

INNOVATION SCHOOL APPLICATION

Green Valley Elementary

July 2017

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OVERVIEW

Green Valley Elementary School



Trina Jones, Principal

Green Valley Elementary
4100 Jericho St
Denver, CO 80401

November 1, 2016

Denver Public School Board
1860 Lincoln Street
Denver, CO 80203

Denver Public School Board:

Green Valley Elementary, an innovation school located in the heart of the Green Valley Ranch community, serves a population of 763 students, ECE – 5th grade. As the largest elementary school in Denver Public Schools, we take pride in meeting the academic and social emotional needs of our wonderfully diverse student body, and the 16 native languages and the cultures that come with them. Green Valley requests that we continue to operate under Innovation status to preserve and build upon our successes thus far.

We know that the path to post-secondary success starts with us, and that decisions made at Green Valley must provide students a solid path to college. That said, the following waivers in our plan have shown academic success for the students of Green Valley:

- the ability to define our school year and day,
- the ability to determine educational programming with an intentional move to Common Core Standards,
- the ability to recruit and hire applicants on an extended district timeline,
- the flexibility granted with at-will status, and
- a budget process that allows us to operate on actuals vs. averages.

We have operated on an extended year, extended day calendar to increase instructional time in the core instructional areas of literacy and mathematics based on CCSS, while maintaining the implementation of a rigorous liberal arts program. In addition to increased daily instruction in math, literacy and science, students are engaged in 1 hour specials that include drama, art, music, dance, and physical education. The ability to succeed in an ever increasing technology driven society is essential for post-secondary success, and as such, we maintain a 1:1 technology ratio for all students K-5, with Promethean Boards in every room.

Work in turnaround requires a specific set of teacher competencies, including the ability to overcome adversity, the ability to consistently show self-efficacy, and the ability to demonstrate high energy in our work. Having the ability to recruit and hire applicants with an extended timeline allows us to carefully and extensively screen candidates to determine their match to the turnaround teacher competencies.

We operate on a budget of actuals vs. averages, and by doing so, we have been able to support both reading and math intervention teams, as well as to build up a social emotional team of a full-time psychologist, a full-time nurse and a full-time behavior interventionist. We have been able to maintain a staff of approximately 90 employees over the course of the last 5.5 years.

While we have had many celebrations over the last 5 years, we recognize that changes are required to ensure we accelerate our ability to meet the needs of our scholars. Specifically, Green Valley needs to define the following in our application for innovation renewal:

- clear expectations around social / emotional programming,
- a new model for distributed leadership, which includes an outline of the Teacher Leadership and Collaboration model, and
- budget flexibility that will allow the continuation of intervention programming, and the ability to create positions that meet the needs of all our scholars.

We believe that teaching and learning comes from the heart. We have implemented programs to empower our scholars to take ownership of both their academic learning and their personal development through the creation of strong relationships between teacher and scholars and within classroom communities. All classrooms operate on a scholar created and enforced social contract that maintains dynamic social norms. These changes which have become an integral part of a Green Valley’s scholar daily experience. Scholar’s also have access to a full-time nurse, psychologist, and behavior interventionist. A commitment to these structures and additional social emotional supports must be outlined in our plan to ensure that we dedicate the necessary budgetary resources.

Green Valley has embraced a distributed leadership model that has changed the way Green Valley operates on a daily basis. Green Valley will continue to implement a distributed leadership model that meets the needs of teacher development and coaching and supports to cultural needs of our Green Valley community.

Old Model	New Model
Principal 2 Assistant principals	Principal 2 Assistant Principals Dean of Instruction or Dean of Culture 3 Senior Team Leads 5 Team Specialist 2 New Teacher Ambassadors

We are asking that the Denver School Board approves our Innovation Renewal plan for the next three years. We believe that only by having the flexibility to analyze the unique needs of our community and respond in kind can we meet the academic and social emotional needs of the students of Green Valley.

Warmly,

Trina Jones McManus, Principal

Green Valley Elementary

School Goal Sheet:

Category	Metric	Current	16-17 Goal	17-18 Goal	18-19 Goal	How will this outcome be met?
PARCC Math	Meets or Exceeds	Overall 30	45	60	75	We have extended our instructional day 45 minutes. Hired 3 certified math intervention teachers and 5 Math fellows for 2-5 grades, use of MAPS to make informed decisions around reteach. After school tutoring for grades 3-5.
PARCC ELA	Meets or Exceeds	Overall 27	42	57	72	Four certified interventionists to pull K – 5 groups. Use of STEP K-5 to inform guided reading groups. Weekly data team and planning meetings.
READ Act	Tier 1	Overall 34	50	65	75	Ongoing progress monitoring, data gathering, and interventions.

INTRODUCTION

School Name: Green Valley Elementary

School Leader: Trina Jones McManus

Date of Application: November 15, 2016

Overview: The updated plan was created by Principal, Trina Jones McManus and Preston Spratt, Assistant Principal, with input from the School Instructional Leadership Team, teachers and staff, and the School Governance Committee.

INNOVATION: VISION & MISSION

VISION

Every child. Every minute. Every day.

MISSION STATEMENT

Green Valley empowers all scholars to take pride in their learning and personal identities in pursuit of a life filled with rich opportunity!

ALIGNMENT OF GVE AND DPS

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

PARENT ENGAGEMENT AND CULTURE

Green Valley embraces relationships with families and students. We have implemented:

- monthly community events open to all families in the Green Valley Community,
- free afterschool activities,
- monthly parent coffee chats,
- Parent Advisory Committee,
- Parent Home Visit Program,
- School Governance Committee,
- free tutoring in Math and Literacy,
- parent tables for lunch, both inside and on the playground,
- volunteer opportunities, and
- weekly community meetings open to parents

GVE implements multiple strategies that ensure parents are engaged, and that every child has an opportunity to succeed. Parents sign a Parent Compact, which school leadership will reinforce with families throughout the year. Over the last 5 years, more families have chosen to choice-in to GVE with the result of with a high engagement of the parent community in a cohesive and consistent way.

SCHOOL-BASED DECISION MAKING

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

SCHOOL CULTURE PLAN

Green Valley continues the implementation of a clear Positive Behavior Intervention System (PBIS), with an outcome of increased expectations of behavior in regards to daily rituals and routines throughout the school. We strive to establish a caring environment where students feel respected and cared for.

In addition, we will establish a daily behavior intervention block focusing on specific character traits that are linked to measurable changes in student behavior and overall school culture. We also have weekly school wide community meetings that bring all students and staff together to build culture and create excitement around academics and social emotional learning.

Green Valley follows Denver Public Schools discipline ladder. We have been intentional about our behavioral interventions in order to reduce both out of school and in school suspensions, and as such we have reduced our out of school suspensions to less than 1% for the last 2 years. We are committed to continuing to keep students in instructional settings.

INNOVATION: EDUCATION PROGRAM

EDUCATIONAL PHILOSOPHY

Green Valley Elementary embraces the Common Core State Standards. In order to close the current gaps, all students need more time in the core content areas. We have increased instructional time in the core instructional areas of literacy and mathematics by 30 minutes each, while maintaining the implementation of a rigorous liberal arts programming that includes one hour of specials, including PE, music, dance, art, drama and library. Green Valley also requires daily instruction in Science.

DATA DRIVEN INSTRUCTION

We base all instructional programming on data driven instruction, and use formative and summative data to guide whole group, small group and intervention in all core areas. Data teams are held weekly with grade levels, and data conversations occur in one on one conversations with leaders and Team Leads to monitor student progress.

SOCIAL EMOTIONAL LEARNING

We believe that teaching and learning comes from the heart. We empower our scholars to take ownership of both their academic learning and their personal development through the creation of strong relationships between teacher and scholars and within classroom communities. All classrooms operate on a scholar created and enforced social contract that maintains dynamic social norms.

ENRICHMENT

Scholars also engage daily with art, music, dance, and physical education. We also believe that technology integration is essential for 21st century success, and as such, we maintain a 1:1 technology ratio for all students K-5.

CURRICULAR RESOURCES

ELA

- Benchmark (K-2)
- Expeditionary Learning (3-5)

Math

- Bridges (K-5)

ELD

- EL Achieve

Intervention

- ReadWell
- Just Words
- Words Their Way
- Handwriting Without Tears
- LLI
- Foundations
- Passaporte

RESPONSE TO INTERVENTION

A 60-minute intervention block will be provided according to the master schedule for all grades K-5. During this time the classroom teachers will be conducting small-group reading instruction and monitoring literacy work stations for students. Interventionists (for tiers 2 and 3) will provide small group, double or triple dosing to target specific skills.

INTERVENTION FOR READING

Students in grades K-5 are immersed in small group reading daily based on a body of evidence from iStation and STEP. Our literacy staff consists of 3 certified literacy interventionists and 5 literacy paras. Each intervention pulls tier 2 students daily.

INTERVENTION FOR MATH

Our Math Intervention model consists of the following human resources:

- 5 Math Fellows
- 2 certified Math Interventionist

We use the MAPS assessment, ANET, and formative data to determine groups for students in grades 2-5. Ongoing progress monitoring allows continued fluidity in grouping of students.

SOCIAL EMOTIONAL INTERVENTIONS

Green Valley believes that we must meet the social emotional needs of our students. We have hired a full-time nurse, psychologist and behavior interventionist. Students have daily morning meetings that are centered around character development. We also have school-wide community meetings each week.

In addition, we recently became an inclusive practices school, where we strive to meet the needs of all students.

INNOVATION: ASSESSMENTS

GVE will have the flexibility with additional time to implement a comprehensive assessment and data analysis program that includes providing professional development. GVE follows the RELAY Driven by Data model with weekly data team meetings, weekly observation feedback cycles, and weekly planning meetings to ensure that the school stays aligned to the vision of individualized education.

The end goal is to use state, district, teacher created, curriculum and short cycle assessments to positively impact student learning on an on-going basis. Green Valley will implement all state mandated assessments and any assessments required by the District SPF, including, but not limited to: CMAS, PARCC, ACCESS, iStation, and ANET (and/or replacement selected by the District in coordination with the READ Act),

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

ASSESSMENTS

Reading

- STEP (K-5)
- IStation (K-5)
- Dibels (Tier 3)
- Benchmark (Formative)
- ANET (Formative)
- TS Gold (Formative and Summative)
- PARCC (Summative)

Math

- MAPS (Formative)
- Bridges (Formative)
- ANET (Formative)
- PARCC (Summative)

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

- ANET
- State Assessments
- Curriculum/Program Assessments
- Teacher Made Assessments

- IEP goals/objectives

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

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

- Use of State assessments
- Curricular formative assessments to measure student progress in accordance with curricula scope and sequence.
- Compelling conversations with teachers during data teams, looking at the progress of every student in reading, writing and math, developing a plan for next steps and possible targeted interventions.
- Establishment and implementation of four-week intervention team data cycles to progress monitor student growth in relation to UIP goals and standards.
- Interim Assessments based on common core state standards will be used during a six-week cycle that will enable discussions around next steps and additional interventions needed for individual students.
- Progress reports go home every six weeks to inform parents of their child’s progress.
- Data showing the schools SPF results and UIP strategies will be posted and visible for parents to see when visiting the school.

INNOVATION: GRADUATION AND PROMOTION.

GVE is requesting a waiver from district graduation and promotion standards. The school will adhere to rigorous promotion policies to ensure all students are meeting grade level and state standards. Frequent data check points throughout the year will ensure that all students are on track to meet the expectations of promotion at GVE. GVE will ensure that teachers adhere to the following district policies as well to ensure the highest degree of success and support for all students:

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

Providing clear promotion guidelines to parents and the community on a regular basis on this topic will reinforce to all stakeholders GVE’s high standards of achievement: Leadership at GVE will have decision making authority over student retention and promotion. When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:

- The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
- The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.
- The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following:
 - A summary of the school's interventions during the current year to meet the student's academic needs
 - The interventions to be implemented during the next school year to meet the student's academic needs.
- If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

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

SCIENCE

Green Valley Elementary had a lower percentage of students (19%) who Met or Exceeded Expectations in CMAS Science compared to the District overall (22%). Disaggregated groups performed similarly to the school results with approximately 20% on the 2016 CMAS Science.

MATH

Green Valley Elementary had a lower percentage of students (27.1%) who Met or Exceeded Expectations in CMAS Math compared to the district overall (29.9%).

Green Valley 3rd grade had a lower percentage of students (24.8%) who Met or Exceeded Expectations in CMAS Math compared to the district overall (31%).

Green Valley 4th grade had a similar percentage of students (28.0%) who Met or Exceeded Expectations in CMAS Math compared to the district overall (28%).

Green Valley 5th grade had a lower percentage of students (28.4%) who Met or Exceeded Expectations in CMAS Math compared to the district overall (31%).

Looking at Green Valley disaggregated data, there is a noticeable gap between our Black (22%) and Hispanic (26%) students who Met or Exceeded Expectations in CMAS Math compared to our White students (47%). Our female students had a higher percentage (32%) who Met or Exceeded Expectations in CMAS Math compared to our male students (23%). Our Non-FRL students had higher percentage of students (40%) who Met or Exceeded Expectations in CMAS Math compared to our FRL students (22%). Our Non-Sped students had a higher percentage of students (30%) compared to our SPED students (6%). Our Exited/Redesignated ELL students had a significantly higher percentage of students (52%) who Met or Exceeded Expectations in CMAS Math compared to our ELL (10%) or Non-ELL (32%).

ELA

Green Valley had a lower percentage of students (30%) who Met or Exceeded Expectations in CMAS ELA compared to the District overall (37%).

Green Valley 4th Grade had a similar percentage of students (26%) who Met or Exceeded Expectations in CMAS ELA compared to the school overall (30%).

Green Valley 5th Grade had a similar percentage of students (33%) who Met or Exceeded Expectations in CMAS ELA compared to the school overall (30%).

Looking at Green Valley disaggregated data, there is a noticeable gap between our Black (27%) and Hispanic (29%) students who Met or Exceeded Expectations in CMAS ELA compared to our White students (59%). Our female students had a higher percentage (37%) of students who Met or Exceeded Expectations in CMAS ELA compared to our male students (24%). Our Non-FRL students had higher percentage (39%) of students who Met or Exceeded Expectations in CMAS ELA compared to our FRL students (26%). Our Non-Sped students had a higher percentage (33%) of students compared to our SPED students (8%). Our Exited/Redesignated had a significantly higher percentage (59%) of students who Met or Exceeded Expectations in CMAS ELA compared to our ELL (5%) or Non-ELL (35%).

READ ACT STATUS

86% of Kindergarten students were at or above grade level while 14% were significantly below grade level during the spring Read Act assessment.

77% of First Grade students were above grade level, 12% at grade level, and 12% below grade level while no students were significantly below grade level during the spring Read Act assessment.

8% of Second Grade students were above grade level, 27% at grade level, and 38% below grade level with 27% students who were significantly below grade level during the spring Read Act assessment.

40% of Third Grade students were above grade level, 23% at grade level, and 23% below grade level with 14% students who were significantly below grade level during the spring Read Act assessment.

Green Valley Elementary has a participation rate of 100% on CMAS PARCC. Green Valley Elementary overall had a lower percentage of students meet or exceed expectations on CMAS for 2016. When compared to similar schools Green Valley performed fairly equally. A bright spot for Green Valley Elementary is that exited ELL students are nearly doubling the district proficiency rate in ELA and Math. In addition, our students are outperforming schools in our region of Denver based on CMAS Science. In Kindergarten and First grade our students remain at or above grade level. However, we see a drop in grade level reading when our students move on past second and third grade. In order to address this concern we have increased monitoring of reading level through the use of iStation and STEP literacy assessments. Through the use of these monitoring assessments, small groups are created regularly to target specific learning gaps.

Green Valley Elementary provides many supports to strengthen the whole child. Our staff utilizes the philosophy of Capturing Kids Hearts which believes in order to reach a student's head, you have to have their heart. Our teachers and faculty engage in relationship building and promote a positive learning community through the use of social contracts and meaningful personal interactions. In addition to relationship building, Green Valley Elementary promotes healthy physical and mental health. Our school has a full time nurse, psychologist, and behavior interventionist. As a result of our whole child supports, we are able to maintain less than a 1% out of school suspension rate, an attendance rate of 93.6%, and a positive student satisfaction survey.

Category	Metric s	Current	2016-17 Goal	2017-18 Goal	2018-19 Goal
PARCC Math	% Meeting or exceeding	27.1	37	47	57
PARCC ELA	% Meeting or exceeding meets or exceeds	30	40	50	60

Category	Metric	Current	16-17 goal	17-18 goal	18-19 goal	19-20 goal	
PARCC Math	Meets or exceeds	Overall 30	45	60	75	85	<ul style="list-style-type: none"> We have extended our day for an additional 45 minutes of instruction. We have 3 certified math interventions and 5 Math fellows that serve 2nd -5th grades. We have purchased MAPS to make informed decisions around reteach. Afterschool tutoring for 3-5
PARCC ELA	Meets or exceeds	Overall 27	42	57	72	85	<ul style="list-style-type: none"> We have 4 certified interventions that pull groups K-5. We use STEP K-5 to inform guided reading groups. We have weekly data and planning meetings.
READ Act	Tier 1	Overall 34	50	65	75	85	

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

- Fidelity to data driven instruction:
 - Compelling conversations through data teams every week, looking at the progress of every student in reading, writing and math to develop a plan for next steps and targeted interventions.

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

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

INNOVATION: TIME

STRATEGIC USE OF TIME

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

Extended Day

Based on budget, GVE is adding an additional forty-five minutes of instructional time per day, with a focus on adding an additional thirty minutes to the current ninety-minute Literacy Block, making it 120 minutes, including whole group and small group reading. Rationale behind this proposal in Literacy is that this will provide teachers the opportunity to meet with more small guided reading groups within a given day. By extending the Literacy Block by thirty minutes, this would also allow students more time for independent reading and exposure to shared reading experiences in all grades. Additionally, GVE is proposing to add an additional thirty minutes to the current daily sixty-minute Math Block. Additional time enables teachers the opportunity to focus on the daily lesson for sixty minutes and use the additional thirty minutes to work with small groups, using targeted intervention materials to support students with fundamentals that would increase a student's ability in meeting their grade level standards. We will ensure that:

- Students at or above grade level are exposed to enrichment activities to excel to their highest potential.
- Science and Social Studies will meet daily in 30-minute blocks of time.

- Tiered Interventions and Enrichments: 30 minutes of each math block and 60 minutes of the literacy block will be dedicated to differentiated instruction based on student needs.
- The Reading Intervention Specialists as well as the Mild/Moderate Teachers will be available to support the general education teacher.

Extended School Hours

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

Extended Year

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

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

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

INNOVATION: STUDENT

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

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

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

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

INNOVATION: HUMAN RESOURCE MANAGEMENT

OVERVIEW

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

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

EMPLOYMENT STATUS

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

GVE and the Denver Public Schools have the right to terminate your employment from GVE at any time in accordance with personnel policies in the GVE Innovation Plan and Employee Handbook. At any time when it is determined that a teacher is not meeting performance expectations through classroom observations conducted by the Principal and/or Assistant Principal, the teacher will be placed on a Plan of Improvement. The duration of the plan of improvement will be no less than thirty (30) days, but may not be limited to thirty (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement will list the performance deficiencies that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal or be terminated from employment from GVE. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. The teacher will be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe. Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at GVR will be at-will as described in the preceding paragraph. At time of departure, such teachers will follow district guidelines pertaining to non-probationary status within the district. Upon departure, teachers will also follow DPS procedures regarding staffing cycles - but will not be guaranteed placement in any other school or further employment beyond their employment at GVR if they do not secure a position through mutual consent.

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

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.

- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. GVR will have the option to participate in District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of GVR students, staff, and programs.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations that will support the school's culture as described in the Innovation Plan.

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

STAFFING

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

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

communicate and plan, providing meaningful and effective opportunities to support the classroom and to drive student achievement.

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

STAFF RECRUITING AND HIRING

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

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

Formal Interview Process

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

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

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

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

Evaluation and Development

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

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

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

Identified Focus Areas

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

Resources

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

Structures

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

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

- Bi-monthly data team meetings focused on grade-level/content area team data cycles and individual teacher data cycles.

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

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

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

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

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

COMPENSATION

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

Teachers will be celebrated for their efforts and commitment, particularly when they deliver exceptional results that are only possible by going above and beyond basic expectations.

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

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

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

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

Leadership Succession Plan

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

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

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

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

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

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

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

SCHOOL LEADERSHIP TEAM (SLT)

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

The SLT will work collaboratively with administration on the following topics: design/plan professional development focuses; discuss additional resources needed to support teachers with academics; bring celebrations and/or questions from their respective grade levels; assist with planning of school events, parent workshops, and parent involvement initiatives; identify strategies for increasing outcomes ;

develop communication strategies for reporting student progress to parents regularly; and collaborate to implement best instructional practices. The SLT will make decisions by majority vote, and in case of a split vote, the Principal will make the final decision. In the first few months, the SLT will meet a minimum of twice a month and then move to monthly meetings.

SCHOOL GOVERNANCE COMMITTEE (SGC)

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

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

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

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

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

PARENT/STUDENT ENGAGEMENT

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

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

COMMUNITY COMMITTEES

- PTA: Will meet monthly with a focus on building consistent communication pathways across the community and school.
- PAC Meetings: Will meet monthly with a focus on providing information to parents on the "State of the School" as well as address any questions or concerns regarding their child's education.

COMMUNITY PARTNERSHIP

GVE's goal is to engage parents in assisting the school in developing robust community partnerships that support our students intellectually, socially, and emotionally. GVE is dedicated to involving parents and

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

GVE has also hired a family liaison to the staff to support parent and community relations.

INNOVATION: BUDGET

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

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

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

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

INNOVATION: OTHER PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS

GVE has none at this time.

WAIVERS

Please see Appendix E.

ADMINISTRATIVE AND FACULTY SUPPORT

Please see attached letter from Administrative Faculty.

REQUIRED & ADDITIONAL ATTACHMENTS

Required Attachments:

- Master Calendar (English and Spanish)
- Student Handbook
- Teacher Handbook/Personnel Policies
- Current Organizational Chart

APPENDIX A

Curriculum waivers.

APPENDIX B

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

- Not submitting waivers in this area.

APPENDIX C

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

- Not submitting waivers in this area.

APPENDIX D

SCHOOL PERFORMANCE FRAMEWORK GOAL SETTING WORKSHEET

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
Academic Performance & Success	
Student Growth Over Time Toward State Standards, including the following measures: <ul style="list-style-type: none"> • PARCC and CMAS and other assessments chosen, including assessments in compliance with the READ Act 	Median Growth: Growth percentile will be between 50-65% Catch up Growth: Reading and Math: movement will be at least 30% Writing: movement will be at least 40% Keep up Growth: levels will be at 80% or higher
Student Achievement Level/Status, including the following measures: <ul style="list-style-type: none"> • PARCC and CMAS and other assessments chosen, including assessments in compliance with the READ ACT • WIDA ACCESS • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	PARCC Proficient--Reading: Meets or Exceeds 50% PARCC Proficient--Math: Meets or Exceeds 50% PARCC Proficient--Writing: Meets or Exceeds 40% PARCC Meets or Exceeds--Science: 30% ACCESS: Proficiency levels will be at least 60% Equity Indicator
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	N/A
Student Engagement, including the following measures: <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	Attendance Rate: 96% or higher Student Satisfaction: 90% or higher

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