

Trevista at Horace Mann (Elementary)



TREVISTA

AT HORACE MANN

Innovation Plan Renewal

Spring 2017

OVERVIEW

Trevista ECE-8th opened in the fall of 2008 due to the closing of three underperforming neighborhood schools; Remington Elementary School, Smedley Elementary School, and Horace Mann Middle School. The principal appointed to lead the consolidation was previously the principal of one of the closing elementary schools. The staff represented was made up of one third of each school's staff and ten percent new hires.

In 2010, Trevista was identified by the U.S. Department of Education as one of the lowest five percent of schools in the nation in terms of performance. In order to obtain funding, Denver Public Schools developed a successful turnaround proposal for the district and each school.

Staff being hired to work at Trevista began meeting with the principal and Deputy Director for the West Denver Network weekly to provide input into the original Innovation Plan. In addition, all teachers hired for Trevista reviewed and agreed to the implementation of the Innovation Plan.

Trevista's Turnaround Plan included:

- Significant changes in personnel
- Over \$1 million in state funding to support innovative and additional resources
- Documented plan of accountability for excellence

In the early Spring 2015, the DPS BOE voted to close the middle school component of the school due to declining enrollment. In June 2015, Trevista's innovation plan was granted a two year renewal.

In the fall 2015, Trevista at Horace Mann opened its doors as an elementary school only. After a successful first year, Trevista is now a green school as measured on the school performance framework. We hope that our innovation renewal will extend to three years after this year.

The purpose of the Innovation Plan is to ensure that the Trevista leadership team has the necessary autonomy and flexibilities to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

INTRODUCTION

School:

Trevista at Horace Mann
4130 Navajo St
Denver, CO

School Leader: Jesús Rodríguez

Submission date: Winter 2017

Innovation Planning Team

- Jesús Rodríguez, Principal
- Mandy Martinez, Assistant Principal
- Craig McCoy, ECE ELA-E Teacher
- Ashley Crossland, Kindergarten ELA-E Teacher
- Lisa Pitman, 1st Grade ELA-E Teacher
- Allyson Castelli, 2nd Grade ELA-E Teacher
- Lauren Farnham, 3rd Grade ELA-E Teacher
- Courtney Comfort, Mild Moderate Special Education Teacher
- Jessica Mullins, 5th Grade ELA-E Teacher
- Alison Yocum, 5th Grade ELA-E Teacher
- Amanda Swales, Kindergarten ELA-E Teacher

INNOVATION: MISSION & VISION

Mission

Trevista at Horace Mann exists to serve the unique academic, physical, social, and emotional needs of students. The community of Trevista is committed to creating and maintaining a child-centered and caring environment where teaching and learning recognize the diversity and gifts of all members and ensure students are both supported and challenged to meet their highest potential.

Vision

The Trevista community is invested in the college and career readiness of all students achieved through our relentless commitment to and accountability for:

- A safe, respectful and supportive school environment,
- Highly engaging and rigorous instruction,
- Language-rich and culturally responsive classrooms, and
- Collaboration with and among families, students and staff.

Alignment with DPS

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students' academic, physical, social and emotional needs are met

and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers, we will close the opportunity gap that exists presently. Our goals align to Denver Public Schools' goals and students will be college and career ready.

Autonomy & Accountability

The purpose of the Innovation Plan is to ensure that the Trevista leadership and staff have the school level decision making ability to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

The following flexibilities are being requested by Trevista:

Educational Program:

- English Language Development Program Curriculum Modifications and Adaptations (EL Achieve)
- Process for Curriculum Analysis, Revision and/or Replacement
- School Selected and/or District Interim Assessments (including testing window changes)
- Selection of Intervention Curriculum and materials

Time:

- Staff Schedule and Calendar Changes
- Flexibility with start/end date for students
- Student length of day
- Additional individual planning time
- Additional directed and collaborative planning time
- Extended literacy block
- Reading Intervention 30 minutes per day embedded in reading block (in most cases; double dose GR or LLI)
- Extended mathematics block
- Customized ELD Block 45 minutes daily led by ELD teacher(s)
- Intervention Math Groups (math lab)
- School determined assessment dates

People:

- School Leadership Committee and School Advisory Board recommendation of future Principal
- School-based Hiring Process / No District Placements / No District RIF/RIB
- Annual Contracts for Staff
 - Probationary teachers and all other teachers hired after approval of the original plan (June 2012) receive annual contracts. Non-probationary teachers hired after approval of the Innovation Plan will resume non-probationary status if they are hired in another DPS school in the future, all other new teachers will be hired on annual contracts.

- Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan.
- School determined professional development

Money:

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services
- Option for Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site)
- Stipends for additional duties
- Stipends for additional teaching days and extended time

Innovation status will help us overcome barriers in the following ways:

- **Quality of Instruction:** CDE and the West Denver Network identified a lack of consistently high quality instruction across all classrooms in the past. This observation was supported by very low, historical, student achievement and student growth scores. Innovation status, through flexibility with the timing and process around hiring, will ensure the building is staffed with talented teachers who are ready, willing and able to lead a rapid improvement effort. These teachers will help build a school culture focused on high expectations, excellence, rigor and continuous improvement.
- **Lack of Instructional Time in Previous Schedule:** Given the learning needs of the Trevista student community, our students need a longer school day to ensure we can provide a rich, well-rounded curricular experience without compromising necessary time on core instruction. Through Innovation Status, Trevista will maintain additional instructional time.
- **Lack of Engagement:** Data from CDE and the West Denver Network revealed a significant lack of engagement among students in high-level, rigorous tasks. Ensuring a high quality teacher in every room enables Trevista to maximize every instructional minute. Flexibility with curriculum, time, resources and hiring through Innovation status will allow us to increase engagement in significant ways. (For example, average vs. actual salaries will allow Trevista to invest more broadly in technology and teachers who are unable to provide an engaging, motivating environment will not be retained at Trevista).

- **Achievement Gaps:** High poverty, predominantly students of color, comprises over 95% of the school population. 40% of Trevista’s population consists of students who are emerging bilinguals (second language learning students). There is a gap between the achievement levels of second language learners and their native English-speaking peers. In order to provide an equitable education and meet the needs of our students, Trevista must guarantee our families and students that every year
 - an excellent teacher is in every classroom
 - consistent, innovative approaches to language-rich instruction are our highest priority
 - district calendar adjustments allow us to maximize learning time,
 - extended learning opportunities and intensive interventions to accelerate academic achievement for every student .

Each of these provisions would be hindered without the flexibility of Innovation status.

- **English Language Proficiency:** Trevista’s CELA scores before ACCESS demonstrated that previous practices were not effective in developing English Language proficiencies. Trevista will use Innovation status to ensure all ESL/ELD teachers have the skills and understandings, the curricular resources and the support to provide language-development opportunities strategically throughout the day that will also provide an additional planning support for teachers. In addition, we will implement a consistent and customized English Language Development (ELD) block for our students. We will also design and incorporate predictive progress monitoring tools to inform our data team cycles and drive instructional improvements and intervention schedules. Our most recent ACCESS scores demonstrate that our current practices are resulting in much higher gains than previously and we are confident that with our new ELD block and teachers, this will continue to be the case.
- **Assessment Schedules:** Currently, the district establishes an interim schedule and set of assessments for students based on a timeline determined by external (not Trevista) departments. In order to maximize opportunities for teaching and learning, Trevista students will benefit from flexibility around timing, content, and frequency of formative assessments. Innovation status will allow us to determine the most appropriate schedule and assessment resources to measure and monitor proficiency toward grade level standards.
- **Financial Resources:** The current student-based budgeting process does not provide for sufficient financial resources to guarantee the academic success of Trevista students. Innovation status would allow us flexibility with our budget, e.g. using actual vs. average salaries, contracting services, etc. Savings to our SBB will allow Trevista to add and sustain critical staff, instructional resources and add an additional stipend and incentive system to reward teachers throughout the year for achieving milestone targets.

The need for dramatic and continuous improvement is clear. Even though our growth data demonstrates that we are moving in the right direction, student achievement is still disproportionately low compared to similar schools in the area, specifically our status of meeting and exceeding expectations on PARCC. New families to the Northwest Denver area have not previously considered Trevista a viable option for their children but we believe that our green SPF status can improve that and we recognize that our previous innovation status has supported us tremendously in becoming a high performing school. It is evident that Innovation status will be a huge lever in continuing the positive growth we have made thus far as innovation status has been supportive of our positive change during the previous four years.

As an Innovation School that has moved from red to green on the SPF, Trevista has a unique opportunity to continue to create new energy and commitment to a shared mission and vision among staff and families. Trevista has the ability to examine curriculum alignment with student data and create milestone assessments. Innovation status will improve teacher efficacy by granting some autonomy for our school to make curriculum changes when it is evident current programs are not sufficient for our students' needs. With Innovation status, Trevista will be able to access new resources and reallocate existing resources. Trevista will be able to recruit and develop teachers with the knowledge and skills to support intervention and acceleration and provide teachers with incentives to take on leadership roles and work collaboratively to reach school goals. A focus on safety, positive school culture, highly structured goal setting and progress monitoring systems, new programs, committed teachers, additional support services and documented student achievement and growth will change student and community perception of Trevista and enhance the school's ability to retain current students and attract new families in the neighborhood.

School Culture

The Trevista school community deserves a positive and intentional school culture. Thus, Trevista has worked intentionally to build a school culture based on equity and cultural responsiveness.

A core value at Trevista is for all students to know that it matters that they came to school, and before the day begins several adults have greeted them by name. At the beginning of the school year, Trevista will dedicate time to building an intentional school culture through whole school efforts mapped back to our vision, mission and student handbook.

EDUCATION PROGRAM

Research-Based Programming

The research supporting Trevista's program decisions is the same as Denver Public Schools, as we will be using the same core programs. The district's curricular programs were chosen because of their alignment with college and career readiness expectations. Additionally, Trevista will work with the district on the implementation of the Common Core Standards, the WIDA standards, and the Colorado Academic Standards to ensure our curricular programs meet or exceed the expectations of these high standards.

English Language Arts

Trevista uses the DPS literacy curriculum to guide teaching. For kindergarten through 2nd grade, this includes the implementation of Benchmark curriculum as well as a strong focus on guided reading. Direct instruction is provided to students in whole group, small group, and individual settings and is based on standards, as well as assessment of students' strengths and needs. Students have multiple opportunities to practice skills and strategies being taught through engagement in meaningful independent work. For our intermediate grades, we are implementing Expeditionary Learning curriculum. We are also focusing on guided reading in addition to technology integration that supports independent reading.

The elementary program is aligned to research and best practices. It includes ELA-E and ELA-S classroom kits that have bilingual materials to build proficiency and literacy in one's native language (ELA-S classrooms) and support students' transition to English.

Teachers will use resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary.

There will be intentional planning and implementation of academic language in all literacy instruction.

Literacy Interventions

Trevista will implement the following interventions for reading and writing:

- double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
- fluency strategies implemented in small groups and/or individually; and
- double dose of small group instruction focused on comprehension.

Mathematics

Trevista will implement the Bridges mathematics curriculum, a research-based curriculum with supplemental resources as determined necessary.

Math Interventions

The primary approach to mathematics interventions at Trevista is to build teachers mathematics understandings and instructional strategies to ensure high quality core instruction alongside scheduled intervention blocks that ensure the time and place to provide small group instruction that recognizes student strengths and gaps and appropriate next steps to advance understandings.

Additionally, Trevista will implement the following district approved interventions for mathematics:

- double dosing of small group instruction including daily pre-teaching and re-teaching through the math lab.
- Denver Math Fellows tutoring interventions for students who are not proficient in mathematics

Science

Trevista will implement the district adopted science curriculum.

We will use the district's curriculum, *BSCS Science Tracks: Connecting Science and Literacy*. The goal is to provide students with meaningful, stimulating, and interesting hands-on science programs. To do so, teachers will be provided with tools they need to help students mimic how scientists go about finding problems and methods to solve them. Essentially, the goal is to engage students in inquiry-based science in fun and challenging ways.

BSCS Science Tracks: Connecting Science and Literacy:

- Focuses on principles (big ideas) in earth, life, and physical sciences;
- Incorporates a research-based, constructivist approach to learning;
- Includes embedded formative assessments;
- Teaches science as inquiry;
- Provides literacy strategies;
- Aligns with Colorado science standards and CMAS science assessment frameworks; and
- Includes kits for hands-on learning.

Social Studies

Trevista will implement the district adopted social studies curriculum based on Teacher Curriculum Institute's (TCI) resource texts. TCI's Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. TCI uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. With TCI's elementary programs, students don't just learn social studies. They learn social skills.

Kindergarten

Social Studies Alive! Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students explore ways to get along with others and

how to solve problems. They learn that people live differently in different places and that they can help care for the world.

1st Grade

Social Studies Alive! My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change.

2nd Grade

Social Studies Alive! My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing a community within the classroom, making a simple toy using assembly-line techniques, and acting out people's experiences in different time periods.

3rd Grade

Social Studies Alive! Our Community and Beyond broadens students' awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities.

4th Grade

Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Students learn to think like social scientists as they "tour" the regions, investigating the features that make the regions distinct and the characteristics that unite them. Ultimately, students apply what they have learned about our nation as they research their own states.

5th Grade

Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

Arts

During the course of each child’s seven or eight years of schooling at Trevista, the child will attain standard-driven levels of arts experiences and instruction in multiple arts areas, as the school leadership committee determines. These experiences serve as a foundation for future study in the arts and complement the core instructional program. Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential.

Physical Education

The mission of the DPS physical education program is to provide successful physical experiences for all students. Through participation in the physical education curriculum, students should have the opportunity to develop knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values. They should acquire appropriate physical skills to participate in a wide range of physical activities and specialized sports skills. Social interaction occurs in physical education classes, and participation should foster personal values.

Trevista Curriculum Mapping and Implementation Process

Using our Common Core Standards curriculum map, Trevista teachers will meet weekly in grade level and/or content teams to backward map curriculum units and weekly lesson plans: Teachers will identify specific concepts students must know and be able to do in each content area and grade level as well as associated performance tasks. Teachers will monitor performance goals for each student and identify interventions and instructional groupings throughout the year. When teams determine existing curricular materials are not adequate to reach student performance goals, supplemental and/or replacement curriculum may be identified. (For example: If students are struggling with number sense and computational skills, teachers may find that *Bridges* does not have adequate scaffolding and practice in computational skills to access its higher-order problem-solving. Teachers might supplement with *Eureka Math* or Number World computation programs.

If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum aligned to the Common Core State Standards and the Colorado Academic Standards.

Instructional Core Philosophy and Approach

The research supporting Trevista’s program decisions is the same as Denver Public Schools, as we will be using many of the same core programs.

At the center of our philosophy is the **instructional core**, which represents the critical work of teaching and learning that goes on in classrooms. The core includes three interdependent

components: *teachers'* knowledge and skill, *students'* engagement in their own learning, and academically challenging *content*.

The “instructional core” builds on the idea of the instructional triangle developed by David K. Cohen and Deborah Lowenberg Ball in their June 1999 paper “Instruction, Capacity, and Improvement”, published by the Consortium for Policy Research in Education.

Trevista’s instructional approach will be centered on the following key frameworks:

- **Instructional Coherence:** We will develop and implement a strong instructional core, based on common lesson design and instructional practices employed by every adult in the building. Coherence in instructional practice will be created through staff agreements and professional development. The initial meetings and professional development will occur during the staff summer retreat, district Green Days, and continue as on-going professional learning throughout the year.
 - A consistent, coherent English Language Acquisition (ELA) plan supported by expert ESL coaches/mentors
 - A high quality, redesigned English Language Development Block (ELD)
 - Culturally Responsive Teaching
 - Positive Culture and Climate: teacher to students, teacher to parents, teacher to teacher and student to student
 - Systematic student assessment processes with deep understanding/implementation of appropriate core teaching, supports and interventions
- **Vertical Alignment:** Teachers will work collaboratively with the district, network, and school leadership to lay out a vertically aligned curriculum map developed from Common Core Standards. Our maps will detail the development of skills and knowledge across grade levels. They ensure students who progress through the school will have a strong, coherent and progressive curriculum experience. Curriculum maps will be drafted by summer work groups and refined during our summer retreat, so they will be ready to guide instruction by the start of school. Stipends will be paid to staff for their summer work
- **Assessment Cycles:** Trevista will implement the following Teaching/Learning Cycle and accountability to rapid closure of student achievement gaps.
 - August/September (*calendar adjustment*)—Gather baseline data; Teachers analyze data to determine individual, small group and whole group needs.
 - Teachers work with school leaders to set ambitious math and ELA goals (more than one year’s growth for every child below grade level). Goals are backward mapped to determine where students need to be at 6 week intervals to ensure accelerated learning trajectory toward end-of-year goals.
 - Provide excellent core teaching based on relevant assessments and planning
 - Provide daily, systematic interventions (not to supplant core instruction).

- Teachers meet weekly to refine core instruction and adjust interventions as needed.
- Teachers administer milestone assessments in 6 week cycles (see proposed assessment calendar).
- Student Data Map meetings with coaches and school leaders (every 6 weeks) to review growth for every student.
- Adjust, increase or maintain interventions as needed
- Plan for the next assessment cycle
- **Extended Learning Time:** Trevista will leverage the extended school day to provide high quality interventions during school hours.
 - Trevista’s master schedule includes intervention built into the day. Time and human resources allocated to the reading block allows for a “double dose” intervention to occur as a rotation.
 - In addition to their academic tutoring training, Trevista Instructional Leadership will train City Year Corps members and paraprofessionals to tutor students in small groups.
 - The Trevista instructional leadership team will conduct weekly classroom observations to collect data on implementation and provide supportive feedback to improve systems and instruction.
- **Renewal & Beyond**
 - Trevista’s long range plan directly supports the mission of the Denver Public Schools.
 - *“We will lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.”*
 - The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students’ academic, physical, social and emotional needs are met and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers. Our goals align to Denver Public Schools’ goals and students will be college and career ready.
- **Collaborative Culture for Educational Programs**
 - The school culture at Trevista is one in which students’ diversity is recognized and incorporated into the classroom. Also, the adults in the building collaborate to identify how to support students and increase social and academic development

of all children. Our core values will drive how we treat students, parents and each other. There will be a focus on achievement, but not at the cost of who individual students are nor by ignoring the importance of a positive, supportive school and classroom culture.

- In addition to implementation of Responsive Classroom strategies, Trevista's culture and learning environment will be driven by our core values.
- **Student Support Team Meetings**
 - Trevista is implementing a unique Child Centered approach to weekly student support team meetings in order to make certain the social, emotional and academic needs of each child are addressed and concrete action steps identified to provide additional support. This will ultimately be part of our MTSS and SIT team processes, but identified as Universal Level Interventions.
 - Trevista will follow district guidelines on class size. Students will be heterogeneously grouped in classes with the exception of time during the day designated for small group instruction, ELD and intervention, when students are grouped by their specific needs
 - Using *The Responsive Classroom* curriculum resources, Trevista ECE – 5th grade teachers will facilitate daily Morning Meetings with their homeroom students. Training of all teachers on Responsive Classroom procedures will occur. Our school will also use strategies from *Creating Positive Climate and Culture in Elementary Classrooms* to teach expected behaviors throughout the building including the cafeteria and playground. Trevista elementary students will participate in “Games Day” through Playworks to learn the rules of playground games.
 - Trevista will use additional income from average vs. actual salaries to fund additional instructional, support, and enrichment programs and positions.

Positive Culture for Learning Environments

- **Positive Behavior Interventions and Supports**
 - Trevista will use PBIS as a school wide support system. This will create a positive learning environment for all students. Positive Behavior Interventions and Supports (PBIS) is a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. PBIS is not a specific model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective. Decades of converging research have consistently demonstrated that these strategies are individually and collectively effective and efficient. In addition, PBIS has relevant applications to educating all students in schools, not just students with disabilities.

- Upper intermediate and their families will also receive training on Trevista Discipline Ladder. This ladder is directly aligned to the DPS Discipline ladder, but has been modified to make it more accessible to all.
- **Collaborative Grade, Department and School Level Planning**
 - Trevista will work to build a strong professional learning community where teachers collaborate in structured ways to assess student progress and identify strategies to improve instruction. Through the collaborative development of a student handbook and discipline system, Trevista teachers will prioritize consistent and high school-wide expectations and a unified school culture. Developing a unified school culture that emphasizes the school's increased rigor and expectations of everyone in the building is critical to our Innovation efforts.
- **Social and Emotional Supports**
 - Trevista has invested in additional mental health support services and our hope is to continue to provide support through a large student support team (psychologist, social worker, counselor, restorative interventionist, etc).
 - City Year Corps members will serve as mentors and role models for our upper elementary students with specific alignment to and focus on our attendance goals. City Year members will be highly trained by City Year and our leadership team in order for their role to have the most positive impact on our students before, during and after school. Additionally, City Year members will be assigned to upper intermediate teachers to strengthen their classroom management/tutor support role.
 - A progress monitoring system will be established to examine the effectiveness of our school culture systems. Additionally, focus groups will be held with teachers, students, and parents on an ongoing basis to assess the progress and strength of our school climate and culture.
- **Cultural Relevancy and Responsiveness**
 - Trevista will ensure the educational programs of the school are culturally relevant and responsive to students' specific needs in the following ways:
 - Ensure our materials, resources, attitudes and behaviors proactively address the needs of culturally and linguistically diverse students.
 - Trevista staff will continuously work to:
 - recognize our own cultural lens and biases
 - deepen and apply our knowledge of students' and community's cultural backgrounds (examine behavior, norms, communication, learning styles); use asset-based approach to make content and learning relevant.
 - engage in conversations to raise awareness of social, economic, and political context (dialogue, questioning, problem-posing/solving), particularly non-dominant perspectives

- use culturally appropriate management strategies (promote equal access to learning, setting academic and social goals, establishing and maintaining expectations for behavior, working with families & communicating respect to diversity, reaffirm community, and avoid marginalizing students)
- use resources depicting people of reflective cultural groups, display and use books, posters, artifacts, etc. that promote themes of diversity, tolerance, and community, etc.
- be explicit about expectations, engage students in discussions about norms, model behavior that is expected, provide opportunities to practice, be aware of inconsistency
- be sensitive to cultural differences in communication styles with parents and students (assume that all parents care about their children and have something to offer)
- commit to build caring classroom and school wide communities (respect student perspectives, initiate out-of-classroom conversations, engage students in social games, make connections between school and home)

Meeting the Learning Needs of Students Below Grade Level

Trevista will use a variety of program structures and strategies to identify and meet the learning needs of students who are performing below grade level including the following:

- Teachers will know as much as possible about their students (race/ethnicity, language, culture, home life, needs, learning styles, personal qualities such as temperament, interests, families)
- Trevista applied for and received a Home Visit Grant. This program provides training, guidelines and compensation for teachers to conduct several home visits for every child in their class each year.
- Trevista will attract and retain teachers whose actions and attitudes toward students and their families demonstrate the belief that all students can learn and their needs are being met through expertly implemented differentiation
- Our daily schedule provides an intervention block for all students below grade level (extended times for double dose)
- Using a school-wide planning model, Trevista teachers will plan for and provide rigorous, Common Core Standards-based instruction
- Trevista teachers meet weekly, during an extended assessment/planning block to ensure flexible grouping (heterogeneous and homogeneous)
- Maximize student engagement and time on task (cooperative learning groups, experiential learning opportunities, use of technology, Inquiry based learning, team

teaching, tutoring, remediation interventions, before and after school programs, homework clubs)

- Ongoing formative and summative assessments (observations, interim assessment data, end-of-unit assessments, iStation, ELD Progress Rubric etc.)
 - Trevista's frequent and regular Student Data Mapping Model ensures that all students' needs for additional services or extended learning time are individually considered, closely aligned to current assessment data, and linked to the most relevant interventions.

Address the Needs of English Language Learners

- As part of the registration process, all students' parents/guardians will complete a Home Language Questionnaire. During registration, Trevista will dedicate two bilingual staff members, a secretary and school counselor, to support parents making informed decisions about ELA options. In addition, we will set up a bank of laptop computers for parents to view the Spanish version of the Parent Overview of ELA options found on the Secretaries Information Web Site. If the parent/guardian indicates on the form that the student speaks/understands a language other than English, the student will be interviewed by a bilingual ESL resource teacher to determine initial classroom placement. Students who are new to the district, without previous test scores, will also be tested on the ACCESS Placement Test within ten days of enrollment. The parent/guardian will promptly be notified of the test results. Based on ACCESS results, home language and the Parent Permission Form, students will receive the appropriate ELA services
- The ISA team, including 1 administrator and 2 ELA teachers, will oversee placement and progress of ELLs:
 - Ensure correct placement of English language learners
 - Classify English language learners
 - Exiting English language learners
 - Monitoring English language learners
- When an English Language Acquisition (ELA) plan is developed for a student, services are provided and parents are notified about the placement in a Language Instruction Education Plan (LIEP) within 30 days of the start of school.
- Parent and community communications will be made in English and Spanish. If a student speaks a language other than English or Spanish, the school will have communications translated into the home language so that parents are well informed about instruction and activities.
- All Trevista Teachers will meet or exceed the ELA-E or ELA-S requirements of the district. Veteran teachers will prove completion of ELA course work required for ELA-E designation. ELA-S teachers will submit evidence of passing scores on the Spanish Language Proficiency test. Coaches will provide feedback and support for high level implementation of comprehensible strategies and supportive classroom environments.

ELA Program and Strategies

- ESL teachers will provide a high quality ELD block for students K-5th grade using EL Achieve.
- Our unique ESL teaching model will ensure teachers have a knowledgeable resource person to support their efforts in implementing a language rich environment and practices to promote English Language Development throughout the day as well as ensure that all students have a high quality ELD block.
- An innovative and critical component to our ELD model is the development of a reliable, predictive progress monitoring tool to allow teachers and administrators to frequently track and assess the English speaking, reading and writing development of all students.
- Using the *WIDA (World-Class Instructional Design & Assessment) Standards* and the *WIDA Can Do Descriptors*¹, Trevista will develop an ELD rubric to track language development progress in order to provide acceleration strategies or timely interventions. Trevista will use our ELD rubric, in conjunction with ACCESS data, to determine baseline scores in reading, writing and speaking. Student data maps will include an English Language Development progress monitoring score for each child and will be an anchor of our Compelling Conversations meetings.
- The DPS language allocation documents will be used as anchor documents to support ELA-S teachers with professional development, scheduling, planning and instruction.

English Language Development

- ELLs who receive ELA programming will receive 45 minutes daily English Language Development instruction using the research-based *EL Achieve* curriculum adopted by the district as part of their daily ELD program. No content or core instruction will be missed for ELA instruction, as our schedule is designed so all children are engaged in a formal language development lesson during the ELD block.
- Sample Reading Block Rotation Schedule (following whole group mini-lesson)
 - 20 minutes Guided Reading – in Spanish with ELA-S teacher
 - *ELA-E teachers provide first dose guided reading instruction in English*
 - 20 minutes Guided Reading – in English with paraprofessional, CY, or interventionist
 - 20 minutes Independent book bag reading

Transitional Native Language Instruction (TNLI) program model

¹ The *WIDA CAN DO Descriptors* are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners.

Spanish-speaking students who qualify for ELA services will choose to be placed in either ELA-S or ELA-E classrooms with qualified teachers based on parent option selection. Speakers of other languages will be placed in ELA-E classrooms and receive daily ELD services. Parents will be encouraged to build academic language with their children in their home language. Trevista will employ one designated ELA-S teacher at each grade level. Trevista will hire teachers who meet the districts' requirement for ELA designations in addition to providing comprehensive professional development for ALL teachers on best practices for English language learners.

In a Transitional Native Language Instruction (TNLI) model, English language learners receive native language instruction in Spanish, supported English content instruction, and English language development. As students learn more English, they transition to supported English content instruction and English language development classes only. Then they are exited into the mainstream English program. Parents of students at elementary TNLI schools may choose to have their child receive supported English content instruction and English language development only. This model is provided in elementary schools with 60 or more Spanish speaking English language learners.

Trevista will use the ACCESS results as our baseline indicator (for Speaking, Reading, Writing and Listening) to refer back to when judging the effectiveness of instruction for our ELL students. As part of our regular student data map meetings, we will monitor and closely track English Language Development using our rubric developed from the WIDA Standards and WIDA Can Do Descriptors.

Trevista will use the WIDA rubric and WIDA Can Do Descriptors as a tool for goal setting, outcomes mapping and progress monitoring to fast track English Language Development similar to the design described earlier for monitoring academic achievement. Ambitious ELA goals will be set for each L2 learner and mapped backward from August baseline data. Assessments will provide progress-monitoring information to classroom and ESL teachers, and additional ELD time or resources will be put in place as needed.

- *English Reading Level* using iStation, DRA2, and internal interim assessments
- *Spanish Reading Level* using reading records, iStation, EDL2 and other progress monitoring passages
- *English Writing Oral Language Development* using a rubric based on WIDA Can Do Indicators

Students will be exited from ELL services into the Mainstream English Instructional Program using the criteria set by the LCE Department of the Colorado Department of Education. To exit, a student must be above proficient on their ACCESS overall score and be proficient or above on their ACCESS Reading, Writing, Listening and Speaking scores and be partially proficient or above on their CMAS Reading, Writing, Math, and Science scores. In addition, Trevista will

follow all DPS requirements for exiting a student from ELL services. The school ISA team will collaborate to make decisions about the student's education plan. This group will consider a body of evidence, including the previously mentioned assessments, reading scores and writing samples.

Once exited from ELL services, we will continue to formally monitor the student for two years. During this time, the school ISAT will document student academic performance using the ELA monitoring form. If at any time, the student is found to be struggling, the ISAT may request that the student be returned to ELA program services.

Trevista will use a variety of strategies for communicating with parents of ELL students:

- Parent Information Nights
- Home Visit Program
- Parent/Family Liaison
- Parent/Teacher Conferences
- Translated written communication
- Informal conversations

Program Evaluation

Instructional observations, student achievement assessments, WIDA Rubric - ELD program progress monitoring tools, ACCESS, and state assessments (CMAS) will be used to determine the effectiveness of the ELA/ELD program on increasing language proficiency and student achievement of ELLs. The evaluation of ELD program effectiveness is part of the larger program evaluation.

The success of our ELD program will be determined by documented, accelerated English language proficiency of our L2 students according to the WIDA Standards Rubric throughout the year. Accelerated proficiency will be demonstrated during our Student Data Map meetings. This system will be annually triangulated with data from ACCESS and CMAS.

Multi-Tiered System of Supports (MTSS)

Trevista will implement an MTSS program to differentiate and support each individual student's academic needs by following district practices and policies. Data will be used to monitor student progress, identify students who are struggling academically, implement strategic interventions, adapt interventions to student performance and identify students with learning challenges or disabilities.

The following are ways that we will specifically differentiate interventions based on student need in tiers 2 and 3:

- Tier II = small group interventions of moderate intensity to address learning or behavioral challenges for all students performing below grade level.
 - Literacy:
 - Double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
 - Fluency strategies implemented in small groups and/or individually; and
 - Double dose of small group instruction focused on comprehension
 - Math:
 - Double dosing of small group instruction including daily pre-teaching and re-teaching
 - Math Fellows
- Tier III = individualized interventions for students (1-5%).
 - Literacy: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments
 - Math: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments

Tier I assessments will occur daily in the general education classroom and should be embedded and analyzed on an ongoing basis to inform daily instruction. Data gathered from district, school, and classroom assessments will be used to identify students who are performing below grade level or not making adequate academic progress. This will be reviewed at weekly grade level/platoon meetings. Once identified, students will be strategically placed into flexible groups according to their specific needs at Tier II. Data points will be monitored for one 5 – 6 week data team cycle.

Students in intervention programs at Tier II will take identified progress monitoring assessments on a bi-weekly basis. Grade level/platoon teams meet weekly to analyze formal and informal student data to determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented; referrals to the Student Intervention Team (SIT) would also be made at this time.

Parents will be apprised of any Tier II interventions and the progress their child is making in literacy/math.

Special Education

Trevista will follow all district guidelines in supporting the needs of students with mild, moderate and severe disabilities, offering students a continuum of services in the least restrictive environment to ensure that students with disabilities receive a free and appropriate education. Students with Individual Education Plans (IEPs) will receive specialized instruction in accordance with their IEP.

Identification

Students may be referred for a special education evaluation by a parent or teacher or may be identified via the MTSS process. Students who are evaluated by the IEP team and are determined eligible for an Individualized Education Program (IEP) will receive specially designed instruction and accommodations in accordance with their IEP.

Special Education Services

Special education services provided to students with disabilities range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, interventions by a special education teacher, individual and group counseling, etc.). Trevista will follow the state and district policies and practices to serve students with special needs.

If the IEP team determines that students need a more restrictive environment, they will work with the district Special Education Department on evaluation and determination of placement.

Progress Monitoring

The special education teacher will monitor progress of students weekly, keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special education teacher will organize and run all IEP meetings in conjunction with the family, an administrator, and classroom teachers.

Student progress toward IEP goals will be monitored by the special education teacher/case manager and progress will be reported to the student and parent/guardian when report cards are sent out (typically each trimester).

A re-evaluation will be conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the RTI process and may be reevaluated and placed on an IEP as necessary.

Program Evaluation

Instructional observations, progress monitoring of IEP goal attainment, formative assessments of academic achievement, and state assessments (CMAS) will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger program evaluation that includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

Gifted and Talented

Parents and teachers are informed of the characteristics of gifted and talented students at the start of each school year and are encouraged to refer students who exhibit these characteristics to the DPS GT department for evaluation. Students participate in GT screening in accordance with district guidelines.

Progress Monitoring

Student progress toward ALP goals will be monitored quarterly by the GT teacher, in consultation with the classroom teacher, and progress will be reported to the student and parent/guardian. The ALP may be changed as necessary to ensure that gifted and advanced learners are making academic progress and are appropriately challenged.

Program Evaluation

Instructional observations, progress monitoring of ALP goal attainment, formative assessments of academic achievement, and state assessments (CMAS) will be used to determine the effectiveness of the GT program. The evaluation of GT program effectiveness is also part of the larger program evaluation that includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

Supplemental Programs

Consistent with the DPS recommendations for differentiating instruction, Trevista will supplement core curriculum with a variety of supplemental programs based on student learning needs, as described above.

Mental, Emotional, Social Development and Health Needs

In order to support the range of social development, emotional challenges, and mental health needs in children grades ECE through 5th grade, the following programs and policies will be implemented at Trevista:

- **Mental health Support Team:** The Trevista Mental Health Support Team will include a counselor to work with all grades and school psychologist. The team will collaborate with teachers and administrators to effectively address the mental and developmental needs of students.
 - Groups will be run by individual or teams of mental health staff to address specific issues (i.e., divorce/loss, social skills, anger management, etc.).
 - Advisory period to be co-facilitated by the counseling staff to provide training in the development of positive social skills, empathy, and self-advocacy among students.

- Revolutions Foods may provide healthy breakfast/lunch/snack options to support healthy nutrition. Students may be involved in menu selections and educational opportunities that relate to health, food, and nutrition.
- Morning (Core, Homeroom, etc.) meetings: a designated time will be set aside to discuss social and emotional issues, help students to problem-solve, and support positive culture and climate throughout the school to include character trait development.
- Mentor Programs: Trevista has designated funds to partner with City Year, a program to provide upper elementary students with mentoring and tutoring supports.
- Develop and/or strengthen community-based partnerships with agencies that can support the physical, mental, and emotional health of Trevista students and families.

At-Risk Students

Trevista will implement the following policies and programs to support at-risk students:

- **Making Connections.** Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. All Students at-risk for dropping out of school will be paired with a designated mentor (City Year, Administrative Staff, Classroom Teacher, and Mental Health Support Team).
- **Additional Adult Support.** City Year Program Staff to work with students in mentoring roles, tutoring, and as additional support in classroom management and supervision.
- **Response to Intervention – RTI:** Led by an expert in RTI, a Student Intervention Team (SIT) to be made up of members of the mental health support team, administrators, and teachers, will rigorously implement an RTI model that includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and other disabilities.
- **High Expectations and Support for Attendance:** Consistent implementation of an Attendance/Tardy policy outlined in our parent/student handbook. Attendance and welfare checks will include phone calls to parents who have not notified the school of a child's absence. City Year Corps members have been trained in procedures and will make initial phone calls. Our attendance officer will follow up when chronic or historical attendance problems are evident. City Year Corps members will also spearhead an attendance campaign and celebration for excellent attendance. Trevista wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare. Attendance incentives will be offered through our PBIS systems.

- **Extracurricular Activities:** A special emphasis will be placed on getting at-risk students to participate in extracurricular activities. Trevista believes that if students are more connected and having fun at school they will be less likely to drop out.

Educational Programs for Academic Achievement

Trevista will use innovation status to customize people, time, money and curriculum and instruction to meet the individual needs of students based on frequent progress monitoring. A strategic, targeted, data-driven approach has resulted in significant academic achievement gains in schools like Trevista across the nation.

To design the Innovation Plan for Trevista, the turnaround leadership team reviewed Turn-Around models from several sources. Particular attention was paid to findings from McRel, Boston Public Schools' models, "What Works Clearinghouse" and The Metro Center for Urban Education (Pedro Noguera's three areas of focus).

While each source has its own research findings and areas of emphasis on Innovation or Turn-Around strategies, high levels of agreement were identified in several specific areas of focus.

- **Build an intentional school culture with strong leadership.** This includes the way leaders set up models for distributed leadership, involve families and community partners, and address the attitudes and beliefs of all stakeholders in creating a culture of high expectations.
- **Hire, support and reward and retain the best people.** This may mean releasing, replacing or redeploying staff and leaders who are ineffective or not fully committed to the mission and vision of the school. Systems must be designed to recognize and reward success.
- **Maintain consistent focus on improving instruction with strong systems for using data;** implementing curriculum; interventions; timely, relevant progress monitoring, and making change immediately when results are not evident
- **Focus on one or two clearly defined goals.** Don't fall into the trap of attempting to implement multiple initiatives.

Trevista will use Innovation Status to focus our efforts on research proven strategies.

Flexibility with Assessment Content and Schedules allow Trevista to determine their own progress monitoring windows and, in some cases, progress monitoring content.

Flexibility with length of school day and school start date for our students allows for a staff retreat to build and maintain intentional school culture. Additional school calendar days also provides extended time for our leadership team to begin establishing how our school systems are designed to support teachers with high expectations, progress monitoring and focused professional development. Flexibility with the calendar also allows us to collect assessment data for all of our students prior to the beginning of the school year.

Flexibility with hiring policies and financial resources are essential to our successful school reform. Trevista is requesting a waiver from using average teacher salary during budget development. The actual vs. average salary sample demonstrates a substantial savings to the Trevista Student Based Budget. This savings will allow us to use those funds and pay teachers for additional school days/hours, provide interventions during the longer school day and add additional staff support. Other savings from actual vs. average salaries will be used to provide financial incentive for high growth student achievement. Flexibility with hiring policies allow Trevista to attract, retain and reward teachers who are committed to the mission and vision of the school, have the ability and motivation to work collaboratively with colleagues, and demonstrate the skills necessary to rapidly accelerate student progress.

Flexibility with Professional Development policies allows us to maintain our focus on only a few targeted efforts. Trevista will opt out of district-selected modules unless they directly support our professional development focus. We will continue to participate in essential district initiatives such as LEAP and the CCSS roll out.

ASSESSMENTS

- **CMAS.** Trevista administers the CMAS test annually in accordance with Colorado and Denver Public Schools policies. Trevista analyzes the CMAS data in a variety of ways allowing teachers to project end of year CMAS status. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.
- **DPS or Trevista approved Interim assessments** will be used to measure student progress.
- **iStation** Trevista administers iStation assessment monthly. In order to meet end of year grade level benchmarks as set by DPS & CDE, growth is tracked in 5-6 week cycles using leveled benchmark books. On watch students may be assessed more frequently. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.
- **Summary, Main Idea and Inference Assessments** To track writing achievement and critical thinking skills necessary to meet CCSS, Trevista teachers will set goals and track progress on students' ability to identify the main idea and supporting details, write clear concise summaries and identify inference in texts.
- **Math Unit Tests & SMI (2nd-5th)** Driven by Bridges curriculum and other resources. Teachers will analyze math end-of-unit test, alter as needed to measure key concepts and standards and add a performance or application task to each unit assessment.
- **Additional Assessments** Trevista will also use EL Achieve pre and posttests, unit tests and ACCESS to progress monitor ELL students. We will also use a variety of Curriculum Based Measures provided on AIMSweb (RTI) to assess students' skills and growth throughout the year. For example, fluency and MAZE benchmark assessments, among others. These literacy CBMs as well as other CBMs are used weekly to progress monitor

students who are placed in research-based interventions such as Wilson, My Sidewalks, and LLI.

Progress Monitoring System

Trevista will increase the effectiveness of its educational program by improving the implementation of the existing DPS curriculum. The instructional leadership team will conduct frequent classroom observations to collect data on implementation and provide feedback to improve instruction.

Trevista teachers will meet weekly in grade level and/or content teams to analyze weekly data and use the curriculum to plan next steps: identifying specific concepts that students will know and be able to do in each content area and grade level as well as associated performance tasks.

Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings throughout the school year.

If, through the Curriculum Mapping and the implementation process teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

All students will be assessed in reading, writing and math using DPS approved interim assessments as well as Math/literacy unit tests, iStation, and teacher created summary and main idea assessments. The data will be used to schedule students into intervention groups and will also be used by teachers to plan for instruction to address gaps in student learning and performance.

PLCs will analyze data, set goals (for both students & teachers), and determine next steps to achieve a minimum target of at least one year for students at or above grade level and more than one year's growth for students below grade level.

PLCs will:

- Collect, analyze and chart data
- Analyze strengths and obstacles of both teacher & student
- Set, review and revise goals
- Determine instructional strategies
- Establish success measures / indicators

Compelling Conversations Data Map Questions

- **Who is the student?:** What are each student's learning styles, strengths, weaknesses and special interests? What learning can we celebrate and document for each student?
- **What does the teacher know and need?:** Based on the learning outcomes and discussions with each student, what changes can you make to improve the effectiveness of your teaching? What information do you need to understand this student's challenges?
- **Teaching/Learning Cycle:** What was the intended learning? How will we know if the student learned that? What is our response if they did? If they did not?
- **Disaggregated data:** When the data are disaggregated, what trends emerge? What are the root causes of those trends? How can they be addressed?

The staff will be organized into grade level and vertical collaborative teams to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than two years for students below grade level.

During our PLC time, teachers will determine the evidence of learning toward end of unit goals to collect and bring to the next team meeting. Diagnostic, formative and / or predictive assessments will be administered on at least a weekly basis in all classes.

During weekly PLC/data team meetings, teachers will identify gaps in student learning and determine how to best fill those gaps. Teachers will also analyze which instructional strategies are working well for students and which need to be adjusted or discarded.

Summative achievement data will be measured by End of Unit tests, completed projects & experiments, teacher created writing assessments, reading responses and Open Response Math Tasks. Additional summative data will be gathered through the DPS assessments in literacy, math, and CMAS tests.

To communicate the data with the school community, multiple strategies will be employed. Data boards with classroom and grade level data will be colorful, clear and explanatory throughout the school. This includes boards in the front of the school for parents, which articulates the type and purpose of various assessments. It also includes data boards to display classroom and grade level. Additionally, student academic achievement data will be kept current on our school website and will comprise a portion of the monthly parent newsletter. Finally, during the monthly Trevista Advisory Board meetings, Academy Directors will give updates on the academic progress of their classes.

Trevista will determine their own progress monitoring windows and, in some cases, progress monitoring content to align with the curriculum mapping. The number of cycles will exceed

those currently mandated by the district. The Trevista assessment calendar aligns with the school's progress monitoring cycles.

PROMOTION POLICIES

Trevista requires students maintain a 95% attendance rate, complete quality assignments, follow the school's code of conduct, and reach individual achievement targets. Failure to meet those requirements will possibly result in mandatory participation in a summer academy or intervention class in order to be promoted to the next level of schooling.

Promotion, retention, and acceleration decisions will be made by the Trevista principal, in consultation with teachers and parents, after careful consideration of a body of evidence. The purpose of the Trevista promotion, retention, and acceleration policy is to ensure that every student is promoted with the necessary knowledge and skills to be successful at the next level.

Students who are retained will participate in intervention and remediation in order to ensure that they develop missing skills and accelerate academic achievement necessary for success in high school, college and career.

Promotion, retention, and acceleration policies are included in the parent and student handbook distributed at the time of enrollment and in the Trevista Parent Agreement which is signed by student, guardian, and principal.

Educational programming for at-risk students is detailed in the Education Plan.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

Trevista's goals are aligned with the vision of becoming: 1) a high performing school by having moved from Red to Green on the DPS School Performance Framework (we will work to sustain this and become a blue school), and 2) the school of choice in Northwest Denver neighborhoods by increasing enrollment. Trevista has set the following goals with annual targets to track progress toward goals.

Trevista Three Year Academic Goals – All goals are based on continuously enrolled students

CMAS Achievement (% Meet and Exceed Expectations)

- 3rd-5th Grades Continually Enrolled Students:
 - ELA % P/A will increase from 6% to 40%
 - Math % P/A will increase from 7% to 40%
- 4th Grade Continually Enrolled Students:

- Social Studies % P/A will increase to 40%
- 5th Grade Continually Enrolled Students:
 - Science % P/A will increase to 40%

CMAS Growth (Median Growth Percentile) (50 Meets Standard)

- 4th-5th Grades Continually Enrolled Students:
 - ELA will increase MGP from 60 to 70
 - Math will increase MGP from 62.5 to 70

Achievement Gaps

Close growth gaps between ELL and non-ELL population (Currently 5% Gap between ELL and non-ELL on ELA MGP and 1% for math MGP)

50% of students scoring unsatisfactory or partially proficient will move up a level

ELA	Did Not Meet	Partially Met	Approaching	Met/Exceeded
2015	44%	28%	21%	7%
2016	35%	31%	28%	6%
2017	30%	20%	30%	20%
2018	25%	15%	30%	30%
2019	15%	15%	30%	40%

Math	Did Not Meet	Partially Met	Approaching	Met/Exceeded
2015	19%	41%	31%	9%
2016	26%	31%	34%	7%
2017	20%	20%	40%	20%
2018	15%	25%	30%	30%
2019	15%	15%	30%	40%

Program Evaluation and Corrective Actions

The Trevista Program Evaluation system will include evaluating the following indicators:

- Performance Goals
 - Organizational Goals

- Leader Effectiveness
- Teacher Effectiveness

Performance and Organizational Goals will be monitored quarterly by the School Leadership Team and will be presented to and discussed by the Trevista School Advisory Board.

Performance goals include indicators of student achievement and growth and language proficiency. Progress toward performance goals will be used to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis.

Organizational goals include indicators of: curriculum, assessment, instruction, school culture, student, family and community support, professional development, leadership, organizational structure and resources, planning, and advisory board effectiveness.

Teacher and Leader Effectiveness will be based on the LEAP evaluation framework.

The Trevista School Advisory Board will conduct an annual program review. When goals are not met, corrective actions recommended by the SAB will be implemented in the following school year. Corrective actions include, as appropriate, changes in curriculum, scheduling, personnel, and resource allocation. The principal and school leadership team will be responsible for implementing corrective actions, as appropriate.

INNOVATION: TIME

- The week prior to the start of school may be used for individual assessment of students or additional staff PD/planning
- Student length of 8:15-3:15 (teacher day length 7:30-3:30)
- Individual planning 45 minutes daily
- Additional Team Planning 45 minutes daily
- Extended literacy block
- Reading Intervention 30 minutes per day embedded in reading block (in most cases)
- Extended mathematics block
- ELD Block 45 minutes daily
- Intervention Math Groups 30-45 minutes (lab)
- School determined assessment dates
- Flexibility for additional professional days due to the extended day

The Trevista daily schedule increases instructional time for students and professional development time for teachers. Annually, the School Advisory Board will review and approve the schedule for the upcoming school year.

The extended day schedule and amended specials schedules increases overall instruction time for all student.

Calendar

The Trevista annual calendar increases instructional time for students and professional development time for teachers. Annually, the Trevista Advisory Board will review and approve the calendar for the upcoming school year by the May meeting. Currently, because of the increased contact time with students throughout the year, Trevista operates on an amended DPS calendar that allows for an additional 9 PD/planning days throughout the year.

STUDENT RECRUITMENT AND ENROLLMENT

Trevista will engage in a comprehensive marketing plan to attract, enroll, and retain all students in the Trevista boundary area. Trevista employs bilingual administrative, office, and other support staff to help with enrollment procedures. Currently, almost 70% of our potential student population chooses into other schools. Through our aggressive marketing plan to change community perception of Trevista, increased student achievement, and a safe school environment, we will increase enrollment by over 100 students in five years.

Trevista will participate in the District choice enrollment process. Students in the Trevista attendance boundary will have equal access to enrollment.

The SPC Liaison will coordinate all school messaging, marketing and community outreach and reports to Principal.

HUMAN RESOURCE MANAGEMENT

People Innovations:

- Staff Schedule and Calendar Changes
- School Leadership Committee and Advisory Board recommendation of future School Principal
- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for Staff
- School determined professional development

To meet the needs of all students and to achieve the school's performance goals, Trevista requires flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

Employment Status

Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined

in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan.

If teachers with continuing employment rights within the District leave Trevista they will continue to have the right to apply for an assignment in accordance with the DCTA Master Agreement, subject to the statutory provisions on mutual consent.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at Trevista will be subject to the terms and conditions of employment as described in the Innovation Plan. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers but will not be guaranteed placement in any other school or further employment beyond their employment at Trevista if they do not secure a position through mutual consent. Probationary teachers new to Trevista and all teachers hired after the adoption of the innovation plan will be subject to adhering to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline general terms of employment to include the process for how a teacher can end his/her work relationship with Trevista and Denver Public Schools. If the school wishes to terminate a teacher's contract early, the teacher will have a right to procedural due process consistent with Trevista's policy in the Employee Handbook. (see mid-year dismissal policy).

The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The principal will make renewal and dismissal decisions in consultation with the Instructional Superintendent. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*

Probationary and Non-Probationary teachers hired after the adoption of the Innovation Plan will work under the terms reflected in the annual contract. If an employee previously obtained non-probationary status in DPS, the employee's status upon securing a mutual consent position in a non-innovation school will be governed by the District guidelines. The District's guidelines are described in an FAQ on Probationary and Non-Probationary Status on the DPS Employee Associations website (under DCTA).

Secretaries, paraprofessionals, and facilities managers will be employed at Trevista in accordance with the Memorandum of Understanding between the District and Denver Association of Office Professionals (DAEOP), Denver Federation of Paraprofessionals (DFP), Facilities Managers Association (FMA), and Communication Workers of America (CWA). The school will schedule staff based on the needs of students and the mission and vision of the school. The school will maintain minimum pay thresholds consistent with the MOU agreement.

As Described in this document, including **Appendix E**, Trevista is requesting 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 cycles.
- Not be subject to direct or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Trevista will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of Trevista students, staff, and programs.
- Create a process to address under-performing employees. See supplemental document
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Such flexibility will be limited only by federal law, and Colorado statutes, DPS/DCTA Collective Bargaining Agreement provisions and District Board policies not waived in this application.

Trevista must have autonomies from current district hiring restrictions and placement of unassigned teachers in order to close serious student achievement gaps which currently exist in our school.

Trevista’s organizational structure includes several non-teaching positions to ensure that the academic and social-emotional needs of students are met and provide necessary support to teachers and families.

In addition to the school principal, Trevista will have:

- Academy Directors to provide supervision and support to instructional staff: Academy Directors will also be responsible for oversight of an area of operations: assessment & discipline; RTI & interventions; and community engagement & cultural responsiveness.
- a director of professional development and data analysis (team leads or coaches)
- a student services team with: a leader coordinating efforts of the counselors, psychologist, interventionists, ELA and special education teachers and advisory groups. The added non-teaching staff positions include: one counselor and school psychologist.

Incentive and Compensation Structures

Trevista teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system.

Trevista teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.

Performance incentives will be provided when funding is available. Performance incentives will be tied to achieving school specific performance targets.

Professional Development will be based on the **RPTIM** (Readiness, Plan, Train, Implement, and Maintenance) approach.

Readiness: A Concerns Based Adoption Model (CBAM) assessment of staff understanding of data mapping will be conducted at the start of the year.

Plan: Differentiated professional development will take place during the week prior to the start of school and on during weekly PD time.

Train: Training will be ongoing to ensure teachers' effective use of data maps to meet instructional and student goals.

Implement: Data map meetings will be held every 4 to 6 weeks.

Maintenance: The data map cycle will be continually reevaluated on an ongoing basis to ensure fidelity to the process and modification as necessary.

Professional Growth and Leadership Opportunities

Trevista's Leadership Team will promote a culture of building teacher leadership capacity by providing financial resources for professional growth opportunities.

- Each grade level will have a Teacher Leader and/or a School Leadership Committee member. Teacher Leaders will conduct grade level meetings and be responsible for gather input for and setting up agendas as well as collecting "meeting notes" documents
- All certified staff will have the opportunity to attend approved content specific external workshops.
- Content area staff led Professional Development on new strategies.
- Empower teachers to apply professional discretion to established ELD and Backward mapping practices to meet needs of Trevista students.
- Leadership will create a culture of professionalism through formal (Faculty/Dept. Focus Groups) and informal (1:1 Conversations) to ensure responsiveness to teachers' needs for their students.

Professional Development reflection and assessment is an on-going cycle much like the Teaching-Learning Cycle.

TLC

Furthermore, Trevista plans to continue working with the Teacher Learning and Collaboration plan. As an original pilot school, we have learned a great deal about how to best leverage our senior team leads in providing much needed support to all teachers at Trevista in the form of observation, feedback, model teaching, planning support, and data analysis. Please see the attached TLC plan documents.

Evaluation

Trevista will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor.

Trevista teachers will set ambitious student data map goals for growth and achievement. Incentive bonuses will be awarded for reaching goals. Trevista teachers will not be negatively impacted for falling short of achieving student data map goals.

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

Consistent with the DPS LEAP evaluation system, observations and feedback on instruction will be a critical part of the Trevista evaluation process. The Trevista Principal, Academy Directors, and Network will observe teachers formally and informally a minimum of 2 times per month. Weekly principal and academy director “drop in” visits followed by brief informal feedback will be the norm at Trevista. Teacher Leaders will also observe teachers. Teachers will receive formal feedback via the LEAP system and will receive feedback on progress toward individual growth goals and student achievement gains.

Teachers will be provided with differentiated professional development opportunities and support as determined by their supervisor. Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

Leadership

The Trevista principal will be accountable for school results and ensuring fidelity of implementation of the Innovation Plan. The principal will receive guidance and support from the Trevista Advisory Board and Network IS. By providing the principal with autonomy, accountability, and support, innovation status will result in significantly increased student achievement, academic growth, and enrollment.

Leadership Succession Plan

Trevista’s leadership succession plan assures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that school leadership changes. The leadership succession plan will begin by thoroughly orienting all staff and families to the

mission, vision, values, and instructional and intentional school culture systems in place at Trevista. This orientation will, in part, be intended to obtain formal and direct commitment from the community to the school's plan for student success. As a result, all subsequent hiring and staff assignments at Trevista will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

Trevista's leadership succession plan will include a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside of the school community. Over the course of year one implementation of the Innovation plan, a Trevista Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support the school's mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Principal and School Leadership Team. When a leadership position is vacated, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and Innovation Plan to determine if any changes are necessary. Using the profile as a guide, a position description will be drafted and shared with existing school staff, the District OSRI team, and the immediate supervisor of the position. Recruitment using both DPS and external media will commence.

Once qualified candidates are identified, a screening committee will be created to select candidates to be interviewed. A team determined by the School Leadership Selection Committee will conduct interviews. The interview team will include stakeholders in the Trevista community, including parents, teachers, community members, feeder schools, and School Advisory Board members. It is the intent of Trevista to ensure this process is transparent and collaborative. Feedback from interviews will be used to recommend at least two qualified candidates to the Superintendent.

By empowering the School Advisory Board, including the School Leadership Team, with the authority to recommend future school leader candidates to the superintendent, as opposed to having the district select and assign a school leader, the innovation plan ensures that the vision, mission, and goals of the school continue while still holding the school accountable to student achievement outcomes. The superintendent will have final hiring authority on the principal selection.

INNOVATION SCHOOL GOVERNANCE AND PARENT ENGAGEMENT

As an Innovation School, Trevista will be governed by the DPS Board of Education in accordance with the school's Innovation Plan. The Trevista principal will have the authority set forth in the Innovation Plan to manage all aspects of the school. The principal will be held accountable to the Innovation Plan and will be supported by the Trevista Advisory Board and Network.

The Trevista Advisory Board will include the school leadership team, key advisors with expertise in implementing innovation plans, elected parent and family representatives from the diverse communities within the school's boundaries, community business associations and strategic non-profit partners. The advisory board will provide input on the school's improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.

The Trevista School Advisory Board will replace the Collaborative School Committee and the Professional Standards Committee.

Parent and Community Engagement Plan

Following are actions and activities that will be used to engage families in the school's culture and operations and develop strong family-school partnerships to strengthen support for student learning and encourage parental involvement.

- Create a welcoming, inviting Parent Resource Room equipped with telephones, computers and community resource information.
- Recognize parents as partners capable of making meaningful contributions to the education of children
- Visit and build relationships with the local housing projects' residents, neighborhood, stores where the community shops, local health clinics, libraries, parks, and historic landmarks.
- Create systems of mutual accountability in which the responsibilities of schools, parents, and students are clearly spelled out so that all can be held accountable for their role in the educational process (compact) to create a strong sense of community and collective responsibility
- Make school performance data transparent and accessible to parents and community
- All staff participate in the Home Visit Program year around
- Family math and literacy nights, fun nights, special event for Hispanic heritage month, workshops on various challenges faced by parents (discipline, setting limits, etc).
- Train and support parent volunteer opportunities (reading with students, organizing "Thursday folders," assisting with copies, helping monitor crosswalks – before and after school – hallways, cafeteria, recess, etc.)
- Create a system for classroom visits/tours (i.e. Third Thursday, parents along with administrators will go on learning walks in classrooms to observe teachers and students)
- Develop mentoring programs that pair students with adult role models from the school and community
- Provide opportunities for parents, teachers, students, and administrators to discuss student data, needs, and next steps for support
- Establish clear roles and expectations for communications between all stakeholders will be outlined in the Student/Family Handbook.

- Share information via the school website
- Establish clear and consistent expectations for teacher communication with parents regarding class activities, homework, learning opportunities, etc.
- Provide parent access students' grades and attendance records in real-time via the Infinite Campus Parent Portal.
- Promote and facilitate parent and community involvement by establishing frequent forums for informational, actionable, and social purposes. Trevista will recognize, respect, and work with informal lines and bands of communication.
- Provide Parent Orientation during Registration/Student Assessment Days. Community Partners and Resource agencies will have tables with information regarding community services.
- Provide opportunities for students, parents and the community to engage with the school to promote participation in school governance, academic achievement, and extracurricular activities.

Parent Liaison will provide additional human resources to develop meaningful parent engagement opportunities.

- Inventory School and Community resources
- Conduct a survey of the School and Community to determine what after school activities, events, projects, clubs and athletic programs should be offered for the school year.
- Facilitate and be site coordinator for after school programs.
- Coordinate fund raising projects.
- Communicate to the community at large and the school community via personal contacts, written communications, media outlets.
- Will also reach out to organizations and community members such as: the Hispanic Chamber of Commerce, North High School, Colorado UpLift, Boys and Girls Clubs, Family Leadership, Inc., Playworks, etc., to pursue future partnerships.

Trevista will use Innovation status to:

- Include parents in decision making while developing systems to support parental involvement in the innovation plan
- Assess parent needs/wants as academic partners
- Build capacity amongst parents to be active educational partners
- Opportunity to build and establish relationships and partnerships that have previously not existed

Trevista leadership has engaged several community partners in discussions about the development of the Innovation Plan and support needed by Trevista students and families.

In addition, Trevista will continue to develop partnerships with local organizations to support students and families (e.g. United Way, Good Will, Metropolitan State College of Denver, Denver Health, Servicios de la Raza, etc.).

INNOVATION BUDGET AND FINANCE

Money Innovations:

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services from a Menu
- Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site, Los Padres Program, 3 Step Parenting Program)
- Stipends for additional duties
- Incentive Pay - Bonuses based on School Performance and Participation Goals
- Increase Enrollment to Generate More Funding

Revenue

Student Based Budget (SBB)

The Trevista SBB covers the cost of implementing the majority of the innovation plan with the exception of additional district support.

Trevista's current average class sizes are quite small. We can add five or six students at almost every grade level without increasing teacher FTE. Trevista anticipates adding only three teachers over the next five years unless enrollment exceeds expectations. In the event enrollment-surpassing estimations, additional FTE would be covered by resulting SBB dollars. We will be combing some of our ELA-S classrooms due to enrollment (ECE/K, 1st/2nd)

Actual v. Average Salaries

Trevista will budget using actual salaries and will regain the approximately \$150,000 difference between actual and average salaries in its school based budget. See estimate from Human Resources based on currently hired teachers. The school leadership committee will examine class size and supports as needed.

Contingency Plan

In the event that Trevista experiences reduced funding or does not meet enrollment projections, reductions in FTE may need to take place.

Additional Operating Costs

Technology: Trevista students and teachers must have access to advanced classroom technology. Interactive white boards, classroom ipads and lap top computers will promote student engagement and begin preparing our students for the 21st Century Skills needed to succeed in tomorrow's job market

Curriculum Enrichment and Intervention Materials: Trevista must invest in proven intervention and enrichment programs such as *LLI*, *Do the Math, Jr.*, *Great Books*, and on-line programs to engage and rapidly accelerate student progress and achievement.

Conferences/Innovation – As we continue to learn from successful models and experts in the school Turn-Around field, Leadership Team and Teacher Leaders will attend conferences and visit high performing Turn-Around Schools.

Enrollment Withholding – We expect to attract and retain many students from the Northwest community and neighborhoods. However, to be fiscally responsible, an enrollment withholding contingency fund is necessary.

External Staff PD – As part of our Teacher Growth model, Trevista wants to honor teachers as professionals and be certain all are highly skilled and current in the best practices of their content area.

Incentives and Stipends: Trevista sets ambitious goals for all of our students. To make these goals a reality, extensive planning must happen during off-school hours. In addition, turn-around work is complex and rewarding. Trevista offers stipends to Teacher Leaders to assist in planning and leading professional development and incentives to all teachers who meet or exceed achievement targets set throughout the year.

Parent Involvement – Trevista recognizes meaningful parent involvement is critical to our student's social, emotional and academic success. In addition to grants, Trevista has set aside funds to support parent education and training. In our parent engagement section, a number of programs were described. Additional funds, beyond the grants, will be needed to support parent attendance at key events.

City Year Corp Members – The City Year Program is critical to the success of our students. City Year members are trained to mentor urban students. Trevista will assign four to six of our highest needs students to each of our City Year members. City Year Corps members are also trained to tutor upper intermediate students in reading strategies. City Year will complement and expand our Core Teaching and paraprofessional support.

Average v. actual salary funds will be used to support additional stipends for additional time associated with extended day schedules.

Trevista will budget using actual salaries and regain the difference between actual and averages, approximately \$150,000 in its school based budget. (See Budget Department estimate of savings)

This difference will allow us to redistribute the money for additional teaching and professional development days. We will use a portion of the money for incentive pay and stipends for Lead Teachers and assistant principals.

Trevista will seek waivers from the district to enable the school to opt out of district services such as professional development, purchasing of curriculum and assessment materials and services, hiring and supervision of itinerant staff, food services, security, custodial, and other services that the Trevista Advisory Board determines should be outsourced to ensure the most efficient and effective management of the school. When the school opts out of district services, the corresponding budget amount will be provided to the school in order to purchase services directly.

Trevista will have the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight through routine reporting to the Office of Budget. Direct management of accounting will create more efficient and responsive receipt and payment of funds.

Trevista will make decisions about the use of funding in accordance with the school's mission and goals as well as sound fiscal practices.

With increased budgeting flexibility comes increased responsibility. Ultimately, the principal is responsible for overseeing school finances.

Trevista also has a Secretary II position dedicated to the management of the school budget and accounting. The budget secretary will report directly to the principal and Trevista leadership team to carefully manage the school's finances.