking individual student growth for each student in his/her class.

Grade level data teams: Meet during a weekly data team meeting and have primary responsibility for monitoring progress of the entire grade level against grade level goals and standards.

Instructional Leadership Team: Meets weekly to make all school-wide instructional decisions including monitoring progress of the school as a whole against goals. ILT is responsible for identifying trends, school-wide professional development needs, etc.

- B. Explain how and how frequently the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Beginning of the School Year: Two days are set aside prior to the first day of school for teachers to gather diagnostic student achievement data for each student in reading, writing and math. This allows teachers to get to know their students as learners even before the first day of school so they can flexibly group students and quickly begin to differentiate for their needs.

Ongoing Baseline Assessment for New Students: Baseline assessment data is collected for all new students who register after the beginning of the school year. An instructional paraprofessional and parent liaison assist the classroom teacher in scheduling and administering these baseline assessments throughout the year.

Daily Planning: Teachers are expected to use daily assessment notes and observational data to make daily decisions regarding lesson planning.

Weekly Data Team meetings: Grade level teams of teachers meet to set grade level goals, track progress, analyze student work, and build content and teaching understandings around chosen topics of study. These meetings are facilitated by administration or teacher leaders (and eventually by classroom teachers), using a common format. Four-to six-week goals/targets are set and assessments determined using a backwards planning design.

Trimester “State of the Grade”: Are facilitated by and administrator approximately once a trimester to progress monitor growth toward end of year goals, to set next steps and determine professional development needs. These results are shared with the Instructional Leadership Team so that trends across the entire school can be analyzed and professional development decisions can be made about the school as a whole.

Trimester “State of the School”: Assessment discussions are held at end of each trimester within the Instructional Leadership Team to track growth and trends, leading towards strategic professional development decisions.

End of Year Summative Analysis and Review: Administrative Team and Instructional Leadership Team meet after CSAP results have been returned to reflect on year end progress and to set goals for the following year, including updating the UIP.

Communicating Student Achievement Progress to the McGlone Community

Beginning of the School Year: At the beginning of August we communicate end of last year final results, including CSAP results from the preceding spring, to our community in a visual format within the school and brief summative results in writing. By the beginning of September we will report out “baseline” data for our students in relation to end of year goals.

Trimester State of the School: We communicate progress towards school goals to our community once a trimester in a visual format within the school. Teachers communicate progress towards specific content goals in reading and math to parents at the trimester Parent/Teacher Classroom Training Sessions.

Individual Student Achievement Progress: We communicate individualized student achievement results on report cards which are distributed at the end of each trimester. Two individualized parent/teacher conferences during the year and three parent/teacher classroom trainings during the year are used to communicate individual student achievement in relation to grade level standards and goals.

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

We are not requesting any waivers to DPS assessments. We may, however, supplement DPS required assessments with additional tools for assessing student progress.

INNOVATION: GRADUATION AND PROMOTION

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

- A. Explain policies and standards for promoting students from one grade to the next.

McGlone follows the DPS policies and standards for promoting students. McGlone bases promotion on the clear standards and targets set for each grade level. Frequent monitoring, discreet goals organized in smaller blocks of time, clear targets for success coupled with improved attendance and differentiated support help students succeed.

Concentrated support throughout the year enables students to move from one grade to the next with strong foundational knowledge and skills. In some rare circumstances, based on individual criteria that is in alignment with district policy and best practice research regarding retention, administration may recommend that a student repeat a grade. In general, however, the philosophy of McGlone is to provide needed interventions so that all students can access grade level material and progress rapidly towards proficiency, rather than be retained.

B. Provide the school's exit standards for graduating students.

Students "graduate" from McGlone at the conclusion of their 5th grade year in accordance with DPS policies and standards for promoting students. At the end of the year, there is a recognition and fun celebration for all 5th graders. It is important that this marks a transition to the next stage in their educational career, setting the stage for many milestones along the way towards college, advanced degrees and successful careers.

C. Describe how and when promotion and graduation criteria will be communicated to parents and students.

Grade level proficiency expectations will be shared with parents during parent/teacher conferences and/or during parent/teacher classroom trainings each trimester. Grade level proficiency will be clearly communicated to students within the context of their daily classroom lessons and units of study.

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

Students must understand what it means to be a scholar and accept responsibility for their own success. This is emphasized as students explore the McGlone Core Value of “Commitment”. At the same time, it is imperative that the school has a clear plan so that every student has the knowledge and skills expected at each grade level. This means that when a student leaves McGlone and matriculates to the middle school, she must have the proper foundation to succeed.

McGlone has the opportunity and responsibility to help students set the course for their future by developing solid work habits, regular attendance and a strong academic foundation.

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

We are not requesting any waivers to the DPS graduation and/or promotion policies.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

- VI. **Describe the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status.**
- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators. **(See Appendix D)**

Measurable/attainable Foundational Priorities

The McGlone educational program is built on four foundational priorities:

- **Priority 1:** A **culturally responsive learning environment and intentional instructional program** meets the needs of all learners, including second language learners.
- **Priority 2:** Students at McGlone learn from **highly-skilled teachers** who understand how to differentiate instruction in order to accelerate learning.
- **Priority 3:** The school has a culture of excellence that values **high expectations and transparency of data.**

- **Priority 4:** Our learning community includes students, staff, parents, and community members who are committed to collaboration and **a shared ownership of student achievement outcomes.**

The structure of the school will support data-driven, student-centered planning and delivery of core subjects as well as 21st century learning skills, such as critical thinking, collaboration, and creativity. By engaging students in relevant, rigorous and real-world learning, they will be able to deepen learning and provide authentic contexts for reading, writing, and speaking. Interdisciplinary units of study each trimester will integrate curriculum and build meaning and context for student understanding. All students will have access to technology as a tool to research, organize, evaluate and communicate information.

Priority 1: A culturally responsive learning environment and intentional instructional program meets the needs of all learners, including second language learners.

- Core instruction is a balance of direct whole group instruction, small group instruction, independent practice, timely interventions, and opportunities for acceleration.
 - Reading, writing and math curriculum includes clear curriculum choices designed to meet the needs of second language learners and provides strong supports for teachers who are developing their understandings of content and pedagogy.
 - Science and social studies curriculum provide context, repetition of language and concept development, and the opportunity to practice reading, writing and math skills. (This is valuable for all learners, but essential for second language learners as identified by research in best practices for second language learners.)
 - All students have access to grade level (or higher) content and models of proficient work, including proficient student demonstrations of reading, writing, thinking, and oral communication across all subjects.
 - Visual supports are intentionally designed and organized to support students understanding of Core Content and to provide comprehensible input. In addition, these supports will be used throughout the school to promote and sustain a positive school culture and positive behavior expectations.
 - The plan for supporting students to transition from native Spanish instruction to English instruction is clearly defined and differentiated according to language levels of individual students.
 - Students with like needs (e.g. gifted and talented, special education, ELL) may be clustered into classrooms in order to maximize the use of teaching resources and expertise of personnel.

- Teachers intentionally plan instruction that incorporates technology and multi-media in order to engage learners, support a variety of learning styles, and prepare students for 21st century advanced education and work environments.
- Common Core Values support a respectful learning environment in which each student takes ownership of his/her own learning and behavior.
- High quality, up to date technology is available for both teacher and student use.

We have recently secured District funding for a supplementary reading curriculum pilot (American Reading Company) and a partnership with Carmel Hill to access matching funds for technology and literacy resources. We are currently pursuing a partnership with Cisco for technology funding, a Teach for America partnership to access matching funds for technology, and a Walton Grant for innovative technology and supplemental curriculum. These District funds, business partnerships, and grant funding sources will be identified and monies allocated over multiple years to provide:

- A 1:1 laptop ratio for each student in 3rd, 4th, and 5th grade. This will allow students to use technology as a tool for learning in their daily work across subject areas both at school and at home. Access to technology at home allows learning to extend beyond the school day, including the use of online standardized assessments (i.e. Accelerated Reader), electronic homework, use of the internet as a resource, etc. A 1:1 laptop ratio allows students “equal access” at home to the technology that most students from higher SES groups are afforded.
- Supplemental curriculum materials and enhancements so that students have access to culturally relevant books and media, up-to-date technology, and clear curriculum choices that support the needs of the McGlone students as well as teachers’ developmental needs.
- Facility enhancements and improvements so that students, staff, and the community can take pride in their physical school environment, both inside and outside of the building.

Measurable Outcomes:

Student achievement results will be assessed and goals re-evaluated on an annual basis. In order to achieve the desired growth on SPF measures (See Appendix D), annual goals may include the following:

- Students making growth on CELA meets or exceeds 60% on an annual basis.
- Students scoring above proficient on CELA 5% or more each year.
- The number of 3rd through 5th grade students who are proficient or advanced in math, reading, writing, and science increases by 10% or more per academic year as measured by CSAP.
- Students who score advanced in reading, writing, and math is 5% or higher on an annual basis as measured by CSAP.
- Median growth percentiles are between 50%-65% in reading, writing and math on an annual basis as measured by CSAP. The achievement gap for African American, Hispanic students, ELLs, LEPs, FRL, Special Education decreases by 5% on an annual basis as measured by CSAP comparison data.
- The number of students reading at or above proficient in reading in Kindergarten through 2nd grades will increase by a minimum of 10% per academic year as measured by the DRA 2.

Priority 2: Students at McGlone learn from highly-skilled teachers who understand how to differentiate instruction in order to accelerate learning.

- Teachers have the knowledge and skill to provide research-based best practice instruction
 - Teachers have solid understandings regarding second language learners and language development, including the use of sheltered instruction, academic language, native language support, and multiple modalities of instruction.
 - Professional development results in expanded content knowledge and increased skill in the use of assessment, evaluation, planning, and teaching (Teaching/Learning Cycle) in order to differentiate instruction which leads to sustained growth of students, as measured by formative and summative assessments.
 - Teachers have clear expectations for foundational practices including: writing process, reading process, mathematical conceptual problem solving, Common Core Standards, proficiency exemplars, and McGlone's Core Values.

- One-on-one, job-embedded coaching from administration and teacher leaders provides ongoing, immediate feedback to teachers regarding strengths and next steps.
- Teachers are held accountable for efficient implementation of next steps.
- Teachers work individually and in teams to assess student academic progress and plan for differentiated instruction.
- Teams of teachers establish shared learning goals, collaboratively score and assess student work, and share best practices during weekly data teams, team planning meetings and professional development opportunities.
- Paraprofessionals are trained in differentiation strategies in order to increase effective classroom support.
- High-intensity math tutors are trained to provide differentiated instructional support to students.
- Each teacher has her own school laptop for daily use. Teachers use formative student assessment data in real time in order to assess student strengths and needs and to make daily adjustments to planning, flexible grouping, etc. Teachers access online professional development supports to improve their practice. Teachers are provided professional development time (at least once per trimester) to collaboratively score formative student assessments.
- The budget is used strategically and grants are obtained to provide ample funding for high quality professional development opportunities for staff.
- All teachers incorporate nonfiction writing across content areas (science, math, social studies, and the arts).

Measurable Outcomes:

In order to help teachers to focus their professional development as they progress towards District effectiveness standards, we have clearly articulated the LEAP indicators to be focused on during the first three years of service at McGlone. Professional development, including coaching, professional reading, and PLC’s for teachers, will match these yearly expectations. This delineation by year also allows us to have a clear framework for the first three years of professional development training and the establishment of school wide consistent practices and understandings around “effective teaching”.

➤ YEAR 1 Teachers at McGlone will strive to earn an “effective” (5) rating on the following Denver Public Schools’ LEAP Framework for Effective Teaching indicators:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>
Learning Environment	Positive Classroom Culture and Climate	LE 1 respect for students’ communities and cultures

Learning Environment	Positive Classroom Culture and Climate	LE 2	respectful learning Environment
Learning Environment	Positive Classroom Culture and Climate	LE 3	motivates students to learn
Learning Environment	Effective Classroom Management	LE 4	clear expectations for student behavior
Learning Environment	Effective Classroom Management	LE 5	resources and space
Learning Environment	Effective Classroom Management	LE 6	student groups, transitions, and resources
Instruction	Standards-Based Goals	I 1	standards-based learning objectives/larger rationale
Instruction	High-Impact Instructional Moves	I 5	checks for understanding
Instruction	High-Impact Instructional Moves	I 6	technology and digital resources
Instruction	Academic Language Development	I 9	content is accessible for ELLs
Instruction	Academic Language Development	I 10	academic language
Instruction	21 st Century Skills	I 12	communication &

collaboration

- YEAR 2 Teachers at McGlone will strive to earn an “effective” (5) rating on the Denver Public Schools’ LEAP Framework for Effective Teaching “Year 1” indicators listed above, plus the following:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>
Instruction	Standards-Based Goals	I 2 descriptive feedback
Instruction	High-Impact Instructional Moves	I 3 rigorous tasks
Instruction	High-Impact Instructional Moves	I 4 questioning
Instruction	Differentiation	I 7 planning for/addressing all students’ needs

- YEAR 3 teachers at McGlone will strive to earn an “effective” (5) rating on the Denver Public Schools’ LEAP Framework for Effective Teaching “Year 1” and “Year 2” indicators listed above, plus the following:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>
Instruction	Masterful Content Knowledge	I 8 deep knowledge of content
Instruction	21 st Century Skills	I 11 creativity/innovation, critical thinking, problem solving

➤ Teachers with 4 more years of teaching experience at McGlone will strive to achieve a 5 or higher (“effective”) on the Denver Public Schools’ LEAP Framework for Effective Teaching on all indicators.

➤ Each 4th and 5th grade teacher has a goal of an average median growth percentile of 60% or higher in reading, writing, and math as measured by CSAP.

Priority 3: The school has a culture of excellence that values high expectations, accountability, transparency of data, and no excuses.

- Clear, rigorous goals at each grade level in reading, writing, and math in order to measure progress towards grade level proficiency and content/skills mastery. Grade level goals will be set by the Instructional Leadership Team in conjunction with grade level teachers. End of trimester and end of year summative goals will meet or exceed District grade level standards. Goals will be monitored by classroom teachers, grade level data teams, and the Instructional Leadership Team (See Innovation: Assessment).
- Intervention plans are established for those students who are not demonstrating adequate progress. Plans will include additional support such as tutoring, homework club, non-academic support structures, etc.
- Advanced learner plans are established for students who are above grade level with the potential for accelerated learning.
- Staff will understand how to recognize and formally identify gifted and talented learners, including gifted and talented second language learners.
- School will display and celebrate student work and make data and progress towards goals transparent to the entire community.

Measureable Outcomes:

Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the desired growth on SPF measures (See Appendix D), annual goals may include the following:

- Increase the percentage of students who are identified as gifted and talented (currently only 1% of students have been identified as gifted and talented at McGlone.)
- 100% of identified gifted and talented students have differentiated ALPs (advanced learner plans) to accelerate their learning.

- 100% of 4th graders receive approximately 45 minutes of daily tutoring in math in a ratio of no more than 3 students per adult.
- Grade level progress towards student achievement goals in reading, writing and math is visibly displayed for the public within the school building at all times (updated each trimester)
- Individual student achievement progress towards specific goals in reading, writing, and math is clearly communicated to parents at least once a trimester.
- Measureable outcomes in each priority area and annual results are communicated to parents.

Priority 4: Our learning community includes students, staff, parents, and community members who are committed to collaboration and a shared ownership of student achievement outcomes.

- Core Values bring the entire school community together around a common set of values that support learning. Time is scheduled for students, families and community members to deepen our shared understanding of these values, demonstrate these values, celebrate student successes, and provide enrichment opportunities such as guest speakers and assemblies.
- The school provides enrichment opportunities to our entire community of learners, such as clubs for students as well as classes for adults (including English as a Second Language and Parenting Skills).
- We have school/community partnerships, tutoring, and mentoring programs with local businesses and community volunteers.
- Community and business partnerships are formed and grants are written to raise monies and identify volunteers.

Measureable Outcomes:

Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the desired growth on SPF measures (See Appendix D), annual goals may include the following:

- Student attendance meets or exceeds 95% on an annual basis.
- Parent/Family attendance at Classroom Parent/Teacher Learning Nights each semester meets or exceeds 75%.
- At least 15 parent or business volunteers volunteer, at minimum, on a monthly basis.
- At least 1 parent class is offered each trimester on topics identified by parents. Parent attendance in each class has an average of 15-20 parents.
- Parent coffees are held monthly

- Tutoring and at least one student enrichment class/club is provided before or after school each trimester.
- Re-enrollment rate increases by 5% annually.
- 100% of students sign a commitment to learning contract each year.
- 100% of parents sign a commitment to “Level I” involvement on the Parent Compact each year.
- Business partnerships, grants, and in kind donations will bring additional revenue/resources to the school each year totaling a minimum of \$50,000 per year.

- A. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

The Teaching/Learning Cycle and data-driven planning provide the platform for continuous quality improvement. Committee structures, collaborative planning and appropriate professional development allow for consistent and regular focus on student achievement. Teachers become experts in collecting and analyzing diagnostic, formative, predictive, and summative student academic achievement data. Teachers use this data to reflect upon their own instruction. Supports from Blueprint Schools foster effective data analysis processes, enable transparency of data with our stakeholders, and target areas of need for differentiated staff development. As a result, McGlone has a school-wide system to use data effectively. The Instructional Leadership Team will have primary responsibility for collecting and monitoring student achievement results at the school level throughout the year and will make instructional decisions accordingly.

The expectation is for all children to achieve at high levels with no blame and no excuses. This requires targeted interventions and enrichment blocks in addition to increasing support through high dosage tutoring and extended learning opportunities. The overall philosophy is not “if” a student can learn but “when.” Staff, parents and members of the community support high expectations and foster student success.

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

Last year’s UIP is attached. Once McGlone’s 2011-2012 staff is hired, the new UIP will be created. It is essential to have newly hired teachers be part of developing the UIP so they have a clear understanding of the content and ownership for the results. The current

UIP identified areas in need of improvement and which have been addressed within the innovation plan. Information from this year's UIP includes:

- Lack of a school-wide system to collect/analyze data to change instructional decisions in a timely manner
- Formative assessment data are collected, but teachers did not consistently articulate how the data impact and refocus their instruction.
- Teachers and leaders are aware of the importance of using data to help guide planning and instruction. However, there is not a consistent cycle of analyzing data, setting goals, implementing instructional changes, and monitoring results.
- Teachers are not yet using a common data analysis or data dialogue process to make meaning of data.
- With few exceptions, data do not seem to be regularly disaggregated beyond grade level, content area, and major standards.
- Not a clear understanding of what standards-based instruction is
- Emphasis has not been placed on instruction for meeting the needs of the minority groups.
- The data emphasis has not been placed on progress monitoring student growth that will lead to closing the achievement gap
- Teachers have student achievement goals, but few teachers could address specific achievement gaps they were working to close.

Methods for addressing these areas of concern are outlined within the innovation plan.

INNOVATION: TIME

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

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

Maximizing Time and Opportunity for Student Learning

Providing additional time for students to accelerate their learning and build solid core values around what it means to be an active learner and member of the McGlone community are important components of our innovation plan. In order to accomplish these important goals we are utilizing the following innovations of time:

Students/Staff: Extended School Year and Extended School Day

In order to provide additional instructional time for students, McGlone extends the regular student contact day as well as the school calendar. In 2011-2012, the school day will be extended by one hour each day and six days of student instruction will be added to the standard district calendar. During 2011-2012 the additional six days are added to the beginning of the calendar year so that, in part, we have extra time early in the year to establish the school culture which is grounded in our "Core Values." This time will be used to develop a shared vision of what it means to be a learner at McGlone and a member of the McGlone community. The lengthened school day allows extra time for each core subject area as well as the ability to add a 45 minute intervention/enrichment block to each day without having to reduce core subject area time.

Common Morning Meeting Time

Each day will begin with a 30 minute Morning Meeting Time for all grades. This time will be used to establish foundational understandings around McGlone's Core Values and to build a sense of community. It is also an opportunity for grade level teams or cross grade level teams to come together to build connections, listen to guest speakers, share and celebrate student work products and enjoy performances. Individual classrooms meet four days a week. One day a week, grade levels are scheduled to meet as an entire grade in the gym or on the stage as follows:

Monday	1 st grade
Tuesday	2 nd grade
Wednesday	3 rd grade
Thursday	4 th grade, Kindergarten
Friday	5 th grade, ECE

The entire school comes together several times a year as time permits.

Specials - Block Scheduling

Specialists are a part of creating a block schedule that allows extended periods of time (from several weeks to an entire trimester) for Art, Music, and PE to fully integrate their standards into the core content areas and interdisciplinary units of study. This allows students multiple avenues and venues to explore core content as well as opportunities for repetition of key concepts and key vocabulary throughout the day and over time.

Teacher Flexible Duty Day Schedule

In some cases, teacher duty day may be adjusted to allow a teacher to tutor after or before school. For example, a moderate needs teacher may be able to work 8:45am – 5:15pm, allowing them to do a tutoring session from 4:00-5:00 afterschool 4 days a week (and still allow them to attend weekly staff development training on Mondays).

Maximizing Time and Opportunity for Teacher Learning

Time for teachers and staff to come together for professional learning, both within and across grade levels is critical to building the capacity of each individual teacher and the core instructional team as a whole. In order to accomplish this important goal we will be innovative with the use of our time in the following ways:

Teachers/Staff: Extended School Year

In order to provide additional professional development and student assessment time for teachers/staff without taking away from instruction, we added an additional four days to the teacher/staff calendar at the beginning of the school year. (This will be in addition to the additional six days of student contact time.) A portion of these days are used to provide foundational professional development around McGlone's new vision/mission and to begin our work on establishing common understandings around our key instructional constructs. This additional time will also be used to complete student assessments for new incoming students in order to maximize instructional student contact days.

Common Planning Time

All teachers will receive one hour of common planning time daily. The expectation is that at least once a week (Fridays), teachers use this time to engage in team planning and learning. Team planning time is facilitated by classroom teachers. A data team meeting will be scheduled once a week (Wednesdays) for teachers to progress monitor student growth, set goals, make instructional decisions, and deepen understandings of key content and pedagogy. *Data team meetings are facilitated by administration or teacher leaders (and eventually classroom teachers). There is a consistent data team format for meetings.* Common planning time

may occasionally be used to schedule visit classrooms in order to build shared understandings of best practice, provide collegial feedback on instructional practice, and build vertical understandings and alignment.

Technology Specials and Technology Teacher Leader

Students in grades ECE-2 attend a regular technology specials class in which they learn foundational media and technology skills, including introduction to keyboarding. Although 3rd-5th grade students have a special every day in music, art, or PE, 3rd-5th grade students do not have a separate technology special. This allows the technology teacher leader to use 3rd, 4th and 5th grade specials' time to coach (and co-teach) teachers across all grade levels on how to integrate technology into their regular classroom instruction across content areas. By providing this important professional development for teachers, we can ensure that they develop the skills they need to utilize all technology available to them so that we can hold them accountable for both teacher and student use of technology.

Literacy and Math Teacher Leaders

The school will have one literacy teacher leader and one math teacher leader. These leaders will share their instructional and classroom management strategies by managing a “demonstration” classroom for approximately half the day in their area of expertise. During the other half of the day, the teacher leader will coach teachers 1:1, and will perform classroom observations that are followed by a brief instructional dialogue. An instructional paraprofessional provides classroom coverage for 20-30 minutes during independent work time so the classroom teacher who is receiving coaching can complete an instructional dialogue with the coach after the observation. The instructional paraprofessional coverage time is also used to provide developing teachers the opportunity to observe best practices in action by viewing teacher leaders in their “demonstration”.

Early Outs

Three times a year students are released at 12:00 pm on a Friday to allow teachers and staff to engage in shared professional development. These days were placed strategically in the calendar to accommodate extended monthly professional development time for the entire staff.

Foundations of Instruction Class

Attendance at a Foundations of Instruction class is mandatory for all first-year teachers. This class lasts all year and covers a wide range of topics from parent/teacher conferences to classroom management strategies to content specific subjects. Experienced teachers are invited and, in some cases, expected to attend individual classes as topics align with individualized professional development goals. This class is offered after the duty day, including possible evenings and/or weekends. To best accommodate

individual schedules, the exact schedule will be determined after all new teachers are identified. Classes are planned and facilitated by different teachers, administrators and district personnel based on areas of expertise. Teachers will be offered professional development credit for attendance at these classes.

1. Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule. (See attachments: School Calendar, Teacher Schedule, Student Schedule)

Common Planning Time/Specials Proposed Schedule

- 8:00 – 8:30 Morning Meeting for all Grades (Specialists' Planning Time)
- 8:30 – 9:30 2nd
- 9:35 – 10:05 ECE
- 10:10 – 11:10 4th
- 11:15 – 12:15 3rd
- 12:20 – 12:50 (Specialists' Lunch)
- 12:50 – 1:20 (Specialists' Planning Time)
- 1:20 – 1:50 Kindergarten
- 1:55 – 2:55 1st
- 2:55 – 3:55 5th

Daily Intervention/Enrichment Schedule for all students

- 10:00-10:45 5th
- 11:10-11:55 4th
- 12:15-1:00 2nd
- 1:10-1:55 1st
- 2:25-3:10 3rd
- 3:15-4:00 Kinder

Lunch/Recess Proposed Schedule

- 10:40-11:10 ECE (lunch only, recess will be before lunch for ECE)
- 11:05-11:45 1st
- 11:35-12:15 5th
- 11:55-12:35 4th
- 12:15-12:55 3rd

- 12:35-1:20 Kindergarten (45 minute lunch/recess)
- 1:00-1:40 2nd

Daily classroom snack during independent work time will be allowed to accommodate the extended school day.

Typical Daily Schedule

Grade level teams will have the flexibility to strategically modify and coordinate their schedules to maximize opportunities to co-teach and group students with like needs. The fourth grade tutor coordinator and special education teachers will be part of discussions that involve change of schedule. Recommended daily schedule include the following time allotments:

- Morning Meeting (mandatory first 30 minutes of the day) 30 minutes
- Literacy Instruction (Reading/Writing/Speaking) 155 minutes
- Math Instruction 90 minutes
- Science/History/Geography Instruction 60 minutes
- Intervention/Enrichment Block (RTI, ELD, GT) 45 minutes
- Lunch/Recess 40 minutes
- Specials 60 minutes (grades 1-5)
30 minutes (ECE, Kinder)

Teachers have flexibility to adjust daily schedules to accommodate integrated units of study, special projects, and needs of particular groups of students.

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

Proposed Schedule 2011-2012:

- Breakfast 7:25am - 7:55am
- Student Contact Day 8:00am - 4:00pm
- Teacher Contact Day 7:45am - 4:15pm (Tuesday – Friday)
7:45am – 5:15pm (Monday) Additional time will be used for weekly school-wide 60 minute professional development 4:15-5:15

- Before/After School Tutoring/Clubs/Activities 7:15am – 8:00am OR 4:15pm – 5:15pm
- Front Office Hours 7:15am – 5:15pm

3. Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.
4. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Total number of school days for students: 176 days
 Total minutes per student day: 480 minutes/day

Daily Academic Time Allotment

Minutes per day of core subjects: 305 minutes per day
 Minutes per day of academic intervention/academic enrichment block: 45 minutes per day (for every student)
 High –dosage tutoring for every 4th grader in math 30-45 minutes per day
 (provided before/after school as well as during school day)

Additional academic tutoring and enrichment offered before and after school in alignment with grant funding such as Summer Scholars, clubs, etc.

Daily Non-academic Time Allotment

Minutes per day of Specials (music, art, PE, technology): 60 minutes grades 1st-5th
 30 minutes per day ECE and Kinder
 Minutes per day in Morning Meeting: 30 minutes
 Minutes per day in Lunch/Recess: 40 minutes
 Kindergarten will get an additional 30 minute recess/free exploration time per day
 ECE will get additional recess, free exploration time, and nap time in alignment with Qualistar expectations

Extended blocks of time are allotted for each core subject as outlined above. Every day includes 45 minutes of academic enrichment/interventions for every student in the school, regardless of ability level. Students will be grouped by like need during the enrichment/intervention block, such as for ELD support, RTI support, extra math support, and GT enrichment. Each 4th grader will receive approximately 45 minutes of math high-dosage tutoring daily which will be staggered throughout the day as well as before and after school.

Thirty minutes each day will be spent in a morning meeting which will solidify McGlone's Core Values and build a solid sense of community, including both social and learner outcomes. This will be an opportunity for students to celebrate academic success and learn about/reflect upon learner outcomes such as critical thinking, creativity, collaboration, and commitment.

Sixty minutes of specials per day will provide enrichment to support the development of the whole child as well as an opportunity to integrate core academic subjects into the arts, technology and physical education (such as writing across content areas). This specials time also provides valuable common planning time for grade level teams to work together to assess growth in student achievement and to co-plan for instruction.

INNOVATION: STUDENT ENROLLMENT

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

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

McGlone will begin the 2011-2012 school year with a projected enrollment of approximately 548 students in grades ECE-5. Below is a breakdown of projected enrollment by grade level:

ECE	64
Kinder	100
1 st	84

2 nd	75
3 rd	75
4 th	75
5 th	75

The school 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. Additionally, the school will work with the district for the 2011-2012 school year to be a school of choice for ELA-S students from Oakland Elementary in grades Kindergarten – 2nd grade.

If student demand exceeds school capacity, McGlone 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 McGlone.
- 2) Far NE Residents
- 3) Non-Far NE Residents who have a sibling currently attending and are projected to return to McGlone.
- 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, McGlone will accept students mid-year and students who wish to enter at any grade level.

One of the strategies to increase McGlone's student achievement scores is to reduce the mobility rate, which is currently at 55.5%. This means that over half of the McGlone students are new to the school each year. We believe that if we are able to keep students at McGlone for multiple years, ideally from ECE through 5th grade, we will be more successful at having every student perform at grade level in all subject areas. One strategy to assist in this effort is to clearly communicate to parents the importance of educational consistency to maximize their child's success in school. Moving seems to be a way of life for many of our families who live in the many apartment complexes in our neighborhood. With the new FNE transportation system, families could move within the FNE and still be able to utilize the DPS bus service to assure their student remains at McGlone. We plan on clearly

communicating this opportunity to parents early and throughout the school year, helping them to see that McGlone can still be their child's "home school" no matter where in the FNE they may need to move.

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

Enrollment documents are attached.

Enrollment documents are those used by Denver Public Schools for students enrolling within their attendance boundary. In addition to completing basic student enrollment forms, families are asked to sign the parent compact, copies of which are attached. We sign students up for pre-assessment dates/times when they enroll.

INNOVATION: HUMAN RESOURCE MANAGEMENT

IX. Describe the proposed plan for staffing, recruiting, selecting, and developing employees, the school's personnel policies, and the school's leadership structure. Explain how they will be changed by innovation status, and how these changes will lead to increased student achievement.

- A. Describe any innovations in the school's personnel policies under innovation status and how these changes will produce gains in academic achievement.
 - 1. Attach a copy of the school's personnel policies under innovation status.

McGlone's has a strong Human Capital Strategy to maximize student achievement. To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in **Appendix D**, McGlone Elementary requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

McGlone 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 McGlone 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 McGlone and the Denver Public Schools for any reason at any time. McGlone 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 McGlone 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 McGlone if they do not secure a position through mutual consent.

As described in this document, and included in **Appendix E**, McGlone Elementary 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. McGlone will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of McGlone 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.

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

Human Capital Strategy

McGlone has a strong Human Capital Strategy aligned with maximizing gains in student achievement. McGlone is in the process of strategically staffing the school to ensure there are multiple people available each day to provide instructional feedback to teachers and to work as a team to facilitate high quality professional development.

McGlone is innovative in re-purposing the roles of key teaching and non-teaching positions toward accelerated achievement results and enhanced relationships with families and the community. Innovation status allows the school to align job descriptions, roles and responsibilities to more fully support the vision and mission of the school and to remain responsive to changing needs as they arise. Innovation status provides the opportunity for staff to assume multiple roles as needed, such as serving as an after-school tutor or to supervise students during non-classroom time. **All** staff at McGlone has shared ownership for student outcomes.

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

Principal is the lead learner and lead teacher, with primary responsibility and accountability for the implementation of the Innovation Plan and resulting growth in student achievement. She works closely with the assistant principal, administrative intern, teacher leaders, district instructional support personnel, and Instructional Leadership Team (ILT) to develop, coordinate, monitor and maintain a focus and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practice. She assists the assistant principal in the successful implementation of McGlone's Core Values and works closely with the office manager to ensure that all operational responsibilities are handled in a timely, effective manner. The principal spends much of her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents, teachers, and the administrative team. Professional development facilitation is shared by all Instructional Leaders in the building, including the principal. Response to daily student discipline is shared by all administrators.

The philosophy of the school is one of shared ownership and shared leadership. Ultimately, however, if there is disagreement and consensus cannot be reached regarding final decisions, after consultation and appropriate and relevant input from other

administrators (the Instructional Leadership Team, the McGlone School Advisory Board, and/or parents), the principal has final authority for making all decisions, including personnel, budgeting, instructional expectations, and curriculum.

Assistant Principal focuses on developing and maintaining a culture of excellence in the school, in addition to his/her role as an instructional leader in the building. A guiding purpose at McGlone is that both academics and character are equally important and that individual differences are understood and respected. The assistant principal has primary responsibility for maintaining an appropriate focus on implementation of McGlone's Core Values, including overseeing the successful implementation of school-wide morning meetings. The assistant principal also works closely with the principal, administrative intern, teacher leaders, and Instructional Leadership Team on developing, coordinating, monitoring and maintaining a focused and deliberate plan for shared ownership of student achievement outcomes and professional development to improve instructional practices. The assistant principal spends much of his/her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents and teachers. Professional development facilitation is shared by all Instructional Leaders in the building, including the assistant principal. Response to daily student discipline is shared by all administrators. In the absence of the principal, the assistant principal is the administrator in charge.

Administrative Intern (Ritchie Intern) is a full member of the administrative team and will share ownership with the principal, assistant principal, teacher leaders, and Instructional Leadership Team for coordinating, facilitating and monitoring the processes for data-driven instruction. This includes developing and helping with support and training for data teams that will be facilitated by administrators, teacher leaders and classroom teachers. The intern helps to facilitate the ILT's work to organize and analyze school-wide data as well as assist individual data teams to organize and analyze their classroom and grade level data across content areas. The administrative intern assists the principal and assistant principal in working closely with Blueprint Schools to create user-friendly student achievement reports that not only assist teachers in monitoring progress towards goals, but also clearly report individual student, disaggregated grade level, and disaggregated school level results to our families. This position will also assist with professional development focused on data-driven instruction, assessment and student-centered planning to increase the capacity and expertise of data team and school staff. The administrative intern spends much of her time each day building the leadership capacity of other adults in the building, including observing and providing feedback to teacher residents and teachers. The administrative intern also plays an important role in implementing a rigorous "Foundations of Instruction" series of classes for all new teachers and also experienced teachers on a case-by-case basis. Professional development facilitation is shared by all Instructional Leaders in the building, including the Administrative Intern. Response to daily student discipline is shared by all administrators. In the absence of the principal and assistant principal, the administrative intern is the administrator in charge.

(Please note: Primary responsibilities of the principal, assistant principal and administrative Intern remains flexible, based on the areas of expertise the selected candidates bring to the table each year as well as the needs of the building.)

Teacher Leaders in literacy, math, and technology provide job-embedded coaching to teachers. (Literacy and Math Teacher leaders teach half time and coach half time each day. Technology teacher leader teaches half time and coaches, co-teaches half time.) Hiring teacher leaders ensures that some of our strongest instructors are teaching students every day, while still providing critical instructional leadership to less experienced, less proficient teachers. Teacher leaders are part of the Instructional Leadership Team and share responsibility for facilitating professional development alongside the principal, assistant principal and administrative intern.

Math High-Dosage Tutoring Coordinator oversees the hiring, training, and evaluation of the high dosage fourth grade math tutors. The Math Tutoring Coordinator will coach the 4th grade team in developing strong math practices and will facilitate the fourth grade weekly data team meeting. She will work closely with Blueprint Schools to obtain and analyze appropriate student achievement assessment data to monitor progress. As a member of the extended administrative team, she will share the responsibility for facilitating high quality professional development in the area of mathematical content and pedagogy.

Office Manager oversees all operational duties, including maintaining the facility, managing the budget, processing payroll, and ordering supplies. This person manages, monitors and delegates work to appropriate staff to ensure operational activities at the school run smoothly. This includes clarifying, changing and identifying the specific responsibilities of other non-teaching staff such as the secretary 1, family liaison, health tech, custodian and office volunteers, so that the work of every person is responsive to the needs of students and families. The office manager is a full member of the front office team, with shared responsibility for greeting and assisting the community and answering the phone. In the absence of the principal, assistant principal and administrative intern, the office manager is the administrator in charge. Hiring an office manager who oversees the daily operational management of the building frees up the time of the instructional administrators (principal, assistant principal and administrative intern) to focus on student and teacher instruction.

Secretary 1 has primary responsibility for enrollment, scheduling, and attendance. She also greets and assists community members entering the school, answers the phone, provides clerical support, and performs other duties as assigned by the Office Manager.

Family Liaison has a variety of responsibilities that include organizing all school parent meetings to support open communication and parent engagement and facilitating parenting classes and learning opportunities. The liaison provides families with translation

services and organizes childcare so that parents can fully participate in the school's operations. The family liaison also works with parents to help them take on leadership roles in the school per the "parent engagement plan." The family liaison works in cooperation with the school mental health professionals, health tech paraprofessional, and partners such as Social Services to coordinate supports and safety nets for students and their families. The family liaison works with one paraprofessional to assist teachers in administering baseline assessments in reading, writing, math, and language development to incoming new students throughout the year. The family liaison will be the primary person responsible for forming and maintaining business partnerships to increase both revenue and volunteer services and resources.

Full-time Health Tech provides day-to-day services in the clinic and is also involved with planning and facilitating meetings and classes to families on nutrition and wellness. The health tech works with the nurse and Head Start to arrange medical services, including health screenings and vaccinations, for students.

Instructional Paraprofessionals provide small group differentiated support in the classroom as well as class coverage so teachers can complete instructional dialogues with teacher leaders after classroom observations. Paraprofessionals receive professional training to develop the knowledge and skills necessary to work with students and support the differentiation strategies used by teachers. Paraprofessionals also receive technology training so they can support student use of technology in the classroom and trouble-shoot minor tech issues. Some paraprofessional time will also be spent supervising students (lunch, before and after school), allowing teachers to focus on team and individual instructional planning.

One para works with the family liaison to assist classroom teachers with administering baseline assessments in reading, writing, math, and language development to incoming new students throughout the year. One technology/media para will trouble shoot technology problems, manage the media center and work alongside our technology teacher leader. Paraprofessional time is maximized so any time spent sitting and watching instruction only happens with a planned purpose; otherwise, they are engaged in providing instruction themselves.

High Dosage Tutors provide approximately 45 minutes of math tutoring to every 4th grade student every day. Tutors work with no more than three students at a time. Classroom instruction is supplemented with this individualized tutoring during the regular school day and before and after school. We follow Blueprint Schools defined process and protocols for recruiting, selection, onboarding and evaluation of tutors. Blueprint Schools assists in selecting a tutoring curriculum and instructional guide in math that is aligned with Colorado State Standards. In addition, they have developed procedural guidelines and a "rulebook" for tutors. Data collection and analysis of the impact on student learning is part of the tutoring model.

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

A copy of the school's organizational chart is attached.

The organizational chart reflects our values of shared and distributed leadership. The principal will use shared decision making processes to ensure that all stakeholders have input into the important decisions of the school. In addition to the key leadership positions described above, the school will create a

School Advisory Board ("SAB"). The SAB will be a representative group that provides guidance and input on key decisions of the school. The advisory board seeks broader parent and community input to ensure decisions related to the school's goals are reflective of the priorities and needs of the larger community.

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

Selection Process

The selection process for teachers includes some combination of three components: an initial resume/cover letter review and/or screening; a 1:1 interview with the interview team with a consistent set of questions and "look fors"; and an observation of classroom practice, whenever practical. (The order of the last two stages may vary based on schedule.)

At each stage of the process, candidates are either eliminated or asked to continue to the next stage. Candidates are asked to bring an artifact to the interview that demonstrates how they have used student achievement data to differentiate instruction which resulted in increased student achievement. The interview process focuses on ensuring that candidates can demonstrate their understanding of core academic content and pedagogy, differentiation, language development, student engagement and rapport, application of technology, personal commitment to McGlone's vision, and other key factors to align with the innovation plan. The intent is to take an in-depth look at the potential of each teaching candidate to be successful in a high stakes, turnaround teaching environment. References are conducted for each finalist and in some cases, may be completed as a pre-screen.

The selection process for non-teaching staff involves a screening of resumes/cover letters and 1:1 interview with a consistent set of questions and “look fors.” References are conducted for each finalist and, in some cases, may be completed as a pre-screen.

The selection process for an assistant principal includes an initial review of resume/cover letter and/or a personal screening by the principal, a 1:1 interview with the interview team, and a classroom walkthrough alongside the principal. The interview process focuses on ensuring that candidates can demonstrate their understanding of instructional pedagogy, the use of data to drive instructional decision-making at the classroom and building level, ability/experience with coaching and training teachers, experience and knowledge of second language learners and urban education, personal commitment to McGlone’s vision, and other key factors to align with the innovation plan. “Looks fors” include areas of expertise that add to the skills sets and experiences of the other members of the administrative team. References are conducted for each finalist and, in some cases, may be completed as a pre-screen.

The selection process for the Administrative Intern aligns with the process developed for selection of Ritchie Interns.

The principal retains final decision-making authority related to personnel matters.

Interview Teams

McGlone does not follow the DPS Personnel Committee rules and regulations, but instead will create their own process for ensuring teacher input and a thorough, fair hiring process. (Prior to having the full teaching staff on board, the principal conducts the hiring process; newly hired staff will be asked to participate on interview teams as soon as possible.) Once a full staff is onboard (August, 2011), an interview team consisting of the principal, administration and staff relevant to the position being hired will be convened by the principal for each type of position being hired. Interview team membership remains flexible to customize each team for the type of position being hired. Consistent interview questions are asked of each candidate and interviewees have a shared understanding of “look fors” for each question. When a teaching observation is requested, it is conducted by at least one administrator and may include another member(s) of the interview team. There is a consistent list of observation “look fors” for each observation within a particular position. The interview team uses a collaborative approach and seeks to reach consensus on selection of candidates. In the event that this is not possible, the principal makes the final decision. In addition, the principal reserves the right to override the consensus process if information becomes available that would make the candidate unsuitable for hiring. Respecting personnel

privacy, the principal will, to the degree possible, explain why the candidate was not approved and ask the committee to recommend another candidate.

Recruiting

In addition to local recruiting fairs, teacher recruiting venues and partnerships include: Teach for America, internal DPS candidates (including current McGlone staff year one), Denver Teaching Fellows, and the Denver Teacher Residence program. Administrator recruiting partners include the Ritchie Program and Get Smart schools.

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

We will use the following language on all our postings Year 1 (we will use a variation in future years):

McGlone Elementary is a turnaround school. A turnaround school has typically been underperforming for many years and requires a dedicated staff and faculty who are willing to do all that it takes to dramatically improve achievement outcomes for students. We are innovative in our approaches to leadership, planning, program, staffing, professional development, use of time, responsiveness to student needs, and seek flexibility with district policy, state law and collective bargaining agreements in order to reach goals of dramatic improvement in a short period of time.

Marketing materials for teachers will include the following language:

McGlone Elementary is looking for teachers who are committed to:

Behaviors and Attitudes:

- Changing the cycle of educational inequity
- Going above and beyond the traditional teacher role to produce rapid, dramatic gains in student achievement
- Differentiating instruction to meet a wide range of needs, including second language learners
- Going above and beyond the traditional teacher role to produce rapid, dramatic gains in student achievement

- Collaborating with colleagues, sharing expertise, and using data to make instructional decisions
- Building a culture of high expectations and no excuses – for students and staff
- Completing professional reading, self-reflection, and quick implementation of next steps in order to deepen instructional understandings and improve practice
- Using technology as an instructional tool for teaching and learning
- Integrating curriculum to ensure meaning and authentic context for learning
- Motivating others, including students, other school staff, and parents to work as a team towards obtaining accelerated student learning results
- Influencing the future of our students, our school, and educational policy by being a thought leader and change agent

Instructional Knowledge and Skills:

- Best practices for working with English language learners
- Use of student achievement data to progress monitor and plan for differentiated instruction
- Integration of technology and content
- Reading and writing process
- Mathematical thinking and concept development
- Building relationships with students and families
- Reflective practitioner, learner, focus on professional development
- Bilingual preferred (Spanish/English)

Teacher Understandings and Expectations

- McGlone Elementary is a professional learning community. All members join the community with the understanding that they intend to abide by McGlone's innovation plan and will take full responsibility for the school's work, its outcomes and daily practices.
- Teachers see themselves first as learners, then as teachers of students, then as teachers of curriculum.
- All standards-based core academic subjects are collaboratively planned and implemented by teams. Teachers are responsible for the work of their team and the achievement of their students.
- Teachers use a standards-based grading scale and provide explicit feedback to students regarding progress towards grade level targets and goals.
- Teachers are expected to use technology as an instructional tool during daily instruction and to teach students how to use technology as a tool for learning, research, and creation of authentic work products.
- Teachers are expected to collaboratively plan and implement integrated units of study that allow students to make authentic connections across subject areas.
- Teachers use data to drive instruction. Formative and summative data and analysis of student work is used to monitor progress and plan differentiated instruction. Teachers engage in compelling conversations with colleagues and administration during weekly data team meetings, weekly team planning sessions, and informally to deepen understandings and share best practices.
- Teachers are expected to utilize best practices for teaching second language learners within their daily instruction in all content areas.
- Teachers plan for lessons which are inquiry based and allow for student creativity and critical thinking.
- Teachers collaboratively create, administer, and score common assessments to assess student progress towards rigorous goals.

- Teachers have the flexibility and are expected to pace, condense, or extend lessons to allow for the time needed to achieve in depth student understandings and results.
- Teachers teach and authentically integrate McGlone’s Core Values and social skills.
- Teachers have 60 minutes of non-student contact/team planning time each day.
- Teachers are expected to be prepared for and actively participate in their own learning including:
 - weekly professional development (Mondays 4:15-5:15)
 - weekly data teams (Wednesdays during team planning time)
 - weekly team planning (at least one day a week during team planning time)
 - inservice/professional developments days and scheduled early out days
 - scheduled visitations to colleagues classrooms, including demonstration classrooms
- First year teachers (and teacher residents) are expected to attend a mandatory new teacher class that meets throughout the year. Experienced teachers are expected to attend select classes based on individual professional development needs. Credit will be offered for attendance in this class.
- Teachers are expected to make connections and build strong relationships with parents including, but not limited to: making home visits, phone calls, sending emails, and meeting with parents in person to discuss student academic, behavior and personal needs.
- Teachers understand that student achievement data results are transparent and serve as a learning tool for self-reflection, celebration, collegial dialogue, course correction, and accountability to our stakeholders.
- Teachers work an extended school day and extended school calendar to accommodate additional instructional time for students as well as additional time for professional development and student assessment.
- Teachers have supervision duties after school and share supervision duties during lunch/recess on a rotating basis.

- Support for teacher development is provided by administration and teacher leaders. Continued employment is contingent on adequate growth in student achievement and instructional pedagogy as well as professionalism and implementation of the innovation plan and educational plan.
- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.
1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

McGlone adheres to the DPS salary schedule, but innovation status allows the school to compensate teachers with a stipend for the extended school day and extended school year as well as other duties and responsibilities identified by the instructional leadership team, as budget allows. Non-teaching staff is also compensated for any additional hours in accordance with Fair Labor Laws. Additional sources will be sought to provide incentives and rewards. One potential source of revenue for stipends could be through strategic management of the guest teacher budget. As additional monies become available, the Instructional Leadership Team will identify criteria for incentives and monetary amounts.

Within an environment of shared leadership, teachers and staff are offered leadership responsibilities which may extend their school day or year and compensation will be provided, as budget allows. A plan that incents master teachers to take on leadership roles will be developed by the Instructional Leadership Team in Year 2, with the intention of providing stipends for those teachers who consistently take on additional leadership roles within the building, such as mentoring newer teachers, facilitating professional development, facilitating data teams, leveling resources, etc.

- E. Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.
1. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees.

McGlone uses the District LEAP framework on teacher effectiveness to identify strengths and needs of each teacher, teams of teachers and the building as a whole. Additionally, McGlone will identify Instructional Key Constructs. During year one, the entire staff develops foundational understandings around these key constructs to include: Teaching/Learning Cycle, Lesson Planning,

Reading Process, Writing Process, Mathematical Thinking, Integration of Technology, Integrated Units of Study, Strategies for Teaching Second Language Learners, and McGlone's Core Values.

The Instructional Leadership Team identifies school-wide focus areas for learning. These school-wide focus areas are the content of weekly mandatory professional development for the entire teaching staff. Each teacher works collaboratively with administration to identify at least one additional personal focus area for growth. Teachers are provided feedback and held accountable for implementation of next steps on these focus areas as well as instructional practices as a whole. Improvements in instruction are "celebrated", acknowledged and shared so that we can all feel effectual as well as share expertise.

McGlone has clear performance criteria and professional development for first-year teachers who are new to the profession. First year teachers are expected to attend district-provided induction classes. In addition, they are required to attend a Foundations of Teaching class at McGlone to build content knowledge and pedagogy. Experienced teachers may be asked or required to attend certain classes based on individual professional development identified needs and goals.

Teachers are observed in the classroom and coached one-on-one by both administration and teacher leaders, as staffing allows. Teachers set specific goals aligned with the District's teacher effectiveness framework (LEAP) as well as implementation of next steps identified in school-wide professional development and effective implementation of McGlone's Instructional Key Constructs. The school will purchase professional resources/books to assist teachers in developing their understandings and optional book studies may be organized for credit towards teacher relicensure. Teachers are also encouraged to attend professional development conferences as funding allows.

Teacher leadership is cultivated by providing both opportunities to build capacity as well as opportunities to lead. Different possibilities of teacher leadership could include: mentoring new teachers and Denver Teaching Residents, membership on the Instructional Leadership Team, facilitating data teams, facilitating professional development for the staff, representing the school on District committees, membership on interview teams, nomination to the Ritchie Program, promotion to a Teacher Leader position, etc.

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

Together, the McGlone staff will build a culture of shared ownership and shared accountability for results. We will "get to know each other", build rapport, trust, and strong relationships through the work. In this way, the entire staff has the opportunity to have

a feeling of ownership as they collectively guide the implementation of the innovation plan. Our school staff will recognize that we are part of something bigger than ourselves, bigger than our classroom and even bigger than our school. It is the work of transforming an entire community and school feeder pattern so that the entire neighborhood shares in the success that is only begun at the elementary level.

Critical understandings regarding McGlone's School Culture are included in the "Teacher Understandings and Expectations Working Agreement":

- McGlone Elementary is a professional learning community...taking full responsibility for the school's work, its outcome and daily practices
- All standards-based core academic subjects are collaboratively planned and implemented by teams
- Teachers are expected to collaboratively plan and implement integrated units of study that allow students to make authentic connections across subject areas
- Teachers collaboratively create, administer, and score common assessments to assess student progress towards rigorous goals
- Teachers teach and authentically integrate McGlone's Core Values and social skills
- Teachers are expected to be prepared for and actively participate in their own learning
- Teachers are expected to make connections and build strong relationships with parents
- Teacher understand that student achievement data results will be transparent and will serve as a learning tool for self-reflection, celebration ,collegial dialogue, course correction, and accountability to our stakeholders

Engaging in the above mentioned behaviors supports each teacher's professional growth. By taking shared ownership of McGlone's student achievement, learning and collaborating together, using data to inform instruction, reflecting on our progress, and making connections with all stakeholders; our teachers will continue to learn about their craft, their students, and their work.

Each teacher is responsible for analyzing student achievement results, setting goals, planning differentiated instruction and monitoring progress **at the student and classroom level.**

Each grade level data team is responsible for analyzing student achievement results, setting goals, planning for differentiated student and teacher learning and monitoring progress for all students **at the grade level.**

The Instructional Leadership Team is responsible for analyzing student achievement results, setting goals, monitoring progress, identifying student and teacher needs, and facilitating professional development **at the school level**. This includes identifying trends (both strengths and needs) and developing plans to address concerns. This group monitors implementation of agreed upon “next steps” and provides feedback to teachers regarding overall growth towards goals. This group makes instructional decisions and monitors the implementation of all aspects of the innovation plan that pertain to instruction and curriculum. Members of the Instructional Leadership Team create avenues for classroom teachers to provide input into important decisions and will be key communicators and role models of the vision and mission within grade level teams, professional development sessions, at school-based community meetings, and in meetings outside of our school.

In order to align with State and District identified teacher effectiveness standards, McGlone uses components of the DPS LEAP evaluation framework, including student achievement indicators, the observation framework, student perception data, and professional standards. The principal, and appropriately licensed principal designees, retain autonomy to make the final determination of teacher effectiveness as it relates to yearly evaluations. In alignment with at-will employment, the final decision regarding continued employment rests solely with the principal. The principal uses input from a variety of sources, including parents, other teachers and administration when making final recommendations for continued employment at McGlone.

3. Describe the schools plan to cultivate future leadership capacity

McGlone staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff is on the Instructional Leadership Team (ILT), lead and participate as members of data teams, serve on or lead school and district committees, and facilitate professional development. In addition, staff provides mentoring to Denver Teaching Residents and new teachers, coach less experienced teachers, and engage in participatory decision making as part of committees.

McGlone provides opportunities to learn/improve facilitation skills, develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. The progression and rubric for leadership development is included as part of the succession plan since it is based on cultivating future leadership capacity. Some of the key skills and attributes include:

- Ability to communicate, support and create ownership for the school’s mission and goals.
- Ability to plan, set goals and support improved programs, technologies and processes to guide school improvement.

- Ability to demonstrate knowledge about curriculum, instruction and assessment and design and implement differentiated instruction that is focused on achievement for all learners.
 - Ability to create, develop, model and sustain a professional working and learning environment that builds collaboration and high expectations for student success.
 - Ability to facilitate high quality professional development and coaching to teachers at different stages of development
4. Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire district.

McGlone is a lab site as part of the Denver Teacher Residency (DTR) Program. During the 2011-2012 school year, we will train four residents with the goal of expanding that number to approximately eight residents in future years. We have also hired recent Denver Teaching Resident graduates as first year teachers as well as first year Denver Teaching Fellows. Demonstration classrooms will not only help residents, fellows and teachers within our own school but will be open to other schools and/or DTR residents and Teaching Fellows as well. These classrooms will contain a wide range of student ability levels and staff that illustrate the reform efforts that are supported through innovation status.

McGlone will supplement current reading curriculum with IRLA: Independent Reading, Level Assessment Framework, published by American Reading Company. (During the 2011-2012 school year, this will include 20 days of professional development support from the publishers.) This reading framework is in alignment with the Common Core Standards for Reading. As a District pilot site for these new curriculum materials, we will host District learning labs focused on the use of these student and teacher reading materials.

Because of the range of effective professional learning and leadership structures that will be in place, including the strategic use of literacy, math, and technology teacher leaders and a Ritchie administrative intern, McGlone can also be a site for principal leadership development as part of the Ritchie Program. Ideally, the innovation schools in the far northeast (once they are approved and implemented) will collaborate to identify important leadership skills, best uses of student achievement data, knowledge and attitudes that are essential attributes to drive significant gains in student achievement within high needs schools. These structures will allow the entire district to benefit from the innovation school process and help to build connections between the innovation schools and Denver Teaching Residents (DTR), Denver Teaching Fellows, and principal leadership development (Ritchie) programs.

- F. Describe any innovations in the school's performance management system under innovation status and how these changes will lead to increased student achievement.
1. Describe policies and procedures for establishing individual employee goals.

All teachers at McGlone are expected to meet or exceed a clearly identified set of teaching standards outlined in Denver's LEAP framework (see Priority 2 "Measureable Outcomes"). Administration utilizes the LEAP framework as a foundation for professional learning, assessment and evaluation of teachers. Innovation status allows the principal to set specific yearly targets for teacher performance and identify school wide focus areas as well as individualized professional development goals. These outcomes relate directly to the work of the unified improvement plan and are monitored on a regular basis by teaching staff, teacher leaders and administration. Descriptive feedback to teachers is provided through structures such as 1:1 coaching, classroom walkthroughs, self-assessments based on analysis of student work, formal observations, and data teams.

2. Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.

McGlone will use the LEAP evaluation system framework and observation tools for the school's performance management system. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP for any reason, including if LEAP processes and procedures infringe on the at-will employment agreement, the school 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.

Each teacher is responsible for fully participating in school wide professional development units of study in pedagogy and content. (During the 2011-2012 school year, the pedagogy unit of study focuses on best practices for instructing second language learners and the content unit of study focuses on reading process and content.) Each year, individual teachers are additionally responsible for completing a professional learning plan linked to the school improvement goals and the LEAP Framework. Teachers meet with an assigned administrator and/or teacher leader to refine goals, review related LEAP rubrics and determine criteria for success. On-going check-ins with teacher leaders and administrators throughout the year provide feedback to teachers and an opportunity to revise objectives as needed. Professional development, such as weekly staff meetings, 1:1 job-embedded coaching, data teams, book studies, learning walks, professional reading, feedback from administration and outside consultants, and online tools, support teachers in reaching their goals. Implementation of new practices will be consistently monitored against student work and achievement results. This link is key to ensuring that the professional learning is implemented with fidelity and that teacher assessment and evaluation is clearly connected to student achievement results.

Each year at McGlone the following actions occur:

1. Teachers collaboratively review assessment data and set achievement goals for their incoming students.
2. Teachers complete a self-assessment on current knowledge and skills related to best practices toward the school goals as well as individual goals in alignment with the LEAP framework.
3. Teachers work with administration and/or assigned teacher leaders to set measurable outcomes for improved practice leading to improved achievement for students.
4. Teacher leaders and administrators maintain copies of teacher goals and use this information to provide descriptive feedback to teachers related to the goals.
5. Checks throughout the year and self-assessments provide opportunity for teachers to refine or revise objectives.
6. Administration and teacher leaders provide formative feedback to teachers around implementation of school wide and individual goals.
7. Data teams and administration continually monitor disaggregated gains in student achievement in order to track individual student growth, monitor achievement gaps, and formatively assess individual teacher and grade level team success.
8. End of year evaluations provide summative feedback to teachers which is then used to set goals for the following year.
9. New practices are documented and celebrated by all staff.

McGlone administrators use the DPS LEAP content for evaluating staff. Classroom observations are both announced and unannounced and feedback is provided during follow-up conferences and in writing. Additional data is collected and feedback provided during ongoing informal classroom observations, data team observations, team planning observations, professional development meeting observations, parent conference observations, etc. The teacher evaluation body of evidence also includes student perception data, professionalism standards, and student outcomes. A final summative evaluation measure is determined by the principal or principal designee (i.e. assistant principal). The evaluation schedule includes, at a minimum, two “formal” administrator observations with written feedback and if assigned by the district, two “formal” peer observations with feedback.

Teachers share successes and challenges at weekly team meetings, staff meetings and with their individual coaches. At the end of the year, all staff participates in a “plate to plaque” celebration. Teachers who have demonstrated exceptional mastery over a specific objective move that objective from being “on their plate” to a “plaque” that recognizes the mastery of new skills and practices. These plaques will grow over time as teachers build new skills. In August, teachers who demonstrated exceptional student achievement gains during the previous year (as measured by CSAP or other end of year measures) will be recognized and celebrated. Public celebration and recognition of strengths and accomplishments provide teachers with information about where

they may want to observe best practices across a variety of topic and content areas outlined in LEAP and included on our Statewide CSAP assessment.

Specific performance measures for the first three years of teaching and beyond at McGlone align with the LEAP Framework as follows:

➤ YEAR 1 Teachers at McGlone will strive to earn an “effective” (5) rating on the following DPS LEAP Framework for Effective Teaching indicators:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>
Learning Environment	Positive Classroom Culture and Climate	LE 1 respect for students’ communities and cultures
Learning Environment	Positive Classroom Culture and Climate	LE 2 respectful learning Environment
Learning Environment	Positive Classroom Culture and Climate	LE 3 motivates students to learn
Learning Environment	Effective Classroom Management	LE 4 clear expectations for student behavior
Learning Environment	Effective Classroom Management	LE 5 resources and space
Learning Environment	Effective Classroom Management	LE 6 student groups, transitions, and resources
Instruction	Standards-Based Goals	I 1 standards-based learning objectives/larger rationale

Instruction	High-Impact Instructional Moves	I 5	checks for understanding
Instruction	High-Impact Instructional Moves	I 6	technology and digital resources
Instruction	Academic Language Development	I 9	content is accessible for ELLs
Instruction	Academic Language Development	I 10	academic language
Instruction	21 st Century Skills	I 12	communication & collaboration

➤ YEAR 2 Teachers at McGlone will strive to earn an “effective” (5) rating on the DPS LEAP Framework for Effective Teaching “Year 1” indicators listed above, plus the following:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>	
Instruction	Standards-Based Goals	I 2	descriptive feedback
Instruction	High-Impact Instructional Moves	I 3	rigorous tasks
Instruction	High-Impact Instructional Moves	I 4	questioning
Instruction	Differentiation	I 7	planning for/addressing all students’ needs

➤ YEAR 3 teachers at McGlone will strive to earn an “effective” (5) rating on the DPS LEAP Framework for Effective Teaching “Year 1” and “Year 2” indicators listed above, plus the following:

<u>Domain</u>	<u>Expectation</u>	<u>Indicator</u>
Instruction	Masterful Content Knowledge	I 8 deep knowledge of content
Instruction	21 st Century Skills	I 11 creativity/innovation, critical thinking, problem solving

➤ Teachers with 4 more years of teaching experience at McGlone will strive to earn a 5 or higher (“effective”) on the DPS LEAP Framework for Effective Teaching on all indicators.

By narrowing the focus for teachers and ensuring that professional development is focused on building teachers’ skills toward specific and measurable results, we build steady momentum for professional growth of all staff. This plan allows us to differentiate for a range of experience and skill, but still keeps us focused on work toward the school achievement goals. ***In addition, by identifying specific outcomes for the first three years of teacher performance, McGlone staff builds a solid foundation of instructional practices and a strong culture of high expectations that will be a model for new teaching staff in the years to come.*** Teachers who choose to work at McGlone have a strong understanding of the work required and recognize the value of professional learning and growth. This comes from the clear focus on measurable objectives, the identification of teaching skills related to student achievement, and the documentation and celebration of growth and success.

3. Describe who is involved in the evaluation process, how feedback will be provided, and how often.

McGlone will use the LEAP evaluation system framework and observation tools for the school’s performance management system. Should the school determine that it wishes to propose a teacher evaluation system different than LEAP for any reason, including if LEAP processes and procedures infringe on the at-will employment agreement, the school 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.

Evaluation includes input from students (perception data), potential input from parents, grade level teams, colleagues and administration. Administration is responsible for the final evaluation and uses all input gathered, including LEAP peer observers (if assigned). The number and frequency of formal observations meets or exceeds the District standard under the LEAP framework. Informal observations and feedback occurs throughout the year by both administration and teacher leaders. Feedback on formal observations aligns with the LEAP evaluation framework. Additional feedback throughout the year takes a variety of forms including: instructional dialogues, informal conversations, emails, notes, and other written feedback.

4. Explain how the school will handle unsatisfactory leadership and teacher performance.
 - a. Describe employee remediation policies and procedures.

Teachers are provided with differentiated professional development that is targeted and focused for each person. Coaching, feedback from administration and other recommended supports help teachers grow and improve against specific goals. It is ultimately the teacher's responsibility to show growth with the supports provided. Continued employment is contingent upon adequate growth in student achievement and instructional pedagogy as well as professionalism and implementation of the innovation plan.

Administrators are evaluated using the District principal evaluation system. Additionally, the principal and assistant principal utilize a 360 degree feedback tool once a year to solicit feedback from supervisors, peers, direct reports, and others, including parent members of the McGlone School Advisory Board.

The principal, faculty and staff at McGlone are committed to adopting a collaborate process to solving problems in good faith and at the lowest possible level. If faculty or staff members believe that the terms of the Innovation Plan have been violated or they have a dispute that they want resolved, they are expected to raise the matter with the Principal.

If the dispute is not resolved to the satisfaction of the faculty or staff member an appeal may be made following DPS Board of Education Policy GBK – Staff Concerns/Complaints/Grievances.

If a complaint is received about a teacher or a teacher has committed an act that warrants corrective action, the Principal will determine the appropriate action. McGlone retains the right to dismiss employs for unsatisfactory performance for any reason at any time. Dismissal decisions will be in accordance with the school's at-will employment policy.

If a claim or dispute involves the principal, the faculty or staff member should raise the matter with the Principal's immediate supervisor. The decision of the supervisor shall be final.

5. Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

A Culture of Learning

Although thoughtful formal evaluation processes such as LEAP drive improvements in teacher effectiveness and student achievement, the informal daily observations, interactions, written feedback, and instructional conversations that take place every day between teachers and between teachers and administrators also have a major impact on teacher effectiveness and increase student achievement. When there is a well-developed culture of learning, teachers are engaged in self-reflection and learning every day, not just during formal evaluation interactions. McGlone's goal is to develop a true culture of learning across our entire teaching staff. The administration makes a summative judgment regarding teacher effectiveness as they make yearly employment decisions.

"State of the Grade" Meetings

Administration meets with individuals and/or teams of teachers each trimester at a "State of the Grade" meeting to monitor student growth and provide feedback and suggestions regarding teacher and student performance.

Struggling Teachers

When a teacher is struggling, clear targets are provided and goals set that are monitored on a regular basis with feedback from administration and other instructional leaders. When expectations and progress are not being met, teachers are provided feedback and clearly notified of next steps, goals, and expectations.

- G. Describe any innovations to the school's leadership structure as a result of innovation status and how these changes will lead to increased student achievement.

The school's administrative leadership team includes the principal, assistant principal, administrative "Ritchie" intern, a literacy teacher leader, a math teacher leader, a technology teacher leader, and a math tutor coordinator.

This **expanded “shared leadership” approach** allows for more individualized feedback to teachers as well as a broader depth of knowledge and capacity at the administrative level. The literacy and math teacher leaders share a “demonstration classroom” where teams of teachers can observe best practice. Each teacher leader teaches half of the day and coaches teachers and facilitates data teams the rest of the day. The technology teacher leader will teach “specials” to ECE – 2nd Grade; the remainder of their day will be spent in co-teaching and coaching with teachers, in order to build their capacity with integrating technology into their classroom instruction.

- H. Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.

Principal

Suzanne Morey has been hired as the principal of McGlone Elementary, *Montbello Center for 21st Century Learning*. Ms. Morey has over 15 years of public school administrative experience. She served as the principal at Crawford Elementary in Aurora Public Schools where she earned the Governor’s Award for Significant Gains in Student Achievement after moving this school of over 76% ELL students out of corrective action. She was the principal at Murphy Creek K-8, Aurora’s first “proto-type” K-8 school and one of the top performing schools in the district as measured by CSAP status and growth scores. She has most recently served as the HR Executive Director of Strategic School Support in Denver Public Schools. She has been involved with DPS principal leadership professional development and has mentored and trained many assistant principals who now hold Instructional Superintendent and principal positions in DPS and in other districts. Her passion for school leadership and turnaround work has brought her back to the principalship.

Instructional Leadership Team

The Instructional Leadership Team meets afterschool for approximately one hour a week so that all members may fully participate. Diversity of membership will be sought to include “experts” across content areas, grade levels, and areas of specialty. First year teachers are not able to participate on Leadership Team during their first year so that they can fully focus on development of their own practice. Membership will be limited to 12-14 individuals so we can keep the size manageable for decision-making purposes. The goals and responsibilities for Leadership Team include monitoring the innovation plan, writing and implementing the UIP, analyzing student achievement at the school level, and making decisions about and facilitating professional development. Members facilitate two-way communication with the entire teaching staff to ensure input and participation in decisions. The Instructional Leadership Team will also make decisions around instruction, supplementary instructional materials, and the data team process.

The instructional leadership team makes decisions through consensus, but if consensus cannot be reached, the principal will make the final decision.

- I. Provide a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.

It is critical that the successful implementation and sustainability of McGlone's vision and mission does not hinge on the current leader. Within the human capital staffing strategy and philosophy of McGlone is the intent and expectation to develop leadership skills and capacity for all staff. Therefore, **succession planning at McGlone begins with the training of pre-service teachers (Denver Teaching Residents and student teachers) and follows a progression that when fully implemented cultivates potential candidates for the McGlone principalship, other DPS principalships and/or District department leadership positions.** Although each individual starts his/her journey at a different stage of expertise, there are structured opportunities for the McGlone teaching staff to progress through the following stages of development:

- Pre-service teachers (Denver Teaching Residents and student teachers)
- Teacher (including Denver Teaching Fellows and other alternative licensure route teachers)
- Teacher Leadership Opportunities (i.e. mentoring, facilitating professional development, facilitating data teams, chairing committees, Instructional Leadership Team membership, School Advisory Board membership)
- Teacher Leaders/Administrative Assistants
- Administrative Intern (Ritchie Program)
- Assistant Principal
- Principal

This plan not only develops the overall ability of the school to meet the needs of our students through increasingly higher levels of instructional expertise, but also allows teachers to continue to grow and take on higher levels of responsibility and critical positions within the school. ***By providing continual professional growth opportunities for our staff, we will better be able to retain our strongest teachers.*** Using this model, we will ultimately produce a steady stream of leaders for McGlone and for our District as a whole.

In doing so, the following must be in place:

- Identified leadership standards – skills, knowledge and attributes (see below)
- Assessment of positions and opportunities available to demonstrate leadership
- Identification of talent within the school to fulfill a continuum of increasingly complex leadership positions and opportunities
- A development plan for potential leaders that is monitored and reviewed to ensure job-embedded experiences
- Opportunities for both school-directed and self-motivated professional learning, including: book studies, professional reading, shadowing and observation of mentors, attendance at local and national conferences, and participation in school and district learning opportunities
- A rubric for measuring the readiness and effectiveness of each emerging and evolving leader

Some of the key leadership skills, knowledge and attributes that emerging leaders need to develop are:

- Ability to communicate, support and create ownership for the school's mission and goals.
- Ability to plan, set goals and support improved programs, technologies and processes to guide school improvement.
- Ability to demonstrate knowledge about curriculum, instruction and assessment and implement differentiated instruction for students
- Ability to create, develop, model and sustain a professional working and learning environment that builds collaboration and high expectations for student success.
- Ability to facilitate high quality, differentiated professional development and coaching to teachers at different stages of development

These standards and processes will continue to be mutually developed by the Instructional Leadership Team and district personnel, with input from the SAB so that everyone understands what it means to be an instructional leader in DPS, as well as an effective leader at McGlone. All emerging leaders need to understand the commitment and skills needed – especially to move into the principal position.

Principal Expectations

Principal expectations will align with the new DPS Principal Effectiveness Standards, will include input from the SAB, and will likely include:

- **Sense of Purpose and Organizational development:** is able to clearly articulate and embody the vision and mission of McGlone's Innovation Plan, uses a collaborative approach, assesses needs and applies processes, leads effective planning and implementation
- **Leadership behavior:** empowers others, builds consensus, problem solves and makes sound judgments, stimulates creative and productive thinking, and develops, communicates and creates support for goals and priorities, leads teams committed to student learning, open to input, identifies potential and provides opportunities to build leadership capacity of staff
- **Communication skills:** uses appropriate communication modes, writes and speaks clearly, demonstrates skill in giving and receiving feedback, models the behaviors expected of others and uses active listening skills
- **Curriculum and instruction:** demonstrates knowledge of McGlone's educational framework and key instructional constructs, ensures that a culturally responsive and developmentally appropriate program is offered to each child; demonstrates high expectations for students and staff
- **Instructional leadership:** demonstrates the ability to build the capacity of the instructional staff through facilitation of high quality professional development, effective observational feedback, and accountability for implementation of McGlone's educational plan
- **Assessment:** ensures understanding and application of data to support both student and teacher learning, supports regular communications among staff and parents regarding student progress, ensures a variety of strategies are identified to help students succeed, works with staff to create effective professional development
- **Organizational management:** strategically aligns resources (people, time, money) with student and family needs, with a focus on increasing student achievement; ensures that the physical building and learning environment is safe and conducive to learning
- **Community Engagement:** promotes a unified school community by respecting diversity and establishing a variety of methods to ensure input from all stakeholders; involves families, community leaders and businesses in the development and support of McGlone's Innovation Plan; treats stakeholders fairly, equitably and with integrity

Common understandings about the essential attributes of an effective principal guide the identification and cultivation for the professional growth of staff who aspire to the principalship. In addition, through the agreed-upon standards, the hiring and selection process of future principals will be focused on ensuring the right candidate is selected – whether that is through internal succession or from outside the school.

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

Parents and business partners on the SAB will have yearly input on identifying and providing feedback on the knowledge, skills and attitudes needed to become a school leader and principal at McGlone. As part of the annual 360 degree evaluation process, the principal will have ongoing input from parents and confirmation of what success should look like.

When a principal search is commenced, the list of principal knowledge, skills, and attitudes will be reviewed and confirmed by the SAB. An interview team will be selected by the SAB to include parents, teachers, current school administration and district leadership (likely McGlone’s Instructional Superintendent or Director). Interview questions and look fors will be developed by the interview team which aligns with the list of knowledge, skills, and attitudes. Finalists will be identified through an interview process which will include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Final recommendation for hire will be the responsibility of the Superintendent of Denver Public Schools and the DPS Board of Education.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

- X. **Describe proposed changes to the school’s governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?**
 - A. Describe your plan to ensure a robust and participatory governance structure that will provide accountability and support to the school.

McGlone School Advisory Board (SAB) is a *representative body* of approximately 12-14 members. It includes the principal, one to two other school administrators, three teachers, two non-teaching staff, four to five parent/guardians, and one to two community/business partner(s). Teachers, non-teaching staff, and parents are elected to the SAB each year by a vote of their respective constituencies and other administration is invited by the principal. Community/business partner(s) are selected by the full board, although recommendations for membership may be submitted by anyone. The principal is a standing member of the SAB.

Using a shared decision making model and guided by the school's vision and mission, the SAB ensures that the innovation plan and the Unified Improvement Plan are supported and implemented. At minimum, this includes review of student achievement progress each trimester and recommendations for improvement; approval of the yearly budget and input on allocation of funds throughout the year; and ongoing monitoring of the UIP and Innovation Plan. This governing board meets monthly. The SAB will develop its own bylaws.

The SAB is also responsible for developing a multi-year plan that includes how to meet the stated work and how to gather input from the greater community (including parents) and maintaining/developing partnerships.

Parent Learning Team –is responsible for development and implementation of a parent engagement plan to include parent education, parent communication, and parent/teacher classroom trainings. The Parent Learning Team is co-facilitated by the Assistant Principal and the Parent Liaison and includes approximately four to six parents and two to four teachers. Meetings will be scheduled monthly and/or as needed.

PTO –is responsible for planning all school functions, fund-raising, and will be a forum for listening to and addressing general parent needs and concerns. PTO will initially be facilitated by the Principal, but once formed, will be facilitated by a parent. Membership is open to all parents/guardians and will meet monthly. Teachers are expected to sign up for at least two PTO meetings per year to assure teacher attendance each month.

1. If applicable, attach a copy of the school's committee descriptions. (See attachment)

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

Family and Community Engagement will be the primary responsibility of our full time Family Liaison.

Student Commitment to Learning

Students sign an agreement (See Attachment: Student Commitment to Learning) indicating their commitment to follow McGlone's behavior and learning expectations and to accept responsibility for their own learning. Students will be required to wear uniforms. This underscores our culture of high expectations and that students are scholars who dress appropriately for learning. Mandatory uniform dressing was requested and highly supported by parents. When students arrive without the proper dress, the school provides t-shirts for them to wear for the day; students will never miss school due to absence of a proper uniform. Assistance in obtaining uniforms to families in need will be pursued.

Parent/Guardian Compact and Engagement

Parents/guardians are partners in supporting student achievement and are asked to sign an agreement to support their child's educational success while at McGlone (See Attachment: Parent/Guardian Compact). Parents are provided a menu that invites three levels of involvement. All parents are minimally asked to agree to the commitments in Level One. Level One asks parents/guardians to agree to have their students to school on time every day in school uniform, check homework, encourage and monitor progress, and attend three Parent/Teacher Classroom Trainings and/or attend parent/teacher conferences. Level Two includes everything in the first level and also includes agreements to volunteer occasionally in class, attend events and parent classes, and/or help with field trips. The third level adds agreements to provide parent leadership by volunteering at the school on a regular basis or serving on significant leadership committees in the school (e.g., Room Parents, McGlone School Advisory Board, Parent Learning Team).

McGlone offers programs to help parents understand how they can actively be involved in their children's learning and how they can assume leadership roles. McGlone provides families with frequent, ongoing and easily understood communications about the work of the school, the progress of their students, opportunities to volunteer, invitations to serve on committees, and class offerings. Parents are asked to identify topics for parent classes. Possible topics include: getting your child ready for kindergarten, getting the most out of parent/teacher conferences, accessing community resources, helping students with homework, and learning English.

The school ensures that parents/guardians are fully informed about school, district, and state expectations and achievements, understand their student's specific academic standing and are a partner in setting goals for student success. For example, this includes helping parents/guardians know how to be fully involved in parent/teacher conferences and to develop strategies for what they can do at home to foster academic success. To support parent involvement, McGlone will partner with the Colorado Statewide Parent Coalition (CSPC) to offer a Parent/Teacher Classroom Training Program that is currently in place at some Denver Public Schools. There are three Parent/Teacher Classroom Trainings offered at McGlone during the year to provide all parents with insight into specific grade level goals in reading and math and their child's progress towards those goals. These trainings also include practice strategies for parents and students to use at home in support of these trimester goals. Blueprint Schools will assist the principal to communicate clear, understandable data to parents throughout the year. A Parent Learning Team will be formed to develop a detailed yearly parent engagement plan and to build the capacity of parents to help each other in becoming advocates in their child's education.

Community Outreach

Meeting the needs of all learners at McGlone requires an integrated approach that marshals the assets of the entire community, including business partners. It is essential to develop mutual respect and effective collaboration among parents, school staff, members of the community and business partners. McGlone must establish new partnerships, strengthen existing partnerships and seek funding for major areas of focus. Community involvement and partnerships are key to success.

The first step is to identify and invite a couple members of the community and/or business partners to serve on the SAB and ask them to be part of a dynamic, shared decision-making team to support the vision and mission of the school. Within that charge, we collaboratively set goals for the work of the SAB. Included in those goals is the oversight for the innovation plan and the UIP. It is important for this group to ensure a focus on supporting student achievement through budget alignment and outreach to parents and the greater community.

In order to reach out to the community, McGlone will research and form a list of potential business partners. Outreach must include key messages about McGlone's vision and mission and our goals for students and our families. It is important for McGlone to develop key messages for the top three to five things we want people to know about us and then to collaboratively develop an action plan for reaching our audiences:

- Businesses (both local and national)
- Churches
- Civic organizations
- Community groups (e.g. service clubs, homeowners associations)
- Daycare providers
- Existing parents
- Parents new to the area
- Neighborhood parents whose children don't attend McGlone
- Realtors
- Government officials
- Senior citizens
- Local businesses

We tailor our messages to address the interests or concerns these groups might have. Connecting the information to our Innovation Plan, UIP, and school goals help frame our messages. Part of our action plan includes listening to our constituency and reaching out to them. This can be done in a variety of ways: surveys, invitations to school performances, offering student art or student performances at other locations, providing a speakers bureau of parents and staff who can attend community meetings and events, providing short articles that can be included in the publications of companies or organizations, ensuring a user-friendly website, building relationships by inviting them to be mentors, speakers, readers, sending invitations to join students at lunch, offering see-for-yourself tours of the school, maintaining a mailing list of people, groups, organizations and businesses, making the school building friendly and inviting and insisting on exemplary customer service to visitors.

In addition, by identifying and integrating community services and resources, we can maximize our current connections and resources and engage the broader McGlone community around our shared mission. Parents and community members have participated in the initial development of this innovation plan and this input has guided our thinking on what involvement and commitment should look like. Through ongoing assessment and continued engagement, McGlone can develop the synergy that is required to transform McGlone into a high-performing, high-achieving school.

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

Parents will see a new energy and dedication to high expectations for student achievement. Mandatory uniforms, signing parent and student agreements, parent/teacher classroom trainings, establishing the Parent Learning Team, requiring a longer school year and a longer school day, the visibility of new technologies for teacher and student use, displaying student achievement data and goals, and McGlone's Core Values on banners in the front hall will immediately set the stage to help parents realize that things have changed at McGlone. The student, parent and community engagement plan highlighted above establishes the shared responsibility for success. The school calendar, increased time and opportunity for students to learn, and highly motivated and engaged staff all demonstrate that innovation status can lead to increased student achievement for every child.

D. Describe any community partnerships needed to implement the school's innovation plan.

Staff alone cannot accomplish our goals without the sustained support of our partners – this includes parents, community organizations and businesses. By being open and responsive to the input and needs of our constituencies, McGlone will accomplish great things. Connections with social service organizations, service clubs, and businesses can help us develop a safety net for students and families. Providing genuine platforms for input and demonstrating a willingness to incorporate that input will support the innovation plan and maintain open and consistent contact. As Margaret Mead said, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." Certainly the same can be said for changing a school.

1. Describe any other community partnership or services you anticipate developing as a result of innovation status.

McGlone anticipates joining the partnership established with Oakwood Homes for Far Northeast DPS Schools and expanding the current partnership with Boys and Girls Club. McGlone has recently entered into a partnership with Cisco Global Education to provide assistance with the development of a strategic plan for the integration of technology as part of our 21st Century focus. During year 1, McGlone will partner with American Reading Company to provide materials and 10 days of professional development aligned with the new Common Core Standards for Reading. We will also work throughout the year with Isabelle Cordova, an ESL consultant, to provide 75-100 hours of professional development in best practices for working with second language learners.

Other existing partnerships at McGlone which we intend on continuing include: Summer Scholars, Head Start, Slow Foods, Teach for America, Carmel Hill, and Learning Landscaping. Each of these organizations/businesses provide different services including educational programming for students, staffing support, and in-kind funding for technology, literacy, and science resources. Seeking business support for many of our initiatives is crucial and will be pursued with companies such as Target, Walmart and/or Sam's

Club. In addition, McGlone will be part of the Colorado Statewide Parent Coalition. A survey to determine current community assets will help guide the development of other resources and partnerships.

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

Bylaws will be collaboratively development once the SAB is formed and operational.

INNOVATION: BUDGET

XI. 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.

- A. Using the financial model provided, create a detailed five-year budget reflecting major revenue and expense items and key assumptions. The budget should balance each year and reflect financial stability in three to five years (***See Attachment.***)
- B. Provide a budget narrative describing the financial plan that includes an explanation of the school's path to financial stability.

McGlone has worked closely with the District Budget Office, Office of School Turnaround and the Office of School Reform and Innovation to develop a comprehensive school budget for 2011-2012 and a sustainable five-year forecast that supports the school's vision and mission.

Like "traditional" district schools, McGlone 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. As a turnaround school, supplemental funding has been provided by the District, as described below.

McGlone 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). The school estimates this will generate more than \$75,000 in "savings" in 2011-2012 that will fund various innovations in this plan. These savings have not been included in the attached budget.

As mentioned in the innovation plan, the District is partnering with Education Laboratory at Harvard University and Blueprint Schools Network to implement five tenets at McGlone, including extended school day, extended school year, and high dosage tutoring. McGlone believes that in combination with other innovation strategies contained in the plan, these tenets will produce significant gains in student achievement.

The budget for these three tenets is included in the five year budget forecast. McGlone is prepared to modify the above three tenets to respond to future unforeseen budget restrictions. For example, the tutoring program may reduce the number of students it serves or the tutoring ratio may increase. Although McGlone is prepared to adjust the breadth of our plan if necessary, we fully expect to be able to implement the foundational educational and professional development plan as described in this application.

Additional programs or stipends will only be provided as resources become available. The success of the innovation plan as written is not contingent on sources not yet identified.

1. Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

The principal has final budget decision-making authority; however, the SAB reviews the budget and ensures direct alignment with the vision and mission of the school. McGlone's human capital management strategy (including professional development), educational plan, and strategic allocation of time, are the key factors that drive financial decisions.

In order to accelerate the learning of both our students and teachers, monies have been first allocated to staffing the building so as to create differentiated support to students and individualized professional development support to teachers. Secondly, monies have been allocated to provide high quality resources to support the 21st century educational program, including technology enhancements and supplemental literacy curriculum materials (6-Traits writing materials and American Reading Company IRLA Framework which aligns with the Common Core Standards for Reading).

2. Explain major revenue sources, including any funds originated from private sources.
 - a. If revenue is generated from private sources, disclose contributor names, amounts of the contributions, duration of the contributions, and funding commitments already secured by the school.

Like “traditional” district schools, McGlone 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. Supplemental start-up funding has also been provided by the District.

Although other funding sources such as grants will be aggressively sought, the operating budget is based primarily on SBB and mill levy dollars.

We are currently pursuing a Cisco partnership for technology funding, a Teach for America partnership to access matching funds for technology, and a Walton Grant for technology and curriculum. We have accessed District funding for a curriculum pilot of American Reading Company’s IRLA Framework and will pursue future DPS Bond monies for facilities and/or technology enhancements.

We have secured a three year partnership with Carmel Hill to access matching funds for technology and literacy resources totaling approximately \$30,000 for technology and \$68,000 for books over three years.

3. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.
 - a. Explain specific resources, material, equipment, staff, programs and policies that create additional operating costs (e.g., longer school year and school day).

The innovation proposal is, in part, about how time and staff is organized to support student achievement. Monies to hire five math tutors, a tutor coordinator, and stipends for teachers and staff to work the extended school year and school day is budgeted in the five year forecast.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.

One time start-up funds have been provided by the District to cover implementation/turnaround costs. These monies have or will fund the following:

- *Technology* (clicker systems for student interactive classroom use, laptops for teachers...)

- *Facilities enhancements* (bulletin boards throughout the hallways, paint in classrooms, signage, Core Values banners, furniture for common spaces, ...)
- *Professional development* (outside consultant fees, professional books, staff retreat)
- *Salaries* (partial principal and office manager salary April – July)
- New literacy curriculum materials.

c. Explain how the school will fund such additional operating costs.

As outlined above, the school will generate savings from budgeting on actuals, continue to seek “in kind” donations and grants, and request future District bond dollars to fund technology enhancements. Additionally, as noted, McGlone is prepared to modify the three tenets (extended day, extended time, high-dosage tutoring) to respond to unforeseen budget restrictions.

Although McGlone is prepared to adjust the breadth of our plan if necessary, we fully expect to implement the foundational educational and professional development plan as described in this application. Additional programs or stipends will only be provided as resources become available. The success of the innovation plan as written is not contingent on sources not yet identified.

4. Highlight cost savings or increased efficiencies due to the unique attributes of your innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).

McGlone intends to budget on actual salaries. The projected “savings” for the 2011-2012 school at least \$75,000, which has not been included in the attached forecast. Cost savings from budgeting on actual salaries will vary year-to-year based on staff composition. During year one the school does not anticipate cost savings by opting out of centrally budgeted District services; however, the school may choose to opt out of certain services in future years, which may generate cost savings; these potential savings have not been included in the budget.

- C. Explain the policies and processes that will be implemented to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity.
 1. Identify the person(s) who will directly manage and oversee the school’s budget.

With increased flexibility comes increased accountability. The School's staffing plan has been adjusted to hire an Office Manager and a Secretary who will oversee the day-to-day budget-related work. Both staff members are experienced with the District's financial management practices and will receive additional training from the District Budget Office as needed in order to carefully manage the school's finances. This will be critically important as we anticipate the managing funds provided by the District and private sources.

Ultimately, the principal will develop and manage the budget with input from the Instructional Leadership Team, the SAB, the Office Manager and Secretary, and the District's Budget Office.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

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

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

NO OTHER PROGRAMS ARE AFFECTED.

WAIVERS

XIII. 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.

1. Please complete **Appendix E**.

See attached Appendix E.

ADMINISTRATIVE AND FACULTY SUPPORT

XIV. Provide evidence of administrative and faculty support

- A. Attach evidence that the majority of administrators support the innovation proposal.
On June 10, 2011, by way of a confidential vote, 100% of McGlone administration staff voted to supports this innovation proposal.

- B. Attach evidence that more than 50% of faculty have voted to support the proposal.
On June 8 - 10, 2011, a confidential vote was conducted. A total of 32 staff members were eligible to vote of which 28 cast a ballot. One-hundred percent of the voting staff, which included teachers, administrators and other employees, indicated their support of the innovation proposal.

- C. If seeking waivers from collective bargaining agreements, attach evidence that more than 60% of faculty have voted to support the proposal.
On June 8 - 10, 2011, a confidential vote was conducted. A total of 23 teachers were eligible to vote. One-hundred percent of the voting staff indicated their support of the innovation plan.

One-hundred percent of the voting teaching staff indicated their support of the innovation proposal.

- D. Attach statements of support from other staff employed at the school.

Letters of support are attached from the Innovation Plan Design Team as well as from the newly hired administrative team.

COMMUNITY SUPPORT

XV. Provide evidence of community support

- A. Provide a letter of support showing majority of members support innovation status from the school's CSC.

McGlone will not have a CSC beginning in the 2011-2012 school year. Upon initial selection of new teaching staff, an innovation plan design team was formed that included newly hired teaching staff and parents.

The Design Team fully supports the innovation plan.

- B. Provide letters of support from community based organizations.

Letters from the following community based organizations are attached:

- The Boys and Girls Club
- Foundation for Educational Excellence
- The United Church of Montbello
- The Urban League

- C. If applicable, provide other evidence of community support.

REQUIRED ATTACHMENTS

- X Teacher Schedule
- X Student Schedule
- Student Handbook (forthcoming)
- Teacher Handbook/Personnel Policies (forthcoming)
- X Written Enrollment Documents and Forms Provided to Families
- X Organizational Chart

X Committee Descriptions

NA By Laws (will be developed by McGlone School Advisory Committee in 2011-2012)

X Five-Year Budget

X Evidence of Administrative Support

X Evidence of Faculty Support

NA Letter of Support from CSC (Design Team)

X Letters of Support from Community Based Organizations

Additional Attachments

- 2011-2012 School Calendar
- 2010-2011 UIP

APPENDIX A
Request Waivers in Curricular Materials & Instructional Design

Not applicable.

APPENDIX B
Request Alternative Benchmark Assessment Program

Not applicable.

APPENDIX C
Request Alternative Graduation & Promotion Standards

Not applicable.

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures								
Academic Performance & Success									
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>Growth on the School Performance Framework (SPF) will result in the following overall school performance:</p> <table border="0"> <tr> <td style="padding-right: 20px;">:Current State</td> <td>Red</td> </tr> <tr> <td>End of Year 1</td> <td>Yellow (low)</td> </tr> <tr> <td>End of Year 2</td> <td>Yellow (mid)</td> </tr> <tr> <td>End of Year 3</td> <td>Green</td> </tr> </table> <p>Achievement results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • Median Growth Percentiles are 50-65% or higher in reading, writing and math on an annual basis as measured by CSAP. • Catch Up Growth will meet or exceed the State average in reading, writing, and math as measured by CSAP. • Keep up Growth will meet or exceed the State average in reading, writing, and math as measured by CSAP. 	:Current State	Red	End of Year 1	Yellow (low)	End of Year 2	Yellow (mid)	End of Year 3	Green
:Current State	Red								
End of Year 1	Yellow (low)								
End of Year 2	Yellow (mid)								
End of Year 3	Green								
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act • Colorado English Language Assessment 	<p>Achievement results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • AMAO1 CELA data will be 60% or higher 								

<p>(CELA)</p> <ul style="list-style-type: none"> • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	<p>annually.</p> <ul style="list-style-type: none"> • Students scoring above proficient on CELA is 5% or more each year • The number of students reading at or above proficient in each grade Kindergarten through 2nd will increase by 10% per academic year as measured by DRA 2
<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	<p>N/A</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<p>Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • Student attendance meets or exceeds 95% on an annual basis. • 100% of students sign a commitment to learning contract each year <p>Once new student perception assessment is developed and implemented by the district, baseline data will be collected to set future goals.</p>
<p>School-Specific Educational Objectives (must be based on valid, reliable measures)</p>	
<p>Organizational & Financial Viability</p>	
<p>School Demand, including the following measures:</p>	

<ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<p>Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • Enrollment rate will be 100% of building capacity or higher • Re-enrollment rate will increase by 5% per year.
<p>Financial Fundraising goals Reserves Other</p>	
<p>Leadership & Governance Quality</p>	<p>Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • Teacher retention will be 80% or higher annually
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>Results will be assessed and goals re-evaluated on an annual basis. In order to achieve the above SPF measures, more specific annual goals may include the following:</p> <ul style="list-style-type: none"> • Parent/Family attendance at Classroom/Teacher

	<p>Learning Nights meets or exceeds 75%.</p> <ul style="list-style-type: none"> • 100% of parents sign a commitment to “Level I” involvement on Parent Compact each year. • Positive response rate on Parent Survey is 80% or higher • Parent response rate on the annual survey is 50% or higher annually
School-Specific Organizational Objectives	

Appendix E
Waiver Request Template

See attached Appendix E.