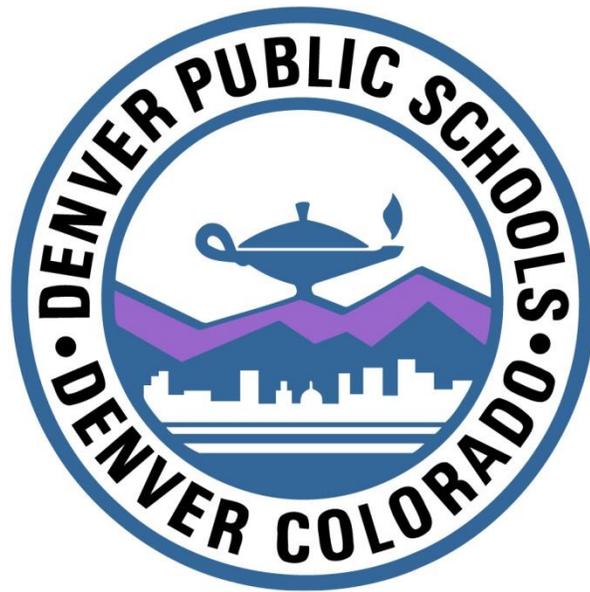


# INNOVATION SCHOOL APPLICATION



## GODSMAN ELEMENTARY SCHOOL January 1, 2017

Updated January 1, 2017

## TABLE OF CONTENTS

Overview .....	Page 2
Introduction .....	Page 4
Innovation: Vision & Mission .....	Page 5
Innovation: Education Plan .....	Page 7
Innovation: Assessments .....	Page 10
Innovation: Graduation and Promotion .....	Page 12
Academic Achievement Goals and Gains .....	Page 13
Innovation: Time .....	Page 15
Innovation: Student Enrollment .....	Page 18
Innovation: Human Resource Management .....	Page 19
Innovation: School Governance and Parent Engagement.....	Page 23
Innovation: Budget .....	Page 26
Waivers .....	Page 31
Appendix D: School Performance Framework Goal Setting Worksheet .....	Page 32
Appendix E: Waiver Request Template .....	Page 33

## INTRODUCTION

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. As explained in the Appendix, the review and approval process to secure such waives is separate and in addition to the process for securing innovation status from the Colorado State Board of Education.

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January 1, 2017

This innovation is our second renewal that began in 2008. There has been a large shift in population at Godsman over the past ten years with a large influx of emerging bilingual students. Many of our students, especially the ELLs in ELA-E classrooms are struggling to achieve academically. In response, we will restructure our ELD block and have adopted the EL Achieve curriculum. We have determined that our top priorities are:

- ELD instruction
- Parent engagement
- Increased academic achievement for all students at Godsman as measured by CMAS (increase in status percentages)

The SLT came together and all teachers were invited to give input during our meetings. This was done in order to make the Innovation Plan a collaborative document.

## INNOVATION: VISION & MISSION

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

- A. State the vision of the school.
- All students will leave Godsman proficient in literacy and math
- B. State the mission of the school.

#### Mission Statement:

Godsman develops independent, innovative learners through biliteracy and enrichment to ensure their future success in an ever-changing world.

The target population at Godsman is comprised of students in poverty as demonstrated by our free and reduced lunch rate of 90%, ELLs emerging bilinguals (English language learners) 62.8%.

To be biliterate is an asset. There is always a need for people who can speak, read and write in Spanish as well as English. It is most beneficial to build on students' strengths, in this case, their primary language.

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

2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.
3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

C. Explain how the vision and mission support the mission of Denver Public Schools.  
*The Denver Public Schools will provide all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy.*

Godsman is committed to developing our ELL population to be fully bilingual and biliterate students who have the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy. To this end, both sets of strategies include high quality professional development for all staff members demonstrating that teaching and learning become a top priority at Godsman.

Godsman will meet the needs of both our ELL and our non-ELL students through quality teaching and learning and enrichment to meet the needs of the whole child.

We will meet the needs of our families and community through the restructuring of a parent outreach program.

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

Over the past several years, the staff at Godsman has come to a full consensus that preparing our students to continue on to the middle and high school fully proficient in English literacy skills is our number one priority. To date, the primary barrier to achieving this priority has been the lack of an effective, coherent, and consistent approach to English language development (ELD), and the professional development to support it. We believe that in order for us to achieve this priority, we must have in place a comprehensive, proven instructional SYSTEM that meets the language development needs of all students, regardless of their native language. We will restructure our ELD blocks according to student need by language level using EL Achieve and ACCESS along with a body of evidence to guide our decisions and placements. The language level placements will be fluid to meet student needs as they change throughout the school year.

We, as a community, must have the ability to hire as needed, and off cycle, if necessary, to ensure potential candidates have the qualifications necessary to implement the curriculum. A teacher who is directly placed would not necessarily have the rigor required or the desire to implement our school's mission and vision.

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

Our first and most important leverage came through the development of this plan. After examining our own individual educational beliefs the staff came together and developed this proposal. Innovation

status provides the staff at Godsmen the ability to institute educational programs that will meet the needs of our students, especially our emerging bilinguals.

Innovation Status will provide the staff with the opportunity to focus our professional development at the school level and provide us with flexibility for professional development throughout the school year that will be continued with the option to attend district professional development that align with our goals. Teacher buy-in is strong because we have developed this plan together to meet our specific needs.

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

## INNOVATION: EDUCATION PROGRAM

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

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

Godsman has adopted Tools of the Mind curriculum for ECE and Kindergarten classrooms. Tools of the Mind is a research-based early childhood program that teaches self-regulation (executive function) in young students and focuses on oral language and writing as a means to reading. Tools of the Mind provides six days a year of training for teachers new to the program as well as paraprofessionals.

Godman has opted in to EL Achieve for ELD instruction, Benchmark Literacy for K-2<sup>nd</sup>, Bridges math for K-5 and Engage New York for 3-5 literacy. We will use these tools as our primary resources with the flexibility to meet the CCSS that students need to master.

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

The instructional philosophy is based on the assets with which our students arrive at Godsman. It is our responsibility to ensure our students leave Godsman at the 5<sup>th</sup> grade at or above grade level in English and, if a native Spanish speaker, in Spanish as well. It behooves the student, his or her family, and our community, to produce bilingual/biliterate productive citizens who will become our future leaders. Students who are achieving at grade level or above will have well developed academic vocabularies.

Godsman will extend its 3<sup>rd</sup> -5<sup>th</sup> grade school day from 2:45pm to 3:30pm Monday through Friday to provide enrichment and math enrichment/intervention activities for our students. These activities will be based on the current and specific needs of Godsman's students as they evolve throughout the school year. The Boys and Girls Club will offer the enrichment program and Godsman staff will provide the math enrichment/intervention program

Godsman Elementary is committed to an extended day for students in 3<sup>rd</sup> - 5<sup>th</sup> grades that includes 45 minute elective enrichment classes, allowing for an added 45 minutes to teacher planning time (totaling 90 minutes per day). Presently, we have a partnership with the Boys and Girls Club, Inc. They provide a full time coordinator and five part-time teachers through their program. Students were surveyed and based on the survey classes were offered on a six week rotation cycle. Godsman pays for these enrichments through a district grant as well as outside grants. We will continue to develop our extended day program through added community partners. As a staff we are committed to serving the whole child through these enrichment opportunities and value them as extended learning time for our students.

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

Our school follows the NNN (No Nonsense Nurturing) approach in creating our school culture. We have created a place of learning where doing the right thing is acknowledged through positive narration. The DPS discipline ladder is used as a guide for consequences when consequences are necessary. Godsman is committed to Restorative Justice and uses (required in all classrooms) Second Step as our bullying prevention program.

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

Currently, classroom configuration is traditional with straight grade levels as well as two K/1 classrooms. We will continue to configure classrooms based on the needs at Godsman. Students are distributed among ELA-E, ELA-S and classes.

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

We are building a system designed to provide strong ELD instruction, parent engagement and increased student achievement for all of our students.

Classrooms will continue to be organized by the language of instruction requested by parents and mandated in the Federal Court Order. Those students whose native language is English or whose parents have requested instruction in English with support will continue to be served in the ELA-E classrooms. Those students whose parents request Spanish instruction while learning English will remain in the ELA-S classrooms. The difference will occur at 2<sup>nd</sup> grade where students will begin the transition process to English instruction. They will stay in ELA-S, however, English will commence to be the main language of instruction heading toward English proficiency sooner. Although students are "exited" (re-designated), they will remain in ELA-S classrooms that promote continued Spanish literacy.

Our math instruction will be in English beginning January of 2<sup>nd</sup> grade and continuing through 5<sup>th</sup>. SIOP strategies will be used to support students as needed. English literacy instruction will begin in 2<sup>nd</sup> grade as

well and will be determined in guided reading based on their proficiency in L1. These students will also receive continued Spanish guided reading instruction to support biliteracy.

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

Godsman will continue to use the district’s MTSS process to ensure all students receive appropriate support and interventions and referrals for special education are made appropriately. Godsman will continue to support our special education students through in-class support and pull-out support depending on the needs. Godsman will continue to practice all of the district’s best practices in identifying students developing IEP’s, monitoring their progress and ensuring they receive appropriate support and interventions.

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

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

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

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

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

**INNOVATION: ASSESSMENTS**

- IV. Describe the school’s assessment plan and how it is critical for the school to produce gains in academic achievement.**
  - A. Provide an overview of the school’s proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

Godsman will continue to administer the same district assessments. The additions will be the annual. In addition to PARCC and ACCESS, as required by the state, progress will be monitored yearly with the DRA2/EDL2 and Istation. Godsman uses ANet to progress monitor three times a year.

Group	Assessment	Frequency	Type	Purpose
K-5 <sup>th</sup>	DRA2/EDL2	Three times a year.	Formative Summative	To determine growth over one year's time. Staff will utilize information for class placement in upcoming school year. Staff will utilize information for student grouping and instructional planning through the data team process.
K-5 <sup>th</sup>	Istation	Monthly	Formative Summative Predictive	To determine initial placement. To progress monitor throughout the year for instruction, interventions, and enrichment. Staff will utilize information for student grouping and instructional planning through the data team process. Predictive of possible CSAP Reading score
K-5 <sup>th</sup>	Individual reading conferences documented in an assessment notebook	Monthly	Formative Summative	To determine student needs for instruction.
K-5 <sup>th</sup>	Individual writing conferences documented in an assessment notebook	Monthly	Formative Diagnostic	To determine student needs for instruction.
ECE-5 <sup>th</sup>	Writing Prompt	Monthly	Formative Diagnostic	To determine student needs for instruction. Staff will utilize information for student grouping and instructional planning through the data team process.
3 <sup>rd</sup> -5 <sup>th</sup>	PARCC	Spring of each year	Summative	To determine student achievement and school success.
K-5 <sup>th</sup>	ACCESS	Winter of each year	Summative Predictive of CMAS	To determine student achievement and school success.
K-5 <sup>th</sup>	WAPT	Upon enrollment Within 30 days of enrollment	Placement	To determine English proficiency for instructional placement.
K-5 <sup>th</sup>	Benchmark Unit Tests	Upon completion of unit	Diagnostic Formative	To determine student needs for instruction. Staff will utilize information for student grouping and instructional planning through the data team process.
2 <sup>nd</sup> – 5 <sup>th</sup>	ANet	Tri-Annually	Diagnostic Formative Summative	To determine student needs for instruction. Staff will utilize information for student grouping and instructional planning through the data team process.

Data teams will continue to function during grade level planning times. Data teams evaluate formative data, such as daily exit tickets, weekly quizzes, unit tests as well as summative data such as Interim exams, looking for trends. Teams will meet weekly to monitor the progress of students by developing weekly formative assessments to drive instruction that leads to student success.

## INNOVATION: GRADUATION AND PROMOTION

### V. Describe the school's proposed graduation and promotion policies.

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

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

## ACADEMIC ACHIEVMENT GOALS AND GAINS

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

Unified Improvement Plan (UIP) is attached.

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

Data teams will set SMART goals based on data gathered through formal assessments and informal assessment administered to students by classroom teachers. Data to be utilized includes CMAS data, ANet, Istation, DRA2/EDL2 and prompted writing data that will be gathered for student placement. Teams will look for trends.

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

The innovation plan will address the reading, writing, and science goals.

It is our goal to increase our early literacy proficiency as outlined in DPS’s 2020 plan. This is a very ambitious goal that we can reach through continued, focused professional development, monthly aimline meetings for every teacher K-5 along with progress monitoring. Additionally, our MGP needs to increase above 50 for both 4<sup>th</sup> and 5<sup>th</sup> grade students in order for all students to reach proficiency on our current state assessment (PARCC CMAS) in all content areas.

The following is our past and present data (2016) and our goals for the future:

School Year	Literacy CMAS	Math CMAS	CMAS MGP	Early Literacy
2014-2015	22.7%	22.8%	52%	
2015-2016	25.2%	27.3%	52%	K-70% /1st-54% / 2 <sup>nd</sup> -57%/ 3 <sup>rd</sup> -46%
2016-2017	40%	40%	60%	K-75% /1 <sup>st</sup> -66% /2 <sup>nd</sup> -67%/ 3 <sup>rd</sup> 58%

**INNOVATION: TIME**

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

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

In the past, Godsman collaborated with the National Center on Time and Learning and the Colorado Legacy Foundation to create a new calendar and increase the school day for students. Currently the school day is 7:45-3:30 p.m. for all 3-5 grade students and optional for ECE-2<sup>nd</sup> grade students. The extended school day includes a three-week cycle of elective extra-curricular classes and math extension enrichment classes.

The National Center for Time and Learning research suggests that students benefit from a balanced approach to meeting the needs of the whole child. Because research shows that students’ academic achievement is impacted positively when they are engaged in a balanced and extended school day that includes both academic focus and enrichment, Godsman will continue with its extended school day. This is effectively accomplished through providing elective enrichments for students that include:

1. More engaged time in academics
2. Time devoted to enrichment classes that enhance students’ educational experiences

3. More dedicated time for teacher collaboration and embedded professional development that together enable educators to strengthen instruction and develop a shared commitment to high expectations.

The teacher workday will be 7:30-3:30 pm. Monday-Friday.

Parents on Godsman's CSC have shared that they and many parents they are in contact with, value the enrichment classes for their students and would like to see this program developed even further to provide a greater number of enrichment choices.

Godsman teaching staff and students will continue with an extended day in order to serve students and provide enrichment classes that increase student achievement. 3<sup>rd</sup> -5<sup>th</sup> grade students will attend school from 7:45-3:30. ECE-2<sup>nd</sup> grade students will have the option of participation in the enrichment program, otherwise their day will end at 2:45. ECE and K student must have an older sibling in attendance at Godsman to opt in to the enrichment program. Students will have a full instructional day along with a specials class (music, art, technology and PE) and an enrichment class of their choice (3<sup>rd</sup> -5<sup>th</sup> grade). The process for schedule changes will be as follows: any proposed changes will be presented to admin and the School Leadership Team and brought to teachers for feedback. The SLT and then teachers will have the opportunity to vote on these recommended changes.

Expanded learning time for students provides them with the opportunity to gain experiences through enrichments that expose them to various arts, physical movement and academic enrichments that they may otherwise not have exposure to outside of the school environment. Teachers will benefit by an additional 45 of collaborative planning time that is built into their workday. Our goal is to work smarter, not harder through collaborative team efforts so that teachers can have complete plans for the following week by Friday. ECE – 2<sup>nd</sup> teachers will receive their second planning time after student dismissal at 2:45.

The teacher workday will be from 7:30-3:30. They will have 90 minutes total for personal planning, prepping and daily collaborative planning with their grade level team. This includes data team time. Teachers will meet as a whole staff during early student release days. Student early release will occur minimally once a month. The SLT in collaboration with admin. will decide on the frequency of early release days going forward. This will give the staff an opportunity to engage in professional learning together including vertical team collaboration and alignment. Students will gain a balanced day of academic focus with enrichment and teachers will benefit from collaborative planning time that is built into their work day. The teachers have collectively asked for whole staff professional development, which was a consideration in this plan. This will allow for more effective vertical alignment and planning. According to our CSC committee, parents value and want to continue enrichments for students. These are provided in addition to our core content through our extended learning time.

Godsman will consider participation in other District offered professional development as appropriate and on a case by case basis. At Godsman, we value professional learning opportunities and will continue to seek funding sources that will enable us to engage in professional development beyond the traditional work year.

Any calendar changes will be at the discretion of the School Leadership Team in collaboration with school’s administration, classified staff, and our school’s CSC. It will then be presented to the staff for consensus no later than March 31 of the prior year. At Godsman, we want to ensure a decision-making process that is transparent for all stakeholders.

1. Attach the school’s proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.
2. DPS calendar with addition of early release days, a fall break and omission of the last student contact half day.

Year 1 (2017-18): Teacher professional development days: We will follow DPS blue/green days and meet as a staff during student early release days for differentiated Professional Development. We will use the DPS calendar to guide our decisions in creating our own school calendar.

Years 2 & 3: DPS calendar with additional PD time provided by early release days for students, a possible fall break and omission of the last student contact half day.

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

3<sup>rd</sup>-5<sup>th</sup> grade students attend school Monday-Friday from 7:45 a.m.-3:30p.m. with the teacher day being 7:30 am – 3:30 pm resulting in a total of 450 weekly minutes for 3<sup>rd</sup>-5<sup>th</sup> grade students. Teachers have 90 minutes of planning daily. Teachers are expected to collaborate during one of two planning periods, for at least 3 days a week to meet the goal of completed planning and data analysis going into the following week. Administration or assigned facilitators will lead team planning once per week.

4. 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. The calendar provides expanded time for core subjects including English Language Development in order to raise student achievement across all content areas.

<b>Instructional Time</b>		
<b>Subject</b>	<b>Daily Time Allotment</b>	<b>Weekly Time Allotment</b>
Literacy block including reading, writing, skills and literacy based ELD as indicated below	180 minutes	900 minutes
Math	90 minutes	450 minutes
Science and/or Social Studies	45 minutes	225 minutes
Lunch	40 minutes	200 minutes
Art, Music, P.E. and/or Library	45 minutes	220 minutes
Total		1995 minutes

<b>Language Allocations (Literacy)</b>		
<b>Grade</b>	<b>Spanish Literacy Daily Minimum</b>	<b>Literacy-based ELD Daily Minimum</b>
K	180 min	45 minutes
1st	180 min	45 minutes
2nd	90 min trans to 60	45 minutes
3rd	1 hour	45 minutes
4th	45 minutes	45 minutes
5th	45 minutes	45 minutes

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

All 3<sup>rd</sup>-5<sup>th</sup> grade students receive daily enrichment classes. Students receive interventions in the classroom as needed (identified by classroom teacher in collaboration with Assessment Coordinator) with Reading Specialist teacher.

**INNOVATION: STUDENT ENROLLMENT**

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

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

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

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

**INNOVATION: HUMAN RESOURCE MANAGEMENT**

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

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

The work day for teachers is Monday- Friday from 7:30-3:30 and includes 90 minutes total of daily planning allowing for collaborative and personal planning time throughout the week.

Godsman will hire full time certified staff both from within the DPS Personnel System, as well as from outside sources. Each classroom will be staffed with a full time certified teacher who has the qualifications necessary to meet the instructional needs of his/her students. Instructional coaches and intervention specialists will be hired from a budget line that will be used for either full time positions or part-time consultants/specialists, as appropriate. This flexibility will allow Godsman to maximize its instructional resources by targeting coaching and intervention to specific needs.

Over the past three years, Godsman has evaluated existing classroom teachers, and hired new classroom teachers, based upon their training, experience, and demonstrated skills with regard to the instruction of English language learners. These teachers will continue in their current capacity as they receive the training. Those teachers not demonstrating mastery of such skills will be subject to LEAP framework for remediation or termination.

Godsman will utilize the Denver Public Schools evaluation systems and policies regarding teacher remediation or dismissal.

Godsman will use the LEAP evaluation framework and observation tools to guide our work around teacher effectiveness. Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback. Any modifications to this are subject to district approval.

All teachers will be observed at least four times a year using the DPS effective teaching framework and student progress monitoring. Teachers will participate in regular observation and feedback cycles with their Senior Team Lead evaluator.

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

When classroom teacher openings occur, Godsman will hire full time certified staff both from within the DPS Personnel System, as well as from outside sources. Each classroom will be staffed with a full time certified teacher who has the qualifications necessary to meet the instructional needs of his/her students. However, instructional coaches and intervention specialists will be hired from a budget line that will be used for either full time positions or part-time consultants/specialists, as appropriate. The application process will consist of an interview, writing sample and the observation of each candidate teaching a lesson to a group or classroom of Godsman students.

The school day will be 8 hours, as per contract, for teachers. ECE-5 teachers will work 7:30-3:30.

There will be 45 minutes of self-directed planning time five times per week and structured grade level collaboration for at least three days a week. Whole staff professional development will occur during student early release times as well as blue/green days allotted on the DPS calendar.

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

Staff Handbook attached.

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

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

1.0 Business Manager or Secretary 3 – This position currently is responsible for all of the financials related to the school:

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

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

C. Describe any innovations in the school's process for identifying, recruiting, and selecting new staff under innovation status and how these changes will lead to increased student achievement.

1. Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.  
Describe selection criteria and other qualifications for faculty, support staff, and administrative staff that will ensure fit with the vision, mission and academic plan of the school.

Godsman will choose a personnel committee to fill needed certified positions. A cross-section of teachers that include different grade levels and positions will be a part of the personnel hiring committee.

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

4. Demonstrated successful bilingual teaching experience and/or certification in bilingual/ESL education for all ELA-S classroom positions
5. Bilingual proficiency to teach literacy in both Spanish and English for ELA-S or ELA-E/S positions
6. Collaborate with colleagues informally on a daily basis and formally on a weekly basis
7. Be willing to learn, acquire, and apply new skills and knowledge

Non-licensed teachers may be hired for supplementary subjects and enrichments.

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

Godsman will recruit teachers who meet the qualifications listed previously. Recruitment will occur in-state at institutions, such as, the University of Colorado at Boulder, Metropolitan State University of Denver (field placement students), the University of Denver (partnership through Lincoln Collaborative), and the University of Northern Colorado (Para to Teacher program) and at regular DPS job fairs.

- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.
  1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

Godsman is not proposing any innovations to the District's compensation system and will continue to participate in the District salary schedule and ProComp.

- 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.
  2. Green days will be used to analyze data and create re-teach plans as necessary for optimal instructional leverage. Collaborative planning periods will be use to prepare CCSS unit/lesson

- plans (backwards planning), grading assessments, and discussions around student learning outcomes.
3. Early release days for students will provide Godsman’s teachers the opportunity to engage in differentiated professional development to meet network and district expectations.
  4. Describe how the school’s culture and leadership team will support the professional growth of all teachers.

Current teacher leaders will continue to cultivate new teacher leaders through grade level and vertical collaboration. Opportunities for further professional development in the area of leadership will be available if a teacher chooses to participate in the School Leadership Team.

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

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

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

Godsman has served as a host for school visits from teachers across the district. We welcome admin and teachers to observe our school’s programming and instructional practices.

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

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

- G. Describe any innovations to the school’s leadership structure as a result of innovation status and how these changes will lead to increased student achievement.
- H. Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.

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

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

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

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

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

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

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

Godsman will maintain the Collaborative School Committee (CSC) AND a School Leadership Team (SLT) as per the DCTA contract. SLT membership will be represented by an association representative, primary grades, intermediate grades, i.e. 3-5 and Specials, i.e. art, physical education, and administration. The SLT will vote as a group on decisions that impact the school's programming. The principal will have the right to appoint one position to the SLT.

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

School Committees descriptions :

Personnel Committee: Interview team made up of a cross-section of certified staff, supported by our HR partner.

Social Committee: School culture

MTSS Committee: Multi-Tiered system of support. Teachers meet to discuss interventions (based on provided data) to put in place for students brought to the process.

SLT: School Leadership Team (Teachers who vote on and lead the direction of the school in program priorities, master schedule)

ILT: Instructional Leadership Team (Administration, Senior Team Leads, Assessment Coordinator). We will plan PD, write the UIP and communicate academic priorities to the SLT and staff.

CSC- Parents and teachers approve changes and decisions for school

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

Families must have a direct role in assisting us in achieving our goal of having all students fully proficient in English reading (and Math) when they continue on to middle school. Therefore, Godsman will provide opportunities for every family to attend a comprehensive orientation (Back to School Night) to the Godsman instructional system, our system for Intentional School Culture, and the specific expectations that accompany those systems. Upon enrollment, families will be provided with a parent handbook to inform them of school expectations.

Godsman's families vary widely in their flexibility to participate in Godsman's school day and evening activities. In recognition of this fact, Godsman will provide a menu of options for family engagement that address the realities faced by our families. This menu will provide options that range from participation in family literacy/math nights, HTPV program and Parent-Teacher conferences. While we will not provide expectations that families participate in specific activities (other than parent/teacher conferences), we will expect all of our families to participate in as many of the options provided by our menu as possible. In

essence, we will expect some stated level of participation from ALL of our families...it simply won't be the same level for all families, based on their individual circumstances. The SLT in collaboration with administration will decide on the job description for a Parent Liaison or an Outreach Coordinator to provide multiple opportunities for family engagement at Godsman.

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

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

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

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

Currently, there is a partnership with the Boys and Girls Clubs of Denver who manage the Enrichment programming for 3<sup>rd</sup> -5<sup>th</sup> enrichments and for the 1<sup>st</sup> -2<sup>nd</sup> students opting into the program. This partnership will be re-evaluated and revised as needed. In the future, Godsman may consider other community partnerships through grants and support from organizations and offer enrichments for our students.

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

## INNOVATION: BUDGET

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

- A. Using the financial model provided, create a detailed three-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 9.

- B. Provide a budget narrative describing the financial plan that includes an explanation of the school's path to financial stability.

To achieve the optimal use of resources, Godsman is requesting that the District give the school autonomy to use our dollars as we determine in partnership with the District. Specifically Godsman requests the flexibility

to continue to budget for certain services centrally, while choosing to elect to purchase other services outside the district which provides the school the flexibility to meet the needs of our students academically as well as provide a strong leadership to our staff. We are requesting budget autonomy in order to optimize the use of money to meet the needs of our students.

The budget begins with this school year. We will seek funding from the Denver Public Schools Mill Levy funded School Improvement Grant, Walton grant and whatever funding presents itself. Should we be unable to obtain the funding we are seeking, Godsman will need the flexibility we are requesting to restructure our budget.

To meet our path to financial stability, we will continue to be proactive in determining the budget for those services and supplies that are needed in order to reach our goals associated with our financial plan. Costs will decrease through the three years as the need for outside professional development decreases through the development of our teacher leaders and instructional facilitators. As our teachers become more effective teachers our students' achievement scores will rise. At the end of three years, we expect our students to increase proficiency.

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.

Godsman would provide instruction to all students to fully master reading, writing and oral language skills in English. This includes the necessary supplies and textbooks to meet grade level expectations.

The school budget based on actual salaries rather than averages throughout the term of this plan.

2. Explain major revenue sources, including any funds originated from private sources.

Godsman receives revenue from the following resources:

- General Fund – Student Based Budget (SBB) , Free and Reduced Lunch Supplemental Funds, and Gifted & Talented
- Mill Levy – Student Literacy Development, Technology, Arts and Music, and Library Books
- ECE – Tuition Based ECE and ECE CPP
- Kinder – Extended Day Kinder and Full Day Kinder
- Federal Sources – Title I and Title II
- Other (Central Operating Funds)

- 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.

At this time, Godsman does not utilize private sources of funding. We will consider seeking Colorado Department of Education funding to support Extended Learning Time.

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).
  - b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.
  - c. Explain how the school will fund such additional operating costs.
  
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).

Professional development monies will be spent directly on our needs at the school level. After the initial costs, Godsman will utilize teacher leaders and school facilitators to continue supporting teachers and to facilitate training for new staff. We would incur costs for consultation time after the initial training.

- 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.

The following policies will be implemented:

- All orders placed by staff require pre-approval by the Principal or Business Manager to ensure that they meet our financial plan and do not exceed the allocation.
- All revenue allocated to individual resources (i.e., Instructional Supplies, Field Trips, etc.) is not exceeded.
- School will manage the handling and receipting of all dollars (General Fund, Grants, and Student Activity Fund).

The following Processes will be implemented:

- Ledgers will be developed to allow us to track both revenue and expenses.
- Ledgers will be reconciled on a monthly basis to make sure that we are not only in balance with the Districts Financials, but also meeting district guidelines.
- Godsman will be responsible for providing quarterly reports to the District Budget Office and Internal Auditing Department.
- Summaries will be provided to the Principal monthly so that she can determine if resources are being utilized properly and in a timely manner.
- Projections will be done quarterly on both part-time and non-salary expenses to make sure that we are within our allocated resources.
- Necessary corrections will be processed monthly (journal entries, budget transfers) to ensure that our actual expenses are in alignment with our budget.

1. Identify the person(s) who will directly manage and oversee the school's budget.

The Principal and the Business Manager will directly manage and oversee the school’s budget in collaboration with the district (network budget partner and IS).

**REQUIRED ATTACHMENTS**

- Teacher Schedule
- Student Schedule
- Student Handbook

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

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance &amp; Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> <li>• CMAS and other assessments chosen, including assessments in compliance with the Colorado Department of Education.</li> </ul>	<p>By the end of the 2020 school year, the school’s Median Student Growth % will be 60 or greater as measured by the CMAS assessment.</p>
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> <li>• CMAS and other assessments chosen, including assessments in compliance with the Colorado Department of Education.</li> <li>• ACCESS)</li> <li>• Achievement gaps (FRL, ELL, Special Education, SOC)</li> </ul>	<p>Adherence to UIP and CIG in order to reach goals.</p> <p>Adherence to plan outlined in UIP and CIG to increase student achievement as outlined by DPS’s 2020 plan.</p> <p>ACCESS testing that shows all students on track for English proficiency.</p> <p>PARCC CMAS / IStation:</p> <ul style="list-style-type: none"> <li>• Increase overall MGP % to 60 or higher every year.</li> <li>• Increase status to reach 50% or higher overall</li> </ul>
<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> <li>• Colorado ACT scores</li> </ul>	<p>N/A</p>

<ul style="list-style-type: none"> <li>• Graduation rate</li> <li>• College acceptance rate</li> </ul>	
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Student satisfaction</li> </ul>	<p>Attain an attendance rate of 95% or higher</p> <p>Solicit 95% or higher return rate from parents and students.</p> <p>Maintain satisfaction rates of 90% or higher in the areas of General and Safety in the student survey. Increase parent satisfaction rates to 90%</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>Overall status of 80 or higher as measured by Istation and PARCC CMAS.</p>
<i>Organizational &amp; Financial Viability</i>	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> <li>• Enrollment rate</li> <li>• Re-enrollment rate</li> <li>• Continuous enrollment rate</li> </ul>	<p>Increase reenrollment rate to earn all points possible on School Performance Framework.</p>
<p>Financial Fundraising goals Reserves Other</p>	<p>Utilize financial resources efficiently to meet student needs.</p>
<p>Leadership &amp; Governance Quality</p>	<p>80% or higher teacher satisfaction as measured by a school created survey. 80% or higher teacher retention rate.</p>
<p>Parent &amp; Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> <li>• Parent satisfaction</li> <li>• Parent response rate on DPS Parent Satisfaction Survey</li> </ul>	<p>Increase overall satisfaction from 79% to 90% or higher in parent satisfaction survey.</p>