



Innovation Plan

2016

School Name: Valverde Elementary

Location: 2030 West Alameda Avenue, Denver, CO 80223

Plan Contact: Andrew Schutz, Principal

Email: ANDREW_SCHUTZ@dpsk12.org

Phone: 720-424-3252

Cover Page – for Colorado Department of Education (CDE)

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

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Please answer the following questions to help us review the innovation plan as efficiently as possible.

Is this plan for a new school or an existing school? **Existing**

➤ If this plan is a new school, is the new school (*check one*): N/A

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? **No**

➤ If so, when was the request made and what was it for? **N/A**

Has the school been granted status as an Alternate Education Campus (AEC)? **No**

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1st.*) **N/A**

Is the school in Priority Improvement or Turnaround? **Yes**

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **No**

Will the school be seeking a waiver for graduation guidelines? **No**

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix. Yes- the school will follow district graduation requirements.

Letter from school leader or planning team leader

Dear Superintendent Boasberg & Board of Education Members,

Valverde Elementary is proud to present our Innovation plan to you! A passionate and committed group of Valverde families, school and DPS staff have collaborated over the last year on the attached plan. Our Innovation Plan is based on best practice and evidenced based models. We believe our decisions, strategies, and practices will dramatically impact the student achievement at Valverde Elementary School. Valverde's Innovation plan is intended to develop a strong academic program supported and elevated by a community of engaged stakeholders.

Valverde has long benefitted from an intensely engaged school community. The community provided feedback, input, and inspiration for our plan. We invite you to visit our school and see our work in action. We are making TRACKS!!

Tenacity
Responsibility
Academic Achievement
Curiosity
Kindness
Show Respect

Sincerely,

Andrew Schutz, Principal- Valverde Elementary School

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Executive Summary

Name of School	Valverde Elementary School
School Type	Innovation / Redesign
Grade Configuration	ECE – 5 th grade
Model or Focus	Project-Based Learning & Community Partnerships, TNLI
Region and/or Neighborhood	Valverde
Primary Contact Person	Andrew Schutz, Andrew_Schutz@dpsk12.org

Enrollment:

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ECE	39	39	39	45	45	45
K	45	39	39	42	44	44
1	48	40	38	38	41	43
2	55	47	39	37	37	40
3	40	55	46	38	36	36
4	47	37	53	45	37	35
5	35	33	33	49	43	35
Total # students	309	290	287	294	283	278

Enrollment provided by the DPS Dept. of Planning and Analysis

Student Demographics:

	FRL	SPED	ELL	Hispanic	White	African American	Asian/Pacific Islander	Multiple Races
Student Demographics	97%	9.6%	48%	85.5%	4.5%	8%	1%	1%

Summary Budget:

Valverde and the entire Southwest region of Denver is anticipating significant declines in student enrollment at the elementary level as part of a 5 year enrollment forecast. At the same time, Valverde is expecting to significantly improve student performance and attract new families. While this demographic

reality has influenced our planning, we have conservatively projected realistic declines in population as part of our 5 year budget and prioritized core programmatic integrity as we move from a school of 3 to four rounds to 2 rounds over the next 5 years. The Innovation plan includes additional support from the district in order to fund core priorities of distributed leadership, effective teaching, additional time for learning, project-based and personalized learning, safe and healthy students, and family and community engagement. A primary financial benefit of converting to Innovation Status is the approximate annual savings from budgeting based on actual salaries.

This savings ranges from \$138,000 - \$176,400 which allows us to maintain our focus areas even as enrollment declines and we redesign into a smaller school.

REVENUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SBB Revenue	\$ 1,561,189	\$ 1,545,442	\$ 1,551,612	\$ 1,488,685	\$ 1,460,820
Targeted Interventions	\$ 150,000	\$ 150,000	\$ 150,000		
District Turnaround Funding - Budget Assistance	\$ 200,000	\$ 200,000	\$ 200,000	\$ -	\$ -
DR Budget Assistance	\$ 80,000	\$ 80,000	\$ 80,000	\$ -	\$ -
Student Services Budget Assistance	\$ 50,000	\$ 50,000	\$ 50,000	\$ -	\$ -
General Budget Assistance	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -
Revenue- Actual Salary	\$ 176,400	\$ 176,400	\$ 176,400	\$ 142,800	\$ 138,800
TOTAL REVENUE	\$ 2,287,589	\$ 2,271,842	\$ 2,208,012	\$ 1,631,485	\$ 1,599,620

DISTRIBUTIONS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PART TIME & HOURLY STAFFING TOTAL	\$ 125,194	\$ 125,194	\$ 104,329	\$ 83,463	\$ 83,463
ADMINISTRATIVE FULL TIME STAFF	\$ 226,607	\$ 226,607	\$ 226,607	\$ 176,207	\$ 176,207
TEACHING FULL TIME STAFF	\$ 1,473,310	\$ 1,473,310	\$ 1,473,310	\$ 1,188,145	\$ 1,154,387
PRO-TECH FULL TIME STAFF	\$ 57,192	\$ 57,192	\$ 57,192	\$ 14,193	\$ 14,193
CLERICAL FULL TIME STAFF	\$ 71,078	\$ 71,078	\$ 71,078	\$ 35,539	\$ 35,539
FULL TIME STAFFING TOTAL	\$ 1,828,187	\$ 1,828,187	\$ 1,828,187	\$ 1,414,084	\$ 1,380,326
NON-SALARY BUDGET TOTAL	\$ 334,208	\$ 318,461	\$ 275,496	\$ 133,938	\$ 135,831
CAPITAL BUDGET TOTAL	\$ -				
DISTRIBUTED BUDGET TOTAL	\$ 2,287,589	\$ 2,271,842	\$ 2,208,012	\$ 1,631,485	\$ 1,599,620
BUDGETARY SURPLUS/SHORTFALL (must balance to zero)	\$ 0	\$ 0	\$ (0)	\$ 0	\$ 0

Key Waivers Needed to Implement this Innovation Plan

The school needs flexibility in order:

- To allow schools to seek financial **sponsorships**, create associated accounts, and seek 501C3 **non-profit status**.
- To determine **extra compensation** for extended time, additional responsibilities, incentives.
- To develop a school-specific **calendar**.
- To allow the school autonomy over the education program including selecting **curriculum** and **textbooks**, unit planning, pacing guides etc.
- To allow the principal flexibility from attending **district PD**.
- To **recruit and make offers** to applicants outside the district hiring timeline & process.
- To allow **refusal of direct placement** of teachers from the district.
- To not require a teaching license for **supplemental and enrichment instruction**.
- To hire employees on school-determined (**annual contracts**).
- To allow the **school to determine the PD** of its staff and allow teachers to refuse participation in district required PD that is not aligned with the school’s priorities.
- To allow **unique job descriptions** based on the needs of the school.

Executive Summary Narrative

Context: Valverde Elementary School serves a small but deeply engaged community in Southwest Denver. Recently Valverde has experienced declining student enrollment, persistent low academic performance, and community dissatisfaction. In 2015, DPS notified the school community that Valverde Elementary School would enter turnaround and school redesign. Principal Andrew Schutz was selected to lead the school beginning in 2015. The Redesign Committee was established in summer 2015 and consisted of Valverde Elementary parents, Valverde teachers, Valverde staff and DPS staff. Through implementation of the redesign plan, Valverde Elementary School will be able to address existing barriers to student achievement by focusing school decisions on data, student need, teacher performance and the voice of all stakeholders.

Turnaround Priorities in this Innovation Plan

Root Cause Analysis	Federal Turnaround Principles
<p>Prior to designing this Innovation plan, a comprehensive evaluation of the current school was commissioned by DPS and conducted by an outside organization, SchoolWorks. Findings from SchoolWorks' Root Cause Analysis of Valverde's key areas of concern that have guided this redesign plan. The root causes identified by SchoolWorks are as follows:</p> <ol style="list-style-type: none"> 1. Instruction / Teaching: Classroom instruction is not intentional, engaging and challenging for all students; Assessment results are not used in a systematic way to make decisions about instruction. 2. Students' Opportunities to Learn: The school's culture does not reflect high levels of academic expectation for learning; The school does not have a formal process or system to identify special education students, struggling students, or at-risk students. 3. Educators' Opportunities to Learn: The school's culture does not yet indicate strong levels of collective responsibility, trust and efficacy for student academic outcomes. 	<p>Research and best practice continues to guide our thinking. Valverde utilizes the Department of Education Turnaround Principles to create a strong platform on which we will continue to build our school improvement efforts. Each principle is defined below.</p> <p>Strong Leadership: Valverde is under new leadership and teachers are hired in alignment with the school's revised mission and vision which includes:</p> <ul style="list-style-type: none"> ● Focus on a Distributive leadership model: Principal, Assistant Principal, Student Advisor, Teacher Leaders, Community Liaison ● Focus on Academics and Instruction: Observation/Feedback cycles, Data driven instruction, Personalized Learning ● Focus on School Culture: School-wide systems and structures, Community Liaison (Spanish speaking), prevention and intervention program, Restorative Approaches, Student leadership and mentoring <p>Effective teachers: Valverde is committed to ongoing professional development and personalized coaching of all teachers.</p> <ul style="list-style-type: none"> ● Distributive leadership/ talent development pipeline ● Recruitment and Retention of high quality teachers (incentives) ● Professional Development and extended planning and onboarding ● Observation feedback with immediate real time coaching <p>Redesigned schedules for additional time: The Valverde school community creates time in the school day to meet the unique needs of the students we serve.</p> <ul style="list-style-type: none"> ● Daily Language Arts, English Language Development, and Spanish Language Development to promote bi-literacy. ● Daily personalized intervention and supports (Literacy, Math, ELD, MTSS) ● Lower student to teacher ratios (Spanish speaking paraprofessionals, SPED paraprofessionals) ● Daily learning community (program and advisor to support social emotional needs) ● Personalized Learning 1:1 to optimize instructional time <p>Rigorous and aligned instructional program: Rigorous instruction is at the heart of the Valverde redesign plan and impacts everything from staffing to professional development.</p> <ul style="list-style-type: none"> ● Project-based, hands on learning ● Personalized learning/ 1:1 technology

<p>4. Leadership and Community: School leadership does not guide instructional staff in the central processes of improving teaching and learning.</p>	<ul style="list-style-type: none"> • Spanish language development for all levels of learners • Differentiated ELD for all ELLs based on ACCESS levels <p>Safe and healthy students: The Valverde community values the development of the whole-child and has intentionally planned and hired to support all students.</p> <ul style="list-style-type: none"> • Wrap around services with clear lines of accountability • Student advisor • Mental health staff (Psychologist) • RESPECT Curriculum & Daily learning community (advisory) • Restorative approaches with effective discipline system • Monthly celebrations <p>Family and community engagement: Valverde values the parent and surrounding community deeply and create numerous opportunities to connect with community each month.</p> <ul style="list-style-type: none"> • Community Liaison • Parent Welcome Center & inviting space • Parent education classes • Monthly newsletter • Community/ Family celebrations and events • PTLT • Website updated with ongoing events • Weekly parent/guardian coffee with teachers and administrators
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Valverde

Priority areas for school improvement



Section I: CULTURE

A. Vision and Mission Statement:

The Valverde Elementary School vision and mission align with the DPS mission, vision and shared values below.

- DPS Mission: To provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society.
- DPS Vision: Every child succeeds.
- DPS Shared Values: Students First, Integrity, Equity, Accountability, Collaboration, Fun.

Valverde’s Vision: The Valverde community joyfully nurtures an inclusive, academically focused environment with high expectations to prepare our students for success.

Valverde’s Mission: The mission of Valverde Elementary is to deliver rigorous, personalized instruction paired with strong character development and social-emotional learning supports through project-based learning focused on cultivating 21st century skills to prepare our student for success.

The representation below includes each of the key priorities established for Valverde Elementary School. Valverde also works to actively integrate community partnership to support implementation of these priorities.

- Strong community
- Passionate staff
- Highly qualified staff
- Rigorous
- Personalized
- Culturally responsive
- Character development
- 21st century skills
- Project-based learning
- Data driven



B. Targeted Student Population:

With a current enrollment of 311 students in the 2015-2016 school year, Valverde Elementary School’s demographic make-up consists of 97% free and reduced lunch families/students, 48% English Language Learners, and 10% special education students. The student community includes 85.5% Latino students, 8% African American students, 4.5% White students, 1% Asian students, and 1% students of multiple races.

Student Demographics

Total Students	FRL	SPED	ELL	Hispanic	White	African American	Asian/Pacific Islander	American Indian	Multiple Races
311	97%	10%	48%	85.5%	4.5%	8%	1%	>1%	1%

Enrollment has declined significantly since the 2013-2014 school year. From 2010-2014 enrollment held steady at approximately 400 students each year. In 2014-2015 enrollment dropped to 353 students, and current enrollment is 311 students. Most demographics within the student population have remained fairly consistent throughout the period of declining enrollment (for example 9-12% special education students from 2010-2015, 96-98% minority students) but English Language Learners have declined from 72% in 2010 to the current 48%.

The Valverde school boundary represents the area bordered by West Second Avenue to the north, West Center Avenue to the south, U.S. Highway 87 to the east, and South Canosa Court/North Bryant Way to the west. It is a small geographic area, and as a result no transportation services are available to Valverde Elementary School students except for students attending the center-based program for ECE and Kinder students with autism. For the last five years approximately half of all elementary aged students living in the boundary area have choiced-out of boundary to attend another school with a heavy concentration of students attending the Math and Science Leadership Academy (MSLA), a DPS school located next door, and KIPP Sunshine Peak Academy, a DPS 5th-8th grade charter school also located less than a block from Valverde Elementary. Through a strong implementation of the plan coupled with strategic marketing and effective communications neighborhood students will increasingly see Valverde as their number one educational option.

In general, Valverde Elementary students have demonstrated persistent low academic performance across grades and in content areas. Over the past two years, status and growth have declined in all content areas. Steadily declining trend in SPF performance which went from “Accredited On Watch” in 2012 down to “Accredited On Probation” in 2014; TCAP achievement trend in Reading Growth (went down from 46.5 percentile in 2012 down to 35 percentile in 2014), Reading Status (went down from 32% in 2012 to 29% in 2014), Math Growth (went down from 50 percentile in 2012 to 39 percentile in 2014), Writing Growth (went down from 65 percentile in 2012 to 41 percentile in 2014), and Writing Status (went down from 30% in 2012 to 27% in 2014); and a declining enrollment trend (394 in 2012 down to 346 in projected 2015).

The decline in academic performance is the result of several issues including inconsistent instructional practices. The lack of systems to support instructional improvement and professional learning contributed to the inconsistent instructional practices. Opportunities for teachers to improve their practice were limited or difficult to access.

Valverde Elementary’s Innovation Plan will allow the school community to provide more rigorous and personalized instruction in literacy and mathematics to better meet the needs of the culturally diverse student population. The Innovation Plan is designed to bring back families who have choiced-out of enrolling at Valverde due to consistently low academic performance in recent years and establish the strength of our program within the community. By adding more time for enrichment opportunities

and increasing the amount of time students attend school, Valverde Elementary School will fulfill its commitment to the community by joyfully nurturing an inclusive, academically focused environment with high expectations to prepare students for success.

C. Parent/Guardian & Community Participation in Application Process

The Valverde Innovation plan was created by the Valverde community. It is a reflection of the strategic planning and values of our school community including teacher, administrators, parents, and community members.

Administration Approval:

On August 15, 2016 the school administration consisting of 3 members approved the innovation plan with 100% approval.

Teacher Approval:

On August 15, 2016 the Valverde teachers voted via secret ballot to approve the innovation plan with 80% approval.

CSC Approval:

On August 16, 2016 the school CSC/ PAC consisting of 7 members approved the innovation plan with 100% approval.

Teacher, Administration, and Parent/Guardian Input:

The submission of this innovation plan is the culmination of a full redesign process, which included the following key steps:

- The School's Planning Team included teachers, parents, and administrators who created the Innovation Plan. Upon being fully staffed and enrolled the existing teachers and parents provided additional input and revision into the final innovation plan. Parent/Guardian (CSC) and Teacher input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from 2015-present. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process. Initial concepts and drafts of the school plan were publically available.
- Teachers provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) writing the school's redesign plan during the fall of 2015. This plan was used as the basis for the school's innovation plan. The innovation components were presented during meetings in May and June and the staff was allowed opportunities for ongoing input via meetings, a Google doc, and email. Meetings were held for additional planning and finalization of the plan on August 11th, 12th, and 15th. On August 15th, the staff held a secret ballot vote in which 80% of staff voted to approve the innovation plan.
- Parents/Guardians provided input on the school plan through the school planning team and as members of the CSC. The school redesign team included a core group of parents who met weekly during the fall of 2015. During this process, multiple meetings were held to provide information to the larger community and solicit input. Information on the innovation components was shared with the larger community during registration on August 8th and 9th.

- The CSC voted unanimously to approve this innovation plan on August 16th, 2016. The School's leadership team and CSC members met regularly with parents, teachers, and community members during the redesign and innovation planning process. These meetings created connections and were opportunities to exploring the community's goals and values. Through this open community process, each of the key elements of the school design and innovation plan were vetted and developed.

Additionally, the Valverde Elementary community has been deeply engaged in improvement and planning efforts. Regular community meetings and stakeholder engagement interviews have been held with district and school leaders. When new principal Andrew Schutz was identified in spring 2015, he immediately began meeting with parents, staff and other stakeholders to understand their concerns and points of view. He also requested volunteers and invited engaged stakeholders to participate with the Valverde Redesign Committee. The Redesign Committee was established and consisted of Valverde Elementary parents, Valverde teachers, Valverde staff and DPS staff who identified core priorities and direction that informed the ultimate decision to apply for Innovation Status. Fifteen members of the school community participated consistently with the Valverde Redesign Committee:

Name	Community Role
Andres Escamilla	Valverde Elementary Kinder & 1 st Grade Parents
Ahmed Al Tarawi	Valverde Elementary 1 st & 2 nd Grade Parent
Ana Munoz	Valverde Elementary 2 nd Grade Parent
Genevieve & David Kawamoto	Valverde Elementary Kinder Parents
Joana Gutierrez	Valverde Elementary 3 rd Grade ELA-S Teacher
Barb Jones	Valverde Elementary Gifted Talented Teacher
Edie Pena	Valverde Elementary Special Education Interventionist
Janelle Martinez	Valverde Elementary Student Advisor
Landon Mascarenaz	DPS Family & Community Engagement
Kim Price	DPS Culture, Equity & Leadership Team
Joe Amundsen	DPS School Design & Implementation Manager
La Dawn Baity	DPS Instructional Superintendent, Network 2
Mike Rowley	Valverde Elementary Assistant Principal
Andrew Schutz	Valverde Elementary Principal

Valverde's Redesign Committee met throughout the school year. Additional community input was provided via the Community Desires Survey distributed during Back to School Night. The

Community Desires Survey provided an opportunity to share academic program priorities and extended learning opportunity preferences.

Redesign Planning Updates were provided to the school community throughout the fall planning process including Academic Standards Night, staff meetings and Parent Teacher Leadership Team meetings. These updates provided an opportunity to share and receive feedback on the proposed mission and vision, proposed educational program priorities, and proposed schedule adjustment.

(See Appendix D- Evidence of Support)

D. School Culture & Student Leadership

Valverde Elementary School utilizes current research to create a positive school culture that sets high expectations for all students. Research shows that students learn best within a strong culture of achievement where there are opportunities to build relationships and celebrate successes. Valverde Elementary School utilizes several research-based strategies to support the development of the school culture:

- Positive Behavioral Intervention Systems (PBIS)
- Reflection and Homework Support
- Daily Behavior Reports
- Home Visit Program
- Culturally Responsive Practices
- No Nonsense Nurturing (NNN)
- Restorative Justice (RJ)
- Personal Success Factors

Valverde Elementary School staff, including teachers, paraprofessionals, and support staff, receive professional development on the above programs to ensure common language and expectations surrounding these research-based strategies. In addition to ongoing professional development staff members will be provided with regular coaching and feedback to support their increased capacity. We create an atmosphere where students, staff, families and community members all understand and adhere to consistent and clear expectations, as well as joyfully nurture an inclusive, academically focused environment. All Valverde Elementary School staff members explicitly teach, model, and reinforce behaviors related to the school's core values at all times as part of the regular academic program. Every portion of the educational plan, including class time, extracurricular opportunities, and community events, is an opportunity for students and staff to model, support and practice Valverde Elementary School's core values.

In order to successfully serve all students, we have multiple structures in place for differentiation, support and involvement. English Language Learners are a large and valued part of our community. Therefore, all oral and written communications with families are translated into Spanish, as well as other languages whenever possible. In order to foster English language

development in all classrooms, Sheltered English Instructional Strategies are used to ensure all students are able to access content and instruction.

Students with special needs and those in need of special education services are supported through accommodations, modifications, and specialized instruction based on their individual needs. Special education and classroom teachers meet weekly to collaborate around the needs of all students and plan strategies for future lessons. Both educators monitor progress in order to ensure instruction, supports, and accommodations are effective.

Additional support has been provided to enhance school culture and increase student engagement through strategic facility, brand and communications enhancements. During summer 2015 significant facility enhancements were provided in part thanks to support from Arrow Electronics and Parallon Workforce, two local corporate partners. Donated materials and volunteer hours enabled Valverde Elementary to receive a significant refresh including new paint, a large mural on the playground, new signage throughout the school including the recently updated Valverde logo, and other physical enhancements to the historic school building. The DPS Communications Office also worked to update and enhance the Valverde Elementary School website to reflect the updated logo, highlight key information and strengthen community relations through improved communications.

E. Student Discipline Policy:

The Valverde Way includes comprehensive behavior management and discipline procedures to support our school community. At Valverde Elementary the behavior management system seeks to educate and support our students by equipping them with an understanding of their behavior and how it effects their education, relationships, and opportunities. It gives them the tools to understand the perspectives of others, advocate for themselves, and stay focused on achieving their goals. Students who cause harm repair the harm and take responsibility for their actions.

Research on student populations with similar demographics to Valverde indicate that student behavior improves when students are invested in and empowered to take ownership of their learning. Valverde Elementary School follows the district's discipline ladder of consequences outlined in district policies JK, JK-R, and JFK. As described above, we cultivate an environment of high standards, social emotional competencies, and accountability. The school culture and discipline systems are defined by a unique mixture of Positive Behavior Intervention Supports (PBIS), the Personal Success Factors Program, No-Nonsense Nurturing, and Restorative Justice.

The staff at Valverde works collaboratively to create stable, predictable, consistent, high expectation environments to reinforce *The Valverde Way*:

- o High level expectations are clearly defined with a common language
- o Build a sense of community and connection
- o Student/teacher relationships improve because each staff member holds the same expectations
- o No-Nonsense Nurturing (NNN) - Narrate the positive
- o 3-5 positively stated expectations

- Simple, clear, reasonable, enforceable
- Taught frequently, reviewed consistently
- Connection to TRACKS
- Greet all students at the door with a handshake and joyful greeting
- Clearly defined expectations/directions before each activity
- Praise and consequence as necessary
- Address noncompliance immediately

Positive Behavioral Intervention Systems (PBIS)

A positive school culture of high expectations is maintained at Valverde Elementary School using the Positive Behavior Intervention Systems (PBIS) model. We chose the PBIS approach based on a strong body of research that shows, “schools that are effective in their implementation [of PBIS] have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of their school-wide behavior data to guide their PBIS action planning and implementation decision making” (Lewis & Sugai, 1999; Sugai et al., 2000; Taylor-Greene et al., 1997).

The Valverde PBIS Committee led by the Student Advisor supports school-wide efforts to create positive school culture with high expectations for all. The PBIS Committee meets weekly and includes four teachers and three support staff members (school psychologist, teacher effectiveness coach and special education interventionist).

The Core Principles of PBIS are as follows: (pbis.org)

- Teach appropriate behavior to all children and intervene early
- Use a multi-tiered model of service delivery
- Use research-based, scientifically validated interventions
- Monitor student progress to inform interventions
- Use data to make decisions
- Use of assessment for different purposes

Valverde Elementary School uses a variety of strategies to implement PBIS, including:

- Clear behavioral expectations, including posted expectations in classrooms and hallways
- Using common language throughout the school, with key vocabulary terms in both English and Spanish
- Labeling and teaching positive behaviors (No Nonsense Nurturing)
- Consistent response to and consequences for negative behaviors
- Rewards and recognition program – See below
- PBIS Committee to monitor and adjust the system

- PBIS specific grade-level bulletin boards to recognize and reinforce students for showing TRACKS
- Monthly PBIS assemblies to honor students from each class for showing TRACKS
- Positive referrals to the office with accompanying parent phone calls

Universal Strategies:

- Attendance and behavior rewards/recognition
- Community Meetings in classrooms each morning to talk about the day's schedule, address classroom concerns, and teach social/emotional skills
- Matrices of behavior (see district discipline ladder and matching interventions)
- Teach and practice behavioral expectations for each setting
- Continued expectations posted throughout the building
- Continue "Teach Tos" in the beginning of the year and after long breaks
- Staff consistency of discipline
- Time that includes reflection and restorative conversations
- School-wide documentation of behavior practices (possibly through a common form or time for teachers to enter behavior data) for evaluating the effectiveness and fidelity of interventions
- Bully prevention program (tier II classroom)
- Common school-wide classroom behavior system (classroom stop-light with individual incentives and consequences)
- PBIS Committee created to: monitor student behavior and disciplinary actions, adjust the system to ensure that all students are supported, address any real or perceived disproportionality of consequences in different student populations or demographics

Targeted Interventions:

- Small group
- Data tracking
- More classroom support (in-class interventions) – support in Community Meetings
- Student Intervention Team (SIT) referral
- Students empowered to model and teach pro-social behaviors

Intensive Interventions:

- Small group or individual
- Behavior Plan looking at the function of the behavior
- Behavior contracts, point systems, home/school logs, check-in/check-outs, mentoring, "build on the positive"
- SIT referral

Behavior data will be monitored monthly by leadership and the Student Advisor to analyze trends and identify any areas of disproportionality in order to ensure equitable application of the behavior plan.

Cognitive Social Emotional Learning:

Valverde Elementary is adopting the Personal Success Factors as a Tier 1 or Universal Cognitive Social Emotional Learning intervention. This program aims into instill the values of grit, social

intelligence, self-control, gratitude, curiosity, optimism, and zest into elementary school students. As a school, the Positive Behavior Intervention (PBIS) team develops the personal success factors by discovering how to name, teach, honor, recognize and build understanding for the students, teachers and the community. In addition, Valverde embraces a Growth Mindset versus a Fixed Mindset. The staff is trained during the blue/green week at the start of each school year to understand that mindsets are the assumptions and expectations we have for ourselves and how these attitudes guide our behavior and influence our responses to daily events. Periodic reinforcement is provided throughout the year in the professional development plan. By differentiating how each mindset impacts learning and personal growth teachers are able to use growth mindset praise and self-talk to foster student's self-confidence.

In addition, Valverde implements Mindfulness as a Tier II and Tier III Cognitive Social Emotional Learning intervention. Mindfulness is an evidence-based program that brings awareness to one's experience. Mindfulness can be applied to sensory experience, thoughts, and emotions by using sustained attention and noticing our experience without reacting. The goal of this program is to help students change their impulsive reactions to thoughtful responses. Some of the benefits of teaching mindfulness are: better focus and concentration, increased sense of calm, decreased stress & anxiety, improved impulse control, increased self-awareness, skillful responses to difficult emotions, increased empathy and understanding of others, development of natural conflict resolution skills. These skills are explicitly taught in a small group environment. The Student Advisor and School Psychologist will coordinate training for all staff and support for implementation including resources to support morning meetings, application throughout the school day and targeted student and parent support.

No Nonsense Nurturing (NNN):

The Behavior Management Cycle from No Nonsense Nurturing is used to track student behavior and ensure consistent disciplinary actions across school settings. Student behavior is visually tracked in each classroom through the use of a behavior meter that follows students throughout the day, tracking their behavior using a system of colors, blue, green, yellow, orange and red with clothes pins with student names. All students begin each day with their pins on green. The behavior meter moves with students throughout the building as they transition, including electives and lunch.

Student behavior is reinforced at Valverde Elementary School through the use of acronyms that are explicitly taught, such as SLANT and HALL (SLANT=Sit up, Listen, Ask and answer questions, Nod if you understand, Track the speaker; HALL=Hands at your side, All eyes facing forward, Lips zipped, Legs moving safely). Students also receive class points for demonstrating positive behaviors. These acronyms will be explicitly taught to English Language Learners to ensure genuine understanding of the vocabulary and the behavioral expectations.

Our school-wide behavioral goal is to have uniform acknowledgment of desired behaviors and rewards and consequences for both desired and undesired behaviors in order to create a predictable, safe environment that is conducive to learning. The behavior system is transparent and made explicit to all stakeholders through the Valverde Elementary School orientation process.

During the first weeks of school, students receive explicit instruction on school-wide expectations. Valverde will design a school culture rubric to monitor progress toward the goal for uniform acknowledgement. School leadership in conjunction with the Student Advisor and PBIS Team will work to create the rubric, build staff understanding and monitor progress.

At Valverde, we sweat the small stuff and address low level misbehavior consistently across all environments. We collectively set the bar high since when one person lowers the bar it affects us all.

In addition to the monthly PBIS award assemblies, each classroom creates an appropriate incentive structure where students can earn behavioral recognition for demonstrating extraordinary choices and leadership, as well as academic achievement and growth. These incentives vary with different classrooms, but can include choice seating during reading time, center choice, and student of the week. Students’ families are involved with and notified of all student recognition, both in the community and in the classroom.

Valverde’s TRACKS

- Tenacity (perseverance)
- Responsibility
- Academic Achievement
- Curiosity
- Kindness
- Show Respect

Please see Valverde PBIS Matrix.

RITUALS & ROUTINES

<p>Gestures</p> <ul style="list-style-type: none"> ➤ Crossed fingers = bathroom ➤ V(with first and second fingers)= Please speak louder 	<p>Voice Levels – all directions include a voice level</p> <ul style="list-style-type: none"> ➤ 0-Silent ➤ 1-Whisper ➤ 2-Partner ➤ 3-Strong ➤ 4-Outside
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Restorative Justice (RJ):

Restorative Justice (RJ) is a set of practices that are philosophically rooted in the belief that wrong-doing is best addressed through collectively identifying the harm done by one's actions and taking steps to repair the harm. RJ is not a curriculum or program; it is a philosophical shift in approach to handling misbehavior and conflict. The goal for Restorative Justice is for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the RJ system, students are held accountable to one another and the school community so

that they begin to take ownership of their behaviors. All staff receives training and coaching on implementing Restorative Justice. In order to help students internalize the process, common RJ language is used throughout the school and issues are addressed in classroom community meetings. Students who cause harm repair the harm and take responsibility for their actions.

DPS Personal Success Factors Program:

Valverde Elementary School also participates in the DPS Personal Success Factors program to support the development of the whole child. The researched based model emphasizes Curiosity, Gratitude, Grit, Optimism, Self-Control, Social Intelligence, and Zest. These indicators of academic and career success are tightly linked to a student’s personal skills and strengths. The Personal Success Factors Program is designed to support schools and teachers as they determine how to name, teach, honor, recognize, celebrate and give feedback on Personal Success Factors with students, while building a deep understanding of the personal success factors for students, teachers and communities. The Personal Success Program connects to all facets of the school and provides another valuable support to the Valverde school community to enhance school culture and student success. Staff will be trained on the Personal Success Factors during the blue/green week at the beginning of the academic year by DPS CELT team members and provided ongoing support by the Valverde Student Advisor and leadership team. The PBIS Team will monitor implementation of the program throughout the year.

(See Appendix E – Discipline policy)

F. Student Recruitment & Enrollment:

Throughout the “zero-year” planning time, the Valverde Redesign Committee and the school leadership team have hosted open houses, attended all DPS School of Choice fairs, conducted home visits, and attended community engagement meetings. Regular parent meetings have been held to keep families up to date on the school planning process and provide opportunities for feedback and questions. These meetings have also provided opportunities for families to have a voice in planning decisions. We have also partnered with district departments, district network partners, and various community organizations throughout the Valverde neighborhood and Southwest Denver that specifically support families of poverty and students with disabilities. We have actively sought to recruit underrepresented populations of students for enrollment.

All parent information and correspondence at Valverde Elementary School are translated into Spanish and other languages whenever possible. All open houses and resource fairs include team members from the Valverde team that can speak Spanish. If parents request forms or linguistic support in a language other than English or Spanish, Valverde is committed to work with the Multicultural Outreach Office to provide translation in the language requested. Valverde also offers a free-app for smartphones and tablets that can be used to access information, receive push notification and respond to school surveys.

The enrollment practices for Valverde Elementary School provide equal access to any student in its attendance boundary who is interested in attending the school, including students living in poverty, academically low-achieving students, students with disabilities, advanced students and other youth at-risk of academic failure. Widespread and multimodal promotion throughout the Valverde community is conducted in multiple languages through newsletters, neighborhood fliers, fliers at neighborhood businesses, and DPS communication tools and publications. All families receive the information regardless of special education status or past academic performance.

Strategies for Recruitment and Retention:

- Recruit families through face-to-face visits
- Ask current and former students & families to help with recruitment
- Hold meetings for parents during non-traditional hours, including weekends and evenings
- Visit parents in community locations
- Provide transportation, infant care, and meals at meetings
- Ensure that staff members are culturally sensitive
- Understand the beliefs, values, and attitudes of the community
- Help staff to think of recruitment and retention as a routine and ongoing process

Valverde Elementary School's goal for annual re-enrollment is at least 85% or more, in line with the SPF target for this metric.

G. Student Attendance and Satisfaction:

Valverde Elementary School has set an annual attendance goal of 96% across all grade levels. In a school where students are engaged, motivated, and invested, more students will attend school each day. Families receive information in their handbook and during family orientation at the beginning of the year, showing the correlation between attendance and academic achievement. In cases of poor attendance, school leadership, teachers and staff engage with families to support improvement, including attendance contracts as necessary. Valverde has an AmeriCorps Member present two days a week to support with attendance interventions. Valverde Elementary School's Parent Liaison, Community Engagement Specialist, and Student Advisor are responsible for collecting and monitoring attendance data, which are reviewed monthly by the Principal and Administrative Leadership Team. Additional support is also provided by the school Psychologist to work with priority families to address attendance challenges.

Students are recognized at regular achievement ceremonies for attendance that meets or exceeds the school goals. In addition, daily announcements recognize classes with 100% attendance from the prior day. Significant incentive prizes including bicycles and computers have been awarded to recognize strong attendance including parent activities such as conferences and academic standards nights.

Elementary students are highly dependent on their parents to maintain a high rate of attendance. Therefore, the attendance plan for Valverde Elementary School includes a strong partnership with parents. High expectations for parents have been set in the Parent/Student compact and handbook.

Like their parents, students complete an annual satisfaction survey. A goal of this survey is to provide students a means to reflect on their learning, achievement and growth. The survey measures the degree to which students feel connected to their school through learning experiences and relationships with their teachers. Response to the survey follows the same process as the parent satisfaction survey outlined in this application. The Administrative Leadership Team analyzes student satisfaction data annually, determine next steps, and share the results with Valverde's staff and community. The strategies outline within our redesign plan will significantly enhance school culture and student engagement. These efforts should have a direct impact on student attendance, increased positive relationships with school staff, and overall improved student satisfaction.

Additionally a DPS AmeriCorps Student Engagement Advocate supports Valverde Elementary specifically around attendance and student engagement goals supervised by the Student Advisor. The AmeriCorps Student Engagement Advocate manages a rotating caseload of 18-24 students with attendance concerns and works to provide support to improve those students' attendance.

H. Ongoing Parent/Guardian Involvement & Satisfaction:

Valverde families have the opportunity each year to complete the DPS Parent Satisfaction Survey. Valverde has set a goal of 90% or higher satisfaction on the surveys to ensure that we meet the needs of all families. It has been shown that schools with strong family/school partnerships experience higher test scores, better student grades, higher levels of homework completion, more positive student motivation, and improved attitudes about school work. Valverde Elementary School teachers and leaders know that parent involvement is a crucial element to a student's academic success. Therefore, parent engagement is a priority for the school. Every parent or guardian receives a copy of the Parent Handbook. Parents also receive bi-weekly communications from their teacher, an academic progress report every six weeks, and invitations to a number of school events, including back-to-school night, Academic Standards Nights, parent conference nights, awards ceremonies and events. Parents are required to pick up student report cards in person, either by attending the conference night or visiting the school.

In order to receive 100% participation by parents on the DPS Parent Satisfaction Survey, students receive incentives to ensure the return of parent satisfaction surveys (i.e. students who return the survey receive a ticket for a "free dress" day). The DPS Parent Satisfaction Survey data is also analyzed at the question level in order to identify specific areas for needed growth. Any areas of potential growth identified by the survey are reviewed by the Collaborative School Committee (CSC) to receive teacher and parent feedback on possible next steps to strengthen future parent satisfaction with the school.

In addition, we conduct school-created surveys for parents at strategic times throughout the school year to receive feedback on the school's progress. Surveys include questions that are pertinent to the time of year the survey was administered (i.e., parent teacher conferences, back-to-school night, etc.).

VALVERDE APP:

We are able to use our Valverde App for smartphones and tablets to administer surveys to our community. The results of these surveys are shared with the CSC to review and propose possible solutions for areas where the data may show a need for improvement.

Valverde Elementary School's Administrative Leadership Team builds relationships with families and seeks valuable input on ways to improve community relationships and the academic success for all students. We empower a strong parent-school partnership in many ways, including the following:

- A Parent Teacher Leadership Team (PTLT) that holds monthly bilingual meetings in order to improve communication between teachers and parents and share ideas about how to build strong connections between students, parents and staff. PTLT includes parent representatives from each class and offers support to the PBIS program enhanced academic partnership between teachers and parents to support Valverde students. The team plans Academic Standards Nights, Parent/Student workshops and the Valverde Volunteer Program.
- Ongoing parent-education classes sponsored by school staff, PTLT, and community partnerships.
- Academic Standards Nights for families to learn how to support their students in reading, math, writing, and science.
- Bilingual front office staff trained to cultivate and support strong parent partnership
- Regularly provide materials in Spanish and English as well as other languages as needed

To ensure the effectiveness of Valverde's parent and family involvement, a full-time bilingual School Parent Liaison fosters parent and community involvement in the school. This staff member also coordinates parent volunteerism and community provider services. The Parent Liaison is charged with facilitating the coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, scheduling classes for families, communicating with parents and community organizations, and administering the parent satisfaction survey. The Parent Liaison reports directly to the school principal and serves on the Collaborative School Committee.

A Community Engagement Specialist from the DPS Office of Family and Community Engagement also supports Valverde Elementary School in order to strategically focus resources toward enhanced community engagement and parent satisfaction to achieve academic goals for all students. The Community Engagement Specialist is another bilingual specialized staff leader to cultivate strong parent relationships and provide increased supports to the school community.

Valverde Elementary School also participates in the Parent Teacher Home Visit (PTHV) Program to strengthen the relationships between students, parents and school staff. The PTHV Program is an evidence based best practice model for parent engagement linked to student achievement. This unique program trains and compensates teachers across all grades to conduct home visits. This model encourages and builds partnerships between parents and educators. Through these visits parents and teachers build trust, take time to share dreams, expectations and resources regarding

the student's academic success. All Valverde Elementary teachers are expected to participate in the PTHV program.

Valverde Elementary now offers new ways to communicate with the school community to increase engagement and satisfaction including a mobile app from Blue Tree Apps. The Valverde App offers updates and announcements, a directory of school staff, calendar and event information, the parent handbook, direct access to the DPS portal, an opportunity to collect survey information from families and direct notifications of important announcements. The Valverde App is free and content is available in both English and Spanish.

Finally the Collaborative School Committee (CSC), the school governance structure, in order to formalize community engagement, requires parent and community membership. This committee has review and input authority regarding budget; Unified Improvement Plan development, implementation, and progress; staff positions; recruitment of partnerships; and principal evaluation. A detailed description of the CSC is located in the Governance and Finance section of this plan.

I. Community Partnerships:

Valverde is currently working with City Year and other partner organizations to support the extended learning opportunities for students after school. Additional partners include Lego Engineering, Stem Scouts, and the Denver Zoo.

Section II: LEADERSHIP

A. Leadership Team Personnel

The Valverde Elementary School leader requires excellent leadership skills appropriate to enhance the school culture and implement a strong school redesign to ensure high quality education for all students. The principal must ensure this by being...

Instructionally Focused:

- guides the use of student data, both formative and summative, to address students' mastery and/or gaps in standards
- has a deep understanding of how to support the instructional development for all teachers through professional development opportunities, collaborative planning, coaching, observation and feedback, and evaluation
- understands the requirements for college and career readiness for the 21st century
- demonstrates the leadership skills necessary for effective planning and alignment of resources to meet academically and instructionally focused goals for all students, including professional development for staff
- provides structures to support the social/emotional development of all students

Thinker and Problem Solver:

- uses creative problem solving skills and resourcefulness to act on the needs of individual students, colleagues and the school community
- utilizes current research and data, both qualitative and quantitative, for effective decision-making as part of a system of continuous improvement
- understands and engages complex problems, collects, analyzes and synthesizes information from a range of sources, tolerates ambiguity and uncertainty, and produces viable solutions as they relate to the success of the learning community
- advises and advocates for students to support their successes and help them overcome challenges

Culturally Aware:

- leads staff in research-based best practices for a culturally diverse student population
- recognizes her/his responsibility to encourage a continuing diversity in the recruitment and sustainability of a diverse staff and student body
- recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community
- utilizes the assets in the school culture and assist members of the community in valuing each other
- supports the development of parent involvement and accountability

Collaborative Leader:

- is an excellent communicator, valuing her/his role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students
- provides opportunities for stakeholders to communicate and share ideas and/or concerns
- shares authentic decision making opportunities with members of the staff in order to build their capacity as teacher leaders
- participates actively in with local, state and national leaders to share ideas and searching for solutions to contribute to the field of education
- provides the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community

Responsible and Ethical:

- makes decisions that are fair and equitable and keeps the students and their learning in the center of all she/he does
- acts ethically and responsibly to support the school, its students, DPS, and the community

The Valverde Elementary School Principal is Andrew Schutz. Mr. Schutz has spent the last 10 years working within Denver Public Schools as a successful ELA-S teacher at McMeen Elementary and Assistant Principal at Sabin World School. McMeen is a school with over 40 different languages spoken and a wonderfully diverse community. In this environment, Mr. Schutz learned about strong instruction and the importance of supporting the socio-emotional needs of every child. At Sabin, Mr. Schutz gained valuable experience supporting teachers as they made learning engaging through the use of innovation, student inquiry and technology. Mr. Schutz completed the Ritchie Program for School Leaders at the University of Denver Morgridge College of Education, earning his Masters in Educational Policy. Mr. Schutz has a track record of success as a teacher and leader. As a teacher Mr. Schutz's class exceeded expectations in reading, writing and math every year of his tenure. As a leader at Sabin he supported teachers and students in attaining the second highest ACCESS MGP in the district and worked to reverse the declining student achievement trends. Mr. Schutz also worked to drastically reduce the number of referrals and suspensions at Sabin during his tenure. Mr. Schutz has received leadership training from national experts in school leadership, school reform, and data-driven instruction. He holds a degree in psychology from the University of Colorado and completed his teacher licensure program at Metropolitan State University. Mr. Schutz is a proud Denver native and DPS graduate who looks forward to implementing this plan to achieve the vision of Valverde to provide an inclusive, academically focused environment with high expectations to prepare our students for success.

Other members of the immediate administrative team will include Assistant Principal, Parent Liaison, Teacher Effectiveness Coach, Facilitator, Student Advisor, and other teacher leaders with additional responsibilities for directly supporting the implementation of the redesign plan. All positions will be posted following the approval of the plan for the 2016-2017 school year.

School Management Team (SMT):

Valverde's School Management Team includes the principal, assistant principal, facility manager, and lunchroom manager. This team meets monthly or as needed to discuss the implemented systems that ensure efficient and effective operations and promote clear communications throughout the school community. The SMT develops a First Responder List for school wide managerial responsibilities and coordinates school wide emergency management response.

Instructional Leadership Team (ILT):

Valverde's Instructional Leadership Team (ILT) includes the principal, assistant principal, Senior Team Lead and other teacher leaders with additional responsibilities for directly supporting the implementation of the redesign plan. ILT meets weekly on Monday mornings to discuss current instructional need, calibrate expectations and plan for all appropriate supports.

Valverde Elementary School expands leadership opportunities by providing a developmental pipeline for teacher leaders and prospective school leaders. Teachers have opportunities to lead professional development, data teams, and Response to Intervention and/or Student Intervention Team structures and systems. All teachers participate in at least one school committee: PBIS, PTLT, or SLT. Additionally each grade level team holds weekly data team meetings following the Valverde data team protocol. Prospective school leaders can serve as administrative interns to gain insights into maximizing student achievement, budget management and development, development of school culture, professional development for staff, and community and stakeholder engagement.

Leadership Team Job Descriptions:

Assistant Principal: The AP is responsible for observing teachers and providing appropriate feedback and instructional guidance, as well as evaluating teacher performance. The AP is also responsible for overseeing the school-wide discipline program, assessment procedures, and interventions. The AP receives training in providing instructional feedback and evaluating teacher performance.

Student Advisor / Parent Liaison: The (.5) Parent Liaison is responsible for communicating regularly with parents, facilitating the Parent Teacher Leadership Team (PTLT), securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, and scheduling classes for families. The (.5) Student Advisor is responsible for overseeing the school-wide discipline program and for providing professional development in NNN, Restorative Justice, and PBIS. The Student Advisor is also supports the RtI process and SIT teams in developing behavioral management plans and structures.

Teacher Leaders: Priority focus areas are identified each year and teachers have opportunities to take on additional leadership responsibilities as a teacher leader. Teacher Leaders will be provided release time from teaching responsibilities to provide professional development, coaching, and modeling of best practices for other teachers and students. Senior Lead and Team Specialist positions will be created to support staff and build the instructional capacity of the school. In 2016-17 Valverde will have one Team Lead beginning in 2016. The Team will support the ELA-S

vertical team as well oversee the implementation of SPED and Intervention systems. In addition, Valverde will have two Team Specialists to facilitate grade level planning and the data team process (noted as teachers in the budget).

(See Appendix F – Job descriptions of leadership team)

(See Appendix G – Resumes for identified school leaders)

Leadership Succession Plan:

The Valverde Elementary Collaborative School Committee works with district leadership to manage the principal selection process. Principal candidates are reviewed by the CSC and IS and come from the district's principal hiring pool. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent. The ideal selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the redesign plan.
- A parent/community meeting to identify characteristics and criteria of desired new leader.
- Posting of position on DPS's website and other external outlets.
- Development of interview questions and selection criteria rubric based on job description and key leader attributes.
- Application screening and scoring.
- Conduct interviews, including performance tasks, such as classroom observations and feedback sessions.
- Reference checks of top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists' current schools.
- IS with input from the CSC selects final candidates and submits recommendations to DPS Superintendent for hiring.
- Announce position acceptance to staff, students, parents, and community.

While the school will recruit principal candidates from a variety of national and local sources, the school's Assistant Principals and Administrative Interns will be well-prepared candidates as they will have taken on multiple aspects of the school's leadership in their roles on the school leadership team, including teacher supervision and evaluation. In addition, they will already have relationships with staff, students, parents and the community.

B. Leadership Team Coaching & Evaluation:

The Valverde Elementary Principal reports to a district Instructional Superintendent. Leadership performance is evaluated primarily on the effectiveness of the implementation of the redesign plan, achievement of plan goals and student achievement. The DPS Leadership Effectiveness Rubric is used

to provide focused feedback to the principal on leadership competencies and to identify leadership goals and professional development needs.

The principal is also provided coaching and feedback weekly by the Instructional Superintendent of Network 2 and executive coaching by Sally Edwards. The focus of that coaching is established at the beginning of each year through a series of meetings between the principal and the executive coach. The executive coach, principal, and evaluator meet at least once each semester to align the support in a way that it is potent, efficient, avoids duplication of effort, and makes best use of the principal's time.

Professional development opportunities include school visits within and outside Denver Public Schools, professional development opportunities offered by the district that can pertain to a variety of topics such as developing data cycles, best practices educating ELLs, etc (when determined by the principal and his/her supervisor to be appropriate), and other leadership development aligned to the school's vision, mission, and goals.

Twice annually, the DPS supervisor completes a formal evaluation of the principal using the DPS School Leadership Framework and the Plan. The Valverde Elementary CSC provides feedback to the principal related to the leadership responsibilities outlined in the redesign plan and provides input into the principal's evaluation. Valverde teachers also provide the principal and assistant principal(s) with satisfaction reports in the spring of each year. This data is shared with school community to evaluate the effectiveness of the administrators and set leadership priorities for the upcoming year.

C. School Personnel Structure:

(See Appendix H & I – School organization chart/ Staff roster)

Valverde Elementary School will recruit top leadership and teacher talent, provide targeted/relevant professional development, reward teachers for performance (monetary or non-monetary), and hold teachers individually accountable for increasing student achievement. To meet the needs of all students and to achieve the academic performance goals outlined, Valverde requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and educational plan of the school.

Valverde is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students.

Valverde 5 Year Planning - Staff Roster

	2016-17	2017-18	2018-19	2019-20	2020-21
Type	YEAR 1 - FTE/HOURS	YEAR 2 - FTE/HOURS	YEAR 3 - FTE/HOURS	YEAR 4 - FTE/HOURS	YEAR 5 - FTE/HOURS
PART TIME & HOURLY	ENTER	ENTER	ENTER	ENTER	ENTER
PARAPROFESSIONAL - 3 Kinder	3,780.00	3,780.00	3,780.00	3,780.00	3,780.00
PARAPROFESSIONAL - 2 ELA	2,520.00	2,520.00	1,260.00	1,260.00	1,260.00
PARAPROFESSIONAL - 1 Mild/Moderate	1,260.00	1,260.00	1,260.00	-	-
FULL TIME	ENTER	ENTER	ENTER	ENTER	ENTER
CLASSROOM STAFF					
Intervention Teacher	0.50	0.50	0.50	0.50	0.50
Regular/Supplemental Teacher (ELA-E & S)	14.00	14.00	14.00	12.00	12.00
Gifted & Talented Teacher	0.25	0.25	0.25	0.25	0.25
Mild/Moderate Teacher (Recommended)	1.50	1.50	1.50	1.50	1.50
Elective Teachers (Arts, Technology, Language, etc)	3.00	3.00	3.00	2.00	1.50
Student Advisor	1.00	1.00	1.00		
Mental Health (Psych and/or Social Worker) (min 0.2 Psych req'd)	0.60	0.60	0.60	0.40	0.40
Nurse (minimum 0.2 FTE required)	0.20	0.20	0.20	0.20	0.20
Differentiated Roles (School Pays 30%)	1.00	1.00	1.00	1.00	1.00
PRO TECH STAFF					
School Budget Analyst (0.25 FTE central shared)	1.00	1.00	1.00	1.00	1.00
School Technology Specialist I - 212 days	1.00	1.00	1.00	-	-
ADMINISTRATIVE STAFF					
Principal	1.00	1.00	1.00	1.00	1.00
Asst School Principal	1.00	1.00	1.00	0.50	0.50
CLERICAL STAFF					
Secretary I - 200	2.00	2.00	2.00	1.00	1.00

As our student population changes from 3-4 rounds per grade to 2 we intentionally and conservatively reduced positions that are not necessary as we phase into this new school size. Should we see additional enrollment, or revenue we will seek to maintain our year-1 staffing model.

D. Employment Policies:

Valverde was designated for redesign status in 2015-16 Valverde resulting in full hiring authority of the school staff for 2016-17. Ongoing, Valverde will follow the employment terms and policies detailed in the Innovation Plan as well as those not waived and required by state statute, collective bargaining agreements, and district policy. Valverde has engaged founding staff in identifying any necessary flexibilities required to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

In order to actualize the vision outlined in this Innovation plan, Valverde has the following school autonomies which are further detailed in the waivers and replacement policies section of this plan.

Our employment policy waivers are specific to the following:

- Recruiting and hiring all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee commitment to the school’s plan
- Utilizing annual employment contracts
- Posting all vacant positions, recruiting and hiring all staff as the need arises, even if such need falls outside DPS’s standard hiring cycle and process
- Not being required to receive direct placements of teachers by DPS
- Creating non-traditional job descriptions, which may include adding roles and responsibilities to any job
- Establishing the calendar, work year, work week, work day, job assignments, and teaching loads to align with the plan
- Partnering with community organizations, without licensed educators, to provide students more enrichment opportunities during the day
- Providing additional compensation and other methods of rewarding performance

Salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system are aligned and consistent with DPS. Stipends are provided as compensation for any work that is performed beyond the contract and will be paid at a rate determined annually by the school leader and CSC. There are no other modifications to employment benefits (such as health insurance and pension systems), and there are no modifications related to holidays and leave payouts.

Such flexibilities will be limited only by federal law, the statutes, the Collective Bargaining Agreement provisions and District Board policies not waived through any future waiver process.

(Appendix J – Personnel Policies or Employee Manual)

2.E Operations - Transportation

Valverde uses DPS transportation services to ensure that students living in the boundary have transportation to and from school as needed. If the calendar or schedule varies from the DPS calendar or schedule, the principal will work with DPS transportation to make the necessary arrangements to ensure that all students have equitable access to transportation to and from school. The principal will be responsible for scheduling additional transportation for field trips and activities and for monitoring the quality of transportation services provided to students.

2.F Operations - Safety and Security

The Principal and DPS Office of Safety and Security, creates and maintains an Emergency Response Crisis Management (ERCM) Plan for the school. Key components of the ERCM include, but are not limited to:

- Document/update emergency drill logs
- Implement staff preparedness training

- Identify the names and roles the names of all members of the School Emergency Response Team
- Ensure readiness of all ERCM equipment such as two-way radios and megaphones.

Valverde holds monthly fire drills and one lockdown and shelter-in-place drill per semester, and provides documentation of these drills as well as feedback to teachers and students. Additionally, Valverde ensures ongoing safety by using electronic controlled intercom door openers and video cameras located on the exterior and interior of the building, and following a strict policy of visitor identification.

The Principal, Facility Manager and founding leadership team members take part in the DPS four-module ERCM video trainings and are expected to pass all 4 quizzes included in the trainings.

2.G Operations – Food Services

Valverde participates in the DPS food services program, which complies with state and federal rules and regulations (including free and reduced lunch procedures). Breakfast is served to all students through the Breakfast in the Classroom program. Healthy choices are served to all students at lunch.

Section III: EDUCATION PROGRAM

As an Innovation school, Valverde has the authority to **develop an educational program that aligns to the mission and vision** of the school and enables the school to implement the Innovation Plan.

The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC/PAC. Substantive interim changes must be approved by the Principal and District Staff.

A. Pedagogy

All instruction at Valverde Elementary will be aligned with the Common Core State Standards and Colorado Academic Standards. Lesson planning will utilize a backwards-planning approach, implementing the *Understanding by Design* framework, shown to provide a deeper understanding for students. The instructional methodology for Valverde Elementary School is closely aligned with the descriptors in the LEAP Frameworks for effective teaching, with an emphasis on student achievement and data-driven instruction. Valverde teachers use an adapted version of DPS's Unit of Planning Template and school-wide daily lesson template aligned with the LEAP Framework. Teachers' lesson plans are completed using the Valverde Lesson Plan Template and are reviewed by administration.

Instructional Methods

Valverde Elementary School implements instructional methodologies that include: direct instruction, inquiry-based collaboration, and technology-based instruction. Using a varied instructional model, teachers plan, direct, and guide student learning. These three instructional methods will be used to support increased student learning as the school moves to more project based learning opportunities.

Direct Instruction Approach

In the direct instruction approach, teachers will gradually release responsibility to students (e.g. "I do, we do, you do."), which requires students to participate, think and work during a lesson plan. The direct instruction approach starts with "I do." The teacher provides new content to students while modeling thinking and problem solving strategies in an explicit fashion. Next, the teacher provides opportunities for students to work with the teacher on a problem similar to the one just presented, which is the "we do" part of gradual release. Students are encouraged to ask questions and discuss their thought processes during the group dialogue. Finally, in the "you do" part of the approach, students address a similar problem independently or as part of a small group, and are encouraged to take time for critical thinking before asking for help. During the "you do" part of the

approach, the teacher circulates in order to check student understanding and mastery of standards and/or to identify and correct student misconceptions of concepts.

Inquiry-Based Learning Approach

Instruction at Valverde Elementary School also emphasizes an inquiry-based workshop model. Students will be given the opportunity to apply concepts and critical thinking independently, in pairs, or in groups. Students are taught and provided school-wide structures for collaboration and giving and receiving feedback to and from peers. Valverde's instructional approach requires students to go deeper in their learning and allows teachers to evaluate mastery of essential learning goals through authentic assessments and demonstrations of learning.

Blended Learning Approach

Valverde also provides blended learning opportunities for students to engage in technology-based content, instruction, assessments, and performances. Computers, tablets/iPads, and video technologies allow students to have access to rigorous content and instruction adapted to their individual learning needs. Students also use technology for additional intervention to accelerate learning and master grade level standards or for expanded learning opportunities to advance learning beyond grade level standards. Students' performance and achievement during blended learning opportunities are tracked, evaluated, and considered to evaluate students' mastery of standards, achievement growth, and possible re-teaching. The Blended Learning approach will include:

1) Technology Access

- 1:1 technology for students – (beginning with Chromebooks and iPads in 2015 3rd – 5th)
- Computers in all classrooms
- Promethean boards for instruction

3) Blended Learning – Teacher Led Instruction / Technology Based Instruction

- Differentiated skills blocks in reading & math using digital instructional resources
- Technology enrichments

4) Learning Management System

**not currently in place, but school will continue to explore best options for implementation*

- Assessing and tracking student progress, short cycle every 6 weeks
- Student collaboration and portfolio of work
- Digital dictionary of digital lesson plans, videos, and other resources

5) Professional Development and Support for Implementation for Blended Learning

- Blended Learning Teacher Leader Role
- Blended Learning Committee

- Technical support for technology maintenance and use

6) Technology Based Communications

- School and class websites and push communications
- Digital bulletin boards
- Facebook and other digital marketing and networking

Blended Learning time is built into the schedule for literacy and math instruction, as outlined below. In addition, blended learning will support the implementation of science, social studies, language, visual art, music, physical education, and enrichment classes through the use of digital texts and multimedia demonstrations of learning.

Grouping of Students and Collaborative Structures

Valverde Elementary School students work in homogeneous, heterogeneous, and strategically leveled groups (i.e.: one high, one low, and two mediums). Teachers use a variety of techniques to support the successful implementation of collaborative group structures, including strategies found in the Kagan works on cooperative learning, as well as approaches found in Teach Like a Champion and Great Habits Great Readers. Whole and small group structures are leveraged to increase student engagement, student talk, and student accountability. Group activities are focused on pushing student thinking to higher levels and encouraging students to problem solve within a team structure.

Valverde teachers use flexible groupings to support the mastery and re-teaching of lesson and unit objectives. Students who struggle to grasp a concept may be grouped together to receive more personal attention from the teacher or support teacher and/or paraprofessional. Simultaneously, students who understood the concept initially may be asked to perform a more challenging exercise or be provided with an enrichment opportunity related to the lesson.

Academic achievement and content mastery is essential to preparing students for college and career. The use of high student accountability and engagement strategies serve to increase students' investment in their learning. When learning is student-driven, students are more invested. Valverde students' are asked take ownership of their learning by setting short and long-range academic and behavior goals. Valverde Elementary School dedicates time in daily and weekly morning and community meetings to teach character and leadership development, as well as academic strategies such as perseverance, collaboration, and global citizenship.

Culturally Responsive Strategies

Teachers and support staff receive regular professional development and feedback on ways to meet the needs of our culturally diverse student population. Teachers receive training on ways to interact with students that validate, respect and encourage their cultural preference in order to ensure equitable access to education. Valverde students are explicitly taught strategies to persevere in the face of difficulty, whether the challenge is academic or behavioral.

Project Based Learning

Valverde intends to transition to project based learning over the course of Innovation Plan implementation. To date, sufficient resources have not been identified to support the adequate amount of teacher planning required to fully implement this element in 2016-2017. Instead, implementation will include one project-based unit per grade in year one of implementation followed by gradual expanded project based learning opportunities in later years. We will begin discussing project based learning during blue/green professional development before the 2016-2017 school year, building our the professional training as the resources and expertise becomes available. Valverde will continue to add one project based unit per grade, per year until each grade completes a quarterly project based unit at full build out in 2019-20.

Data Driven Instructional Planning

Valverde teachers need to internalize lesson objectives and curricular materials and be able to make the necessary data-driven adjustments to better serve their specific group of students. With that in mind, support around lesson plan development and curriculum implementation will be a focus of professional development. A substantial amount of time will be spent working collaboratively to develop lesson and unit plans that align with CCSS and draw from the research-based curricular materials. Teachers will collaborate to ensure that there is both horizontal and vertical alignment around their unit plans to best support student growth. Weekly horizontal planning time is available to all staff and monthly vertical planning time will also be provided. This will be an ongoing conversation throughout the school year, where teachers are spending time together to assess progress on the curriculum and effectiveness of specific unit plans. Moreover, teachers will receive professional development for each of the various curricular materials with a focus on excellent implementation. The Instructional Leadership Team will create or adopt lesson plan templates to provide teachers with a structure for how to develop their individual lesson plans. Teachers will receive feedback and support on the creation and implementation lesson plans. In order to support sustainability amongst staff, as well as best practices, collaboration will be fundamental to curriculum development. Teachers submit lesson plans weekly (through submission to the Google drive) for Instructional Leadership Team review and feedback. Daily Team Time will be used to collaborate on the development of lesson plans and evaluate the effectiveness of lessons on advancing student achievement.

Valverde lesson plans include: daily content and language objectives, aligned standards, I Do / We Do / You Do instruction, differentiation plans, and assessment of learning. Valverde created a lesson plan checklist aligned to LEAP that will be used to guide the development and evaluation of lesson plans.

Teachers use daily assessments of learning to guide and adjust daily instructional practices. Collaborative teams meet multiple times a week to review student learning progress on lesson and unit assessments and to plan instruction and make adjustments to future lesson and unit plans and student grouping to ensure that all students are making adequate gains. In addition, teachers conference with students to discuss progress on academic and behavioral goals.

Instructional Leadership Team members will evaluate lesson plans and instructional practices as part of the observation and feedback cycle and will work with teachers to adjust lesson plans to increase the impact on student learning.

B. Curriculum

The mission of Valverde Elementary is to deliver rigorous, personalized instruction paired with strong character development and social-emotional learning supports through project-based learning focused on cultivating 21st century skills to prepare our student for success. The curriculum at Valverde Elementary is the cornerstone to carrying out this mission successfully. The below discussed curricular materials are drawn from the best practices of schools across the country serving similar demographics and achieving excellent results. Valverde will use research-based programs that are proven effective working with similar student populations.

Selected Curriculum

	K	1	2	3	4	5
Literacy	Benchmark	Benchmark	Benchmark	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning
Math	Bridges	Bridges	Bridges	Bridges	Bridges	Bridges
Social Studies	History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
Science	Tracks/FOSS	Tracks/FOSS	Tracks/FOSS	Tracks/FOSS	Tracks/FOSS	Tracks/FOSS
ELD	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve	EL Achieve

Literacy

At Valverde Elementary School, students will engage in 180 minutes of literacy instruction each day including English Language Development time. The literacy curriculum will be developed by the school by aligning the scope and sequence and essential learning goals of lessons to the Common Core State Standards and using a variety of research-based curricular materials.

The literacy block will include: writing, direct instruction, guided reading, independent reading, and blended reading time. Students will remain in their homeroom for writing, independent reading, and their blended reading block. Students will be grouped based on ability for direct instruction and guided reading, ensuring that students’ individualized needs are met. Reading groups will be fluid, students will be re-grouped regularly based on student data.

Direct Instruction:

Valverde will be using the Expeditionary Learning literacy curriculum for grades 3 through 5.

Overview

Expeditionary Learning is a comprehensive literacy program that includes topically-based modules with clearly sequenced units designed to lead students up a staircase of complexity throughout within a given module and throughout the year. There are extensive opportunities for students to discuss, read, and write about complex texts in a variety of ways. Expeditionary Learning's curriculum is heavily research-based and built to meet the demands of the common core.

Key Features

Quality and Alignment of the Reading Program

- All students have opportunities to read and comprehend complex texts around a topic to build world knowledge and academic vocabulary
- Text-dependent questions are sequenced to lead students to deep understanding
- Consumable texts are available for students to read
- Lessons build to authentic performance tasks at the end of each unit and module

Quality and Alignment of the Writing Program

- Students are exposed to a variety of writing genres, including opinion, informative, and narrative writing
- Lessons build to authentic performance tasks at the end of each unit and module
- Student exemplar writing models are provided

ELL Supports

- Teacher resources have built in scaffolds for multiple language levels
- Vocabulary instruction
- Curriculum includes supplemental guide for supporting language learners that offer targeted supports for language arts
- Spanish Parity
- Lessons are completed for 4th and 5th grade classrooms for 15-16 school year
- Lessons are in the process of being created for 3rd grade classrooms and will be ready for 16-17 school year

Other

- The organization has partnered with DPS to ensure high quality professional learning experiences

Valverde will be utilizing the Benchmark Advance literacy curriculum for grades Kindergarten through 2nd.

Overview

Benchmark Advance is a comprehensive literacy program that includes a clearly sequenced alignment of reading, writing, phonics and language instruction. Units are topic-based with a

comprehensive literacy approach that addresses the CCSS English Language Arts shifts. Each unit has text sets aligned to science and social studies topics that support the building of background knowledge and vocabulary. The foundational skills program is comprehensive. Benchmark has a cohesive assessment program that includes formative, summative, and performance-based tasks that mirror PARCC.

Key Features

Foundational Skills

- Foundational reading skills are systematically integrated into the curriculum

Quality and Alignment of the Reading Program

- All students have opportunities to read and comprehend complex texts around a topic to build world knowledge and academic vocabulary
- Text-dependent questions are sequenced to lead students to deep understanding
- Consumable texts are available for students to read and annotate
- Quality and Alignment of the Writing Program
- Opportunities for students to experience the craft of writing as well as writing to sources

ELL Supports

- Program has a complimentary English Language Development (ELD) curriculum
- Spanish Parity
- Fully equivalent English and Spanish curriculum with inclusion of authentic Spanish literature

Other

- Digital component with interactive student and teacher materials that will be ready for 16-17 school year

Guided Reading:

Guided reading is a research-based approach that allows children to develop as individual readers within the context of a small group. This approach is used at many high performing schools, such as Uncommon Schools, with positive results and can be implemented in both English and Spanish. The approach places students in groups that are similar in their development of a reading process and are able to read about the same level of text. Guided reading provides the opportunity to match reading instruction to the individual. Tailored small group instruction allows the teacher to model and prompt the student to think about the reading process supported by independent reading strategies. Teachers may begin a guided reading lesson by introducing the text, practicing unfamiliar vocabulary, or drawing the group's attention to the book's special features. Students then read on their own while the teacher moves from student to student listening to small sections of text read aloud. During reading the teacher is assessing progress, observing reading behaviors and further guiding students as necessary. After the students have read independently, the group returns to the text to answer questions as a group and explore the book's meaning together. Lastly, students summarize, extend meaning, and interpret the text, often with a graphic organizer or written response. Valverde Elementary is committed to making cultural connections in all subject areas. In reading, teachers will

draw from texts that are relatable for students' demographic and cultural backgrounds. Students will be grouped and regrouped in a dynamic process that involves ongoing observation and assessment. Teachers will benefit from a guided reading leveled library as well as lesson structure guidance.

Independent Reading:

Students will be given daily blocks of time to read independently at their independent level. Students will be asked to write a reading response to increase accountability and intentionality.

Blended Reading:

Online and digital content, instruction, and assessments will be used during the blended reading time. Digital leveled books and passages are also available in English and Spanish through *Raz-Kids*, *NEWS ELA*, *Reading A-Z*, and *TumbleBooks*.

Writing

Components of *Writer's Workshop*, and the district adopted curriculum, will be used during writing instruction. Similar to the guided reading approach, the writing workshop includes: mini-lessons, guided writing, independent writing, individual conferencing, and sharing. This approach allows for students to conference with a teacher and to get small group, and one-on-one attention. Valverde teachers can draw from multiple already established writing curricular resources and therefore can spend more time tailoring their lessons, responding to data, and planning for how to address individual student needs.

Mathematics

Valverde students will receive up to 90 minutes of math instruction daily. The math block will include direct instruction, collaborative problem-solving, technology-based instruction, and opportunities for practice to develop fluency in computation. Students who are in need of intervention in grades 2nd through 5th will receive daily small group instruction with Valverde's Math Fellows. This intervention will be in addition to the core content instruction.

Valverde will be using the Bridges Math curriculum

Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Blended Math:

A portion of each daily math block will be dedicated to math skill development using the blended learning approach. Teachers will use technology-based programs that are adaptive to the students' skill level, and provide formative data to inform the teachers' instruction. Potential programs include:

Khan Academy, IXL Math and **DreamBox Learning Math**, online programs that provide students with math practice and problem-solving opportunities aligned to the Common Core State Standards. Technology-based programs will be used during the daily blended math skills block to support student mastery of key math concepts and to accelerate math learning.

Science

Students at Valverde Elementary School will engage in hands on science every other day for 45 minutes or the equivalent over the course of the calendar year. Using the **Full Option Science System (FOSS)** science curricular materials as a foundation, teachers will use an *Understanding by Design* approach to develop lesson plans that align to the CCSS. FOSS is a research-based science program for grades K-8 which was designated by the University of California at Berkeley in collaboration with the National Science Foundation. The FOSS program is focused both on science content and processes; builds critical thinking, literacy and inquiry skills; and has been shown to be effective with low-income students. Science instruction will include direct instruction, inquiry-based collaboration, and technology-based instruction.

Social Studies

Social Studies Alive! is a theory and research based active instruction curriculum published by TCI. These curricular materials provide strong content and instruction balanced with hands-on-experiences to ensure students are building critical thinking skills, while mastering content that is aligned with the CCSS. *Social Studies Alive!* programs teach students about the world around them in ways that make them excited to learn every day. The curricular materials include resources such as Big Books (navigable text & instructional images), Lesson Guides that include assessments, Lesson Masters (reproducible student and teacher masters for activities), Solutions for Effective Instruction, Visuals, and Poster Placards (full-color picture cards that support hands-on activities), and Audio Tracks (musical recordings, dramatic readings, and audio effects), as well as Spanish translations of Student Handouts in all Teacher Editions. These and other materials will make up the Valverde Elementary social studies curriculum which will be delivered for 45 minutes every other day or the equivalent across the calendar year. Social studies instruction will include direct instruction, inquiry-based collaboration, and technology-based instruction.

Electives

Valverde Elementary School will provide a variety of electives and enrichment opportunities for students. Electives will include: physical education, art, and music with curricula aligned to the Colorado Academic Standards. Additionally, a wide variety of enrichment classes will be provided by teachers and community providers to accelerate and expand student learning and expose students to a variety of extended learning opportunities.

Curriculum Development

Curricula must be engaging, academically rigorous, and aligned with the Colorado Model Content Standards and the Common Core State Standards. In reviewing curricula, we will asked the following:

- Is it aligned with Colorado’s Model Content Standards? It is aligned with the Common Core State Standards?
- Is it grounded in scientific research/methods successful with similar populations?
- Are other high-performing schools using it?
- Are the teaching materials well organized?
- Are the student materials well organized, engaging and easy to understand?
- Is the vocabulary developmentally appropriate and simultaneously demanding?
- For Science and Social Studies, does it reinforce grade-appropriate literacy skills?

In addition to the specific curricular resources outlined in the previous section, we will augment the curriculum with other resources as needed to meet the needs of our students.

Curriculum Implementation Monitoring

The Instructional Leadership Team will monitor implementation of the curriculum, reviewing student achievement on interim assessments compared to 1) standards, 2) unit and lesson objectives, and 3) observation and feedback data and make adjustments as necessary.

C. Scope & Sequence

A full scope and sequence will be developed following the approval of the redesign plan and completion of curriculum development.

Appendix K – Course Scope and Sequence for One Grade Level

D. Class Size

Class sizes will be consistent with the minimum requirements in the DPS Budget Guidance Manual, with class sizes budgeted based on 28 students in ECE-5 classrooms and special education teacher to student ratios of 19:1.

E. School Schedule & Calendar

(See Appendix L – School calendar)

(See Appendix M – Teacher and student daily schedules)

Valverde Elementary School will develop a school calendar annually that meets or exceeds district and state length of time requirements and supports the implementation of the Innovation Plan.

As an Innovation School we have the authority to **determine its own annual calendar and daily schedule**, provided it meets or exceeds minimum statutory requirements. In turn, we will determine the number of professional development days, days off, and late starts/early release days. In accordance with this innovation plan, the school’s principal, in consultation with the CSC shall

determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

In 2016-17 Valverde will follow the district calendar and exceeds the Colorado Department of Education classroom time requirements to support the implementation of the turnaround plan.

Student Schedule

The daily schedule will be developed annually, with input from parents and teachers. Extended learning time will be incorporated through an extended day and longer instructional blocks.

The proposed student schedule for the 2016-2017 year for grades 1-5 is 8:00am to 4:00pm four days a week and 8:00am to 3:00pm for ECE and Kinder students. The school day on Friday will be 8:00am to 3:00pm for all grades. This provides students with 39 hours of instruction a week, 6.5 hours more instruction a week and 223 hours more instruction a year than a traditional 6.5 hour day schedule. The ECE program and Kindergarten may maintain a shorter day with an afterschool childcare option available at the school. Additional schedule details will be determined early in 2016.

Optional child care or enrichment opportunities will be offered during the late start or early release time to support families who may not be able to make adjustments to their schedules.

Extended time, when used effectively, has resulted in significantly increased academic achievement in schools across the country and is expected to be a major contributor to increasing achievement for students at Valverde Elementary School. ELL students who qualify for ELD instruction will receive a minimum of 45 minutes a day.

Teacher Schedule

Teacher schedules will be developed annually to accommodate the scheduling needs of students. In addition, teachers will be provided with extended professional development and collaboration time to support the implementation of the plan. The proposed teacher schedule for the 2016-2017 year is 7:45am to 3:45pm. Community partnerships, staggered teacher schedules and other programs will supplement supervision and instructional time for students at the end of the day and as needed.

F. Progress Monitoring and Assessment

At Valverde Elementary School, student achievement is our top priority. Therefore, regular student assessment is an essential tool to ensure our students catch up and keep up academically. Valverde Elementary School is planning to administer different assessments throughout the year to evaluate the progress of students and the performance of the school.

Valverde Elementary School will adhere to the district recommended timeline for PARCC and WIDA-ACCESS testing as an absolute bar of progress and point of comparison with other schools. In

addition to the PARCC recommended timeline, Valverde will participate in the ANet assessment cycle. Students at Valverde Elementary School will be assessed four times per year using the CCSS for grades K through 5. Valverde will determine annually with the support of the Instructional Superintendent what district interims will be utilized. ECE is not included. ECE will use the T.S. Gold assessments following state and district timelines.

Valverde implements all state mandated assessments and any assessments required by the District SPF including, but not limited to: TCAP, PARCC, WIDA/ACCESS, and DRA (and/or replacement selected by the District in coordination with the READ Act). In addition, Valverde administers interim assessments that are aligned with Common Core and Colorado Academic standards and provide data that is suitable for use for informing instruction, progress monitoring student progress including English language learners and in informing teacher compensation decisions in lieu of SLO's. In order to meet this goal Valverde administers four assessments per year. Valverde also partners with ANet, Achievement Network, to provide additional assessment resources and data analysis support.

Students are assessed, grouped, regrouped, and progress monitored using formative and summative data sources throughout the school year. Teachers monitor progress on an ongoing basis to measure growth towards goals for all students and bring relevant student data to data team meetings. Special educators and interventionists actively participate in shared data conversations with general education teachers. Student data is captured on a school-wide data wall and assessment maps to track individual student and grade-level progress using a color-coded system.

Valverde will use the district information systems including Infinite Campus and the Parent, Teacher, and Principal Portals to monitor and report student data.

Parents formally receive information on their child's progress three times per year through either a progress report or a standards-based report card. Parents can access their child's grade book any time through the parent portal. The Parent Teacher Leadership Team (PTLT) receives monthly updates with respect to grade-level student performance data.

Data conversations occur at multiple levels. Assessments define our academic goals and analysis identifies the strategies and tools needed to get there. School leaders meet bi-weekly to evaluate grade level data trends and make school-wide recommendations for professional development, student intervention groups, and/or pacing and planning outcomes.

Grade level teams meet four times per year to analyze ANet student data. Teachers use the following questions to guide their data analysis:

1. How well did each class do?
2. What are the strengths and weaknesses in standards? Which standards need to be retaught?
3. What were the results regarding the different question types: open response versus multiple choice?
4. Which students mastered the standards taught and which students need reteaching or intervention?

Teachers participate in weekly data team/planning meetings focused on daily, weekly, unit and period level data. Teachers also meet weekly with an administrator or instructional coach to evaluate daily, weekly, and unit data.

Immediately following the ANet data analysis meetings, grade level teams develop a teacher action plan that is explicitly tied to conclusions from the data analysis. Action plans identify the standards that need to be retaught, the students who will receive this instruction, an analysis of why students did not master specific standards, a plan for correction during reteaching.

Reaching the following performance goals will ensure that Valverde Elementary School meets or exceeds district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations” or “green” on the School Performance Framework (SPF).

Student progress on ANet assessments and DRA/EDL are monitored after every assessment to ensure that students are making adequate progress. These measures are also used to provide evidence to the parents, community, and district of the successful programming at Valverde Elementary School.

If data shows that Valverde Elementary School students are not making adequate progress or that a group of students are not meeting benchmarks, immediate action is taken. Students are further assessed, teacher practice is analyzed, curriculum is reviewed and analyzed, and changes to instructional practice occur. Changes can include, but are not limited to:

- Instruction: pacing, scope-and-sequence, and/or delivery.
- Grouping: regrouping across classrooms, smaller groups, etc.
- Time: students may spend more time in a particular content area until gap is closed.

Performance Goals

Reaching the following performance goals will ensure that Valverde Elementary School meets or exceeds district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations” or “green” on the School Performance Framework (SPF). Goals are based on publically available data as of the 2014 SPF. Goals will be refined based on revised SPF based on significant shifts in assessments on the new CMAS assessments beginning in 2014-15.

	Historical Data				Performance Goals				Rationale for Goals
	2012	2013	2014		Year - 1	Year - 2	Year - 3	Year - 4	
Student Growth Levels									
OVERALL MGP	Approaching	Approaching	Does Not Meet		Meets	Meets	Meets	Exceeds	Through implementation of intentional structures to support best practice, as well as standards based, rigorous instruction, all students will be supported to achieve academic growth and success.
MGP ELL	Approaching	Approaching	Does Not Meet		Meets 65%	Meets 65%	Meets 65%	Meets 65%	

MGP FRL	Approaching	Approaching	Does Not Meet	Meets 65%	Meets 65%	Meets 65%	Meets 65%	Data driven instructional practices will provide regular monitoring opportunities to ensure goals are met. Increased structures and supports for high quality professional development and coaching support will rapidly increase the effectiveness of all staff to support academic growth goals for students. Consistent instructional practices will be delivered to all students to support academic growth. Increased emphasis on student culture and engagement will reinforce and support academic growth.
MGP Minority	Approaching	Approaching	Does Not Meet	Meets 65%	Meets 65%	Meets 65%	Meets 65%	
MGP Reading	Does Not Meet	Approaching	Approaching	Meets 54 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 68 MGP	
MGP Writing	Meets	Approaching	Does Not Meet	Meets 53 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 74 MGP	
MGP Math	Meets	Approaching	Approaching	Meets 53 MGP	Meets 60 MGP	Meets 63 MGP	Exceeds 79 MGP	
ACCESS MGP	Approaching	Approaching	Approaching	Meets 60 MGP	Meets 64 MGP	Exceeds 65 MGP	Exceeds 65 MGP	

Student Proficiency Levels

Overall Status	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets	Meets	Meets	Student proficiency will rapidly increase as a result of plan implementation because high quality instruction will be available to all students and data driven instructional practices will ensure that the needs of all learners are met. We expect to meet expectations within one year and continue to increase proficiency each year through plan implementation.
P/A ELL	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets* 45%	Meets* 55%	Meets* 70%	
P/A FRL	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets* 50%	Meets* 60%	Meets* 70%	
P/A Minority	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets* 50%	Meets* 60%	Meets* 70%	
P/A Reading	Does Not Meet	Does Not Meet	Does Not Meet (23%)	Approaching (40%)	Meets* 50%	Meets* 55%	Meets* 65%	
P/A Writing	Approaching	Does Not Meet	Does Not Meet (18%)	Approaching (35%)	Meets* 45%	Meets* 55%	Meets* 65%	
P/A Math	Does Not Meet	Does Not Meet	Does Not Meet (31%)	Approaching (45%)	Meets* 50%	Meets* 60%	Meets* 70%	
SPED Status Comparison	Does Not Meet	Does Not Meet	Does Not Meet	Approaching	Meets* 50%	Meets* 60%	Meets* 70%	

School Culture Measures

Attendance Rate	Does Not Meet	Does Not Meet	Does Not Meet	Meets 95%	Exceeds 96%	Exceeds 97%	Exceeds 98%	We will continue to build upon the strengths of our community to enhance student culture. Implementation of our plan includes significant additional supports to increase student engagement and enhance school culture. The intentional focus on these efforts will support our families and engage
Student Satisfaction	Meets	Meets	Approaching	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	
Re-Enrollment Rate	Approaching	Approaching	Approaching	Meets* 95%	Meets* 95%	Meets* 95%	Meets* 95%	

Parent Satisfaction	Meets	Approaching	Does Not Meet	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	them as academic partners, lead to increased enrollment and retention, and support academic success for our students.
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While grade-level proficiency is our number one priority, student growth is our primary driver to achieve necessary proficiency levels. In practice this means that in order for many of our students to become fully proficient in core subjects we need to expedite their academic growth beyond one grade level per year. The CDE Adequate Growth Measure will be our guide in ensuring we are making progress toward this goal. Below is our academic growth targets that we will achieve in order to ensure that students are on-track to full-proficiency by the time they complete 5th grade prepared for success in middle and high school.

	2014 MGP Valverde	Adequate Growth Expectation Growth needed to reach full proficiency within three years
Reading	35	68
Writing	41	74
Math	39	79

In order to meet the above Adequate Growth Targets https://edx.cde.state.co.us/growth_model/public/index.htm, this redesign plan was developed specifically to leverage nationally recognized best practices in school redesign.

Corrective Actions

The school leadership team will monitor progress on school performance goals and will use data to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis. In addition, the CSC will monitor progress on school improvement plan goals and, when goals are not met, will recommend corrective actions including changes in curriculum, scheduling, staffing, and resource allocation. The Principal will be responsible for overseeing the implementation of corrective actions.

G. Academic Intervention & Acceleration

Valverde Elementary School is committed to the academic achievement and growth of all students. Valverde’s data-driven instructional model ensures that students with special needs, as well as students that require academic acceleration, receive appropriate instruction. The weekly assessment and data analysis cycle allows for immediate feedback on student performance levels and determination of specific academic strategies to be employed in the week to come. In order to challenge each student at his or her skill level, Valverde Elementary School teachers differentiate and individualize instruction in the following ways: small groupings, specialized instruction, varied academic activities.

Valverde Elementary School implements a Response to Intervention (RtI) model in order to give all students the instructional support they need to succeed. RtI is a proactive prevention and problem

solving model designed to limit or prevent academic failure for students who are having difficulty learning by providing scientific, research-based interventions designed to bring students up to grade level achievement, as well as to identify Gifted and Talented students so they can achieve to their maximum potential.

Each tier provides increasingly individualized instruction, continuous monitoring of progress to calculate gains, and criteria for changing interventions and/or tiers through a regularly-scheduled and systematic team decision-making process. Valverde plans to implement the Colorado Multi-Tiered Model of Instruction and Intervention as outlined by the Colorado RTI Framework provided by the Colorado Department of Education (CDE).

Students who are in need of intervention in grades 2nd through 5th will receive daily small group instruction with Valverde's Math Fellows in addition to the core content instruction.

Valverde uses a Student Intervention Team (SIT) to work with all general education teachers to support differentiation and Tier II & III interventions. The SIT team implements universal screening using normative data tools and other curriculum based measures to identify students for Tier II interventions that target specific areas of need. These Tier II interventions include, but are not limited to, small group instruction within the general education classroom, ELL supports and programming, and research-based programs. The SIT team monitors the progress of students receiving Tier II interventions weekly.

If students fail to progress toward their goals or respond to these Tier II interventions (6-week period), they are referred for Tier III interventions and the SIT team works to identify a root cause of the academic struggle and create a full SIT plan to address this need. All Tier III interventions are research-based. These interventions may include, but are not limited to, Wilson Reading System, Foundations, Spellography, ALEKS and Why Try. All SIT plans are closely monitored and measured for efficacy; the team makes changes when necessary and gives referrals to Special Education when appropriate. Students in grades K-5 who are determined to be at the Tier III or intensive level receiving between 45 and 90 minutes of intense, targeted intervention daily, in addition to grade level instruction. Referrals for special education testing only occur after students have received 6 weeks of targeted, research-based intervention at each tier (at least 18 weeks) and weekly data shows a lack of progress.

Plan to Collect Data to Determine Intervention Needs and Evaluate Intervention Effectiveness	
DRA-2/EDL-2	Intervention Program Placement Assessments
<ol style="list-style-type: none"> 1. Who needs to be tested (if not being done school wide)? All Students 2. Who will prepare/order testing materials? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting. 3. Who will give the assessments? Classroom teachers and/or assessment team members 4. When? First week of August through the end of September 5. Scheduling Plan? Teachers create their own schedules 6. Who will score assessments? Teachers score their own assessments as administered, individually and across grade levels 7. Which data system will be used? School Net, TANGO, and school-wide Excel spreadsheets. 8. Who will enter the data into the system? Classroom teachers, data will be uploaded automatically using TANGO. 9. How (who) will the data be compiled and analyzed? Data will be printed in class-wide reports by grade level to be analyzed and debriefed at September Data Team Meeting in order to establish SMART Goals and Refine Groupings. 10. When will it be published/viewed by staff? Data Wall will be created as a part of the meeting during the first week of school and maintained throughout the school year. 	<ol style="list-style-type: none"> 1. Who needs to be tested (if not being done school wide)? Core small-group assessments administered to all, intervention administered based on identified student need using universal screening data. 2. Who will prepare/order testing materials? Interventionists and paras 3. Who will give the assessments? Designated paras will prepare (copy, collate, and organize) all testing materials during the week prior to school starting 4. When? Fall – First week of school or as needed 5. Scheduling Plan? Within the first two weeks of school for grades 1-5, by the end of the first month for Kinder 6. Who will score assessments? Classroom and Intervention Teachers 7. Which data system will be used? School wide Excel spreadsheets in Google Docs. 8. Who will enter the data into the system? Teachers and Interventionist 9. How (who) will the data be compiled and analyzed? Data will be compiled by interventionist to establish and design the walk-to-read intervention block groupings and schedule 10. When will it be published/viewed by staff? Intervention and small group instructional data and grouping plan will be updated every 6-8 weeks. The updates and progress of students will be shared

	with grade-level teams, support staff, and school administration.
<p>Plan for Assessing and Placing New Students Who Enroll Mid-Year into Intervention Block Groups:</p> <p>When new students arrive at Valverde, the registration secretary will complete the top section of this form and place it in the classroom teacher's box and assessment team member:</p> <p>Name: _____</p> <p>ID #: _____</p> <p>Date Enrolled: _____</p> <p>Classroom Assignment: _____</p> <p>Teacher Name: _____</p> <p>Grade-Level _____</p> <p>This section completed by Assessment Team Member:</p> <p>Administer DRA-2/EDL-2 and any diagnostic assessments needed to make instructional decisions (Spelling inventory, CORE Phonics Survey, Math Screener, etc.)</p> <p>DRA-2/EDL-2: _____</p> <p>Diagnostic Data: _____</p> <p>**BE sure to bring this form to the next grade-level data team for support in placing student into the appropriate Intervention Block group.</p>	

Plan for Literacy Intervention:

Tier 1 Universal Level School-Wide Core Instruction:

Using a Balanced Literacy Model, students participate in whole group instruction, small-group reading instruction, and individual learning stations. Students are re-grouped across classrooms to ensure targeted whole group and small group instruction that is within the child's individual zone of proximal reading development.

Tier 2 Targeted Level School-Wide Literacy/Intervention Block:

Every student in K-3rd grade receives a small group intervention block as part of the 120-minute guided reading time. During this time, the classroom teachers conduct small-group reading instruction and monitor workstations. Intervention teachers, ESL teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Small groups provide double-dosing in specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, ReadWell, Leveled Literacy Instruction, Six Minute Solution, PALS, and Read Naturally. Students in 4th and 5th grades who are reading below grade level also receive small group intervention as part of their 120-minute guided reading block. During this time, the classroom teachers conduct small-group reading instruction and monitor workstations. Intervention teachers, ESL teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Small groups provide double-dosing in specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, Leveled Literacy Instruction, Six Minute Solution, and Read Naturally.

Tier 3 Intensive Level School-Wide Literacy/Intervention Block:

Students in need of intensive reading intervention receive their instruction during the same 120-minute block of time as the rest of the students in their grade-level. This ensures that students in need of more intensive reading intervention (IEP and ESL students) are still able to fully participate in the core reading lesson, receiving daily instruction in grade-level standards. The only difference is that they participate in smaller groups for the entire 120-minute period using more intensive reading intervention curricula. Possible intervention programs include, but not be limited to, Writing Road to Reading, ReadWell, Wilson Foundations, Wilson Just Words, Wilson Reading, and Language!

Plan for Mathematics Intervention:

Tier 1 Universal Level School-Wide Core Instruction:

Mathematics instruction follows the Math in Focus curriculum, including whole group instruction, small-group instruction, and individual learning stations. Students are re-grouped across classrooms to ensure whole group and small group instruction that is targeted at the child's individual zone of proximal mathematics development.

Tier 2 Targeted Level School-Wide Math Intervention Block:

A 30 - 45 minute intervention/small group block is provided according to the master schedule for all grades K-5. During this time the classroom teachers conduct small-group mathematics instruction and monitor work stations. Intervention teachers, special education teachers, and paraprofessionals provide additional small-group instruction. Groups participate in double-dosing, targeting specific skill needs using a variety of intervention materials. Possible intervention programs include, but not be limited to, Math in Focus Reteach, Origo, Navigator, and Do the Math. Students who are in need of intervention in grades 2nd through 5th will receive daily small group instruction with Valverde's Math Fellows. This intervention will be in addition to the core content instruction.

Tier 3 Intensive Level School-Wide Mathematics Intervention Block:

Students in need of intensive mathematics intervention receive instruction during the same 30-45 minute block of time as the rest of the students in their grade level. This ensures that students in need of more intensive math intervention (IEP and ESL students) are still able to fully participate in the core math lesson, receiving daily instruction in grade-level standards. The only difference is that they participate in smaller groups for the entire 30-minute period, using more intensive math intervention curricula. Possible intervention programs include, but not be limited to, Math in Focus Reteach, Origo, Hands-On Standards, Navigator, and Do the Math.

Plan for Behavior Intervention:

Valverde Elementary adopted the Personal Success Factors as a Tier 1 or Universal Cognitive Social Emotional Learning intervention. This program aims into instill the values of grit, social intelligence, self-control, gratitude, curiosity, optimism, and zest into elementary school students. As a school, the Positive Behavior Intervention (PBIS) team develops the personal success factors by discovering how to name, teach, honor, recognize and build understanding for the students, teachers and the community. In addition, Valverde embraces a Growth Mindset versus a Fixed Mindset. The staff is trained to understand that Mindsets are the assumptions and expectations we have for ourselves and how these attitudes guide our behavior and influence our responses to daily events. By differentiating how each mindset impacts learning and personal growth teachers are able to use growth mindset praise and self-talk to foster student's self-confidence. In addition, Valverde implements Mindfulness as a Tier II and Tier III Cognitive Social Emotional Learning intervention. Mindfulness is an evidence-based program that brings awareness to one's experience. Mindfulness can be applied to sensory experience, thoughts, and emotions by using sustained attention and noticing our experience without reacting. The goal of this program is to help students change their impulsive reactions to thoughtful responses. Some of the benefits of teaching mindfulness are: Better focus and concentration, increased sense of calm, decreased stress & anxiety, improved impulse control, increased self-awareness, Skillful responses to difficult emotions, increased empathy and understanding of others, Development of natural conflict resolution skills. These skills are explicitly taught in a small group environment.

Fluid Systems for Intervention:

Valverde Elementary School utilizes a fluid system for interventions. Students' progress is monitored on a weekly basis by interventionist. Whenever a student demonstrates the need to be moved to different groups for either more intensive intervention or for less intensity (acceleration), students are moved accordingly. The decision to move a student is made using the MTSS. This system ensures that students are appropriately placed by instructional level. By delivering intervention during targeted times for each grade level, student grouping is both more feasible and provides a wider base of potential groups in which to place students.

H. Promotion & Retention Policies

Valverde will follow the district promotion and retention policies and align with the READ Act. Retention decisions for students performing below grade-level in core content areas are made based on reading and math achievement levels as determined by multiple metrics. The principal, teacher,

and parents will confer prior to the end of the school year about the student's progress. The school regularly communicates student performance to parents/guardians. Promotion and retention information is communicated to parents through the Parent/Student Handbook. If a student is retained, he or she will be provided with a differentiated plan for intervention and academic acceleration.

I. English Language Learner Instruction

Identification Process:

Valverde Elementary School follows all the guidelines and procedures outlined in the DPS Instructional Services Advisory (ISA) team manual and the Modified Consent Decree (MCD) 2012. Every Valverde Elementary School office staff and leadership team member is properly trained in the ELL Program designation process. The ISA team and school personnel ensure that students are accurately identified as English Language Learners (ELLs) by establishing a standard school registration protocol requiring that all parents fill out a Home Language Questionnaire (HLQ) to identify the primary or home language. If parents answer "yes" to any questions on the HLQ form, the parents receive program information. A detailed explanation of Valverde Elementary School's TNLI program is communicated to parents in Spanish, when appropriate, by an ISA team member or ELA qualified leadership team member. Parents are given a DPS brochure and access to a DPS video explaining the different ELA placement options.

Once parents are informed of the different program options, they complete the Parent Permission Form (PPF), enabling them to choose from the following options: Option 1 (ELA-S at TNLI Program School); Option 2 (ELA-E); Option 3 (no Program services). PPFs are collected by office personnel and kept on file.

Before a student is placed in a classroom, a trained staff member administers the district's W-APT assessment within 10 days of registration. Other formative assessments, such as a DRA (English) / EDL (Spanish), are administered to assess a student's reading ability. Based on the results, the student will be initially placed in a classroom aligned to language ability and consistent with parent options. An ISA team member reviews the initial placement and makes any recommendations. The school communicates the initial placement to parents, as well as the results of the formative assessments. The ISA team schedules a meeting within one month to discuss the initial placement, analyze student progress, and make further recommendations. Parents are notified of their child's final placement decision within 30-days of starting school at Valverde Elementary.

At the beginning of each school year, Valverde Elementary School will create lists of ELLs eligible for entry into the TNLI program using the district database. The ISA team reviews placement and progress of all ELL students in the fall and spring of each school year. Bodies of evidence, including ACCESS data, individual reading assessments, and writing samples, are analyzed. ISA members review student progress toward English and Spanish proficiency, as well as academic proficiency on state, district, and classroom assessments. The ISA team determines if any program changes need to be made, and does so in the best educational interest each student. If changes are made to the provisional placement, a letter is sent home to parents about the change and parents have the option to agree to the

placement recommendations of the ISA team or to decline ELA program services (Option 3). Parent program refusal is documented by the completion of a new PPF. A school administrator or teacher may refer a PPF3 student to the ISA team at any time to revisit the student’s language needs. Parents cannot change their HLQ once completed. However, parents are able change their PPF options at any time.

Valverde Elementary School is a Transitional Native Language Instructional Program. Valverde follows DPS’s language allocation guidelines. Valverde utilizes DPS’s recommended language of Instruction for TNLI for all content in grade ECE – 5th grade.

Overall Spanish to English Ratio

Overall Language Allocation Guidelines by Content for Grades ECE-5

ECE 90:10	Creative Curriculum Integrated literacy, science, social studies and mathematics				ELD	
Kindergarten 80:20	Literacy		Mathematics	Science	Social Studies	ELD
	90	10				
1st Grade 70:30	Literacy		Mathematics	Science	Social Studies	ELD
	85	15				
2nd Grade 65:35	Literacy		Mathematics	Science	Social Studies	ELD
	80	20				
3rd Grade 50:50	Literacy		Mathematics	Science	Social Studies	ELD
	65	35				
4th Grade 40:60	Literacy		Mathematics	Science	Social Studies	ELD
	35	65				
5th Grade 40:60	Literacy		Mathematics	Science	Social Studies	ELD
	35	65				

Valverde Elementary School is intentional in its implementation of the new TNLI program which began in fall 2015. Students can only be considered for redesignation from Spanish to English instruction once they have reached a Level 5 or higher in all domains on the ACCESS assessment. In addition, Spanish language support is not a substitute for Spanish language instruction.

Ongoing communication between the ISA Team, ELA-S teachers, and school leadership shall be maintained to determine whether the assignment is appropriate or should be reconsidered.

Teachers and the school’s leadership team will participate in ongoing professional development throughout the school year on best instructional practices for ELLs, such as the SIOP model and how to differentiate for language needs. Teachers are expected to be clear in the language objectives, which are built into each lesson. Teachers receive weekly support from administrators and instructional coaches during the 90-minute planning blocks built into the schedule. Each lesson has

time for all of the four language domains to be practiced; reading, writing, speaking, and listening. The school administrative team and teachers are trained in analyzing ACCESS data, running records, and utilizing WIDA Standards in choosing appropriate work products for students to demonstrate their understanding.

The leadership team provides clear expectations of best practices for ELLs, including “look fors” for administrators and observers during weekly observation and feedback cycles. The leadership team uses trends observed during classroom walk-throughs to plan professional development. Professional development is differentiated so that language proficiencies unique to classrooms are addressed, as well as the background and knowledge levels of individual teachers. ELA-qualified leadership team members and highly effective teacher leaders facilitate ELL professional development. Valverde Elementary School also collaborates with the district ELA department to ensure the high quality of EL trainings.

Valverde Elementary School is committed to ensuring that each ELL student receives 45 minutes of daily English Language Development. This instruction is delivered during an intentional ELD block for instruction. Additionally, we believe that English Language Development can occur within different content areas throughout the day. Specific expository texts from *Avenues* are used during science and social studies blocks. Teachers use ACCESS data, DRA and EDL scores, as well as other classroom assessments to inform instruction. Teachers reference WIDA standards, as well as CCSS, while planning for language instruction. *Avenues* is currently used, along with other content resources, to meet these standards. Valverde will consider available options and resources as the district adopts new ELD curriculum for 2016 and beyond.

Teachers are trained in writing specific content language objectives for ELD classes. Teachers are given time to collaboratively plan with teammates to find the best curriculum resources to meet student needs. When using any curriculum, teachers provide opportunities for students to practice all language domains: reading, writing, speaking, listening. Emphasis is put on collaborative activities, which encourages students to communicate their ideas.

The goal for all ELLs at Valverde Elementary School is that they progress at least one proficiency level per year, as measured by the ACCESS test. By growing one proficiency level each year, students will be “on track” to becoming fully English proficient (students have two years to progress from ACCESS level 4 to 5). For students in the TNLI program, grade level DRA and EDL benchmarks help measure students’ progress towards English and Spanish proficiency. WIDA standards and WIDA “Can do” descriptors are used to measure student academic language progress, in conjunction with daily content/language objectives. When ELs reach a “trigger” point; the Valverde ISA team will review their English proficiency and academic achievement to determine if they are ready to be “redesignated” as English Proficient. Redesignation is the initial step to exiting a student from the ELA program. DPS analyzed ACCESS and additional assessment data and determined that the CDE redesignation trigger criteria, which is an ACCESS Overall score of 5 or higher and a Literacy score of 5 or higher, is the most appropriate way to trigger review for Redesignation.

Valverde Elementary School's ISA team consists of an ELA qualified assistant principal and an ELA-S qualified teacher at both the primary and intermediate levels. These team members work together to ensure the proper placement of students at grade levels, as well as offer assistance to flexibly group students according to the daily schedule. The ISA team schedules annual meetings with each ELL's teacher to review and analyze data. Data such as DRA, EDL, writing samples, and other formative assessments are used to determine students' language progression. Placement of students will be flexible, made according to each student's language development needs.

In order to measure progress in all content areas, we create units and assessments specifically designed to increase vocabulary usage and critical thinking. Performance assessments are used at the conclusion of each unit, integrating the four language domains. Language proficiency is assessed using the WIDA language proficiency rubrics, as well as teacher created rubrics. Each content unit has a built-in performance assessment, allowing students to demonstrate their understanding of both content and language objectives in multiple ways. Assessments measure a student's ability to communicate ideas and use the language of science and social studies.

In addition to ISA team support, Valverde Elementary School is committed to providing each teacher with weekly data analysis opportunities. Specific feedback is given to teachers on instruction and progress monitoring of ELL students. Assessments such as the EDL are used to measure grade level Spanish literacy and to inform instructional decisions needed for students in each classroom.

Valverde Elementary School ensures that each child receives a rigorous and appropriate education, regardless of language ability. Therefore, all teachers have weekly feedback conversations where classroom instructional strategies are evaluated in terms of their ability to allow ELLs to access content. All teachers are expected to plan for and assess the individual progress of language acquisition for every ELL, and teachers are given the support, coaching, and resources to make this happen. Every lesson is expected to have specific academic vocabulary, with built in supports for ELLs, so students are able to access content and use academic vocabulary. Teachers reference WIDA "Can Do" descriptors while planning for ways students can show their understanding of content.

Valverde Elementary School has a 2-hour literacy block at each grade level, which includes guided reading. Teachers have the ability to meet with each child, every day in order to meet the specific literacy and language needs of students. Students can be flexibly grouped according to reading levels, as well as the specific language needs for ELL students. Intentional phonics and comprehension lessons are given for each guided reading group. Student data is continually analyzed in order to plan for future groupings of students.

For grades K-5, there is at least one ELA-S teacher at each grade level. Teachers incorporate the strategic use of two languages during the literacy block to support literacy development in both languages. While teachers will be responsive to individual students' academic and linguistic needs, the DPS Language Allocation Guidelines will be used as the guiding document to plan for literacy instruction.

In order to ensure an equitable and rigorous education for all students, Valverde Elementary School inventories the libraries in each classroom. Each classroom library must have an appropriate amount of bilingual Spanish materials. In addition, classroom libraries have sufficient copies of books at different reading and language levels. Classroom libraries also have multiple genres to pique the interests of different students.

When choosing curriculum materials, decisions are based on grade level rigor, common core state standards, as well as engagement of content. Teachers are trained and supported to create lesson plans that are language rich, collaborative, and contain multiple opportunities for students of any language level to express his/her level of understanding.

Every teacher at Valverde Elementary School is ELA qualified, or in the process of becoming ELA qualified through Denver Public School's ELA certification program. The instructional leadership team supports, trains, and offers feedback on ELL instructional strategies to all teachers. Mr. Schutz completed his ELA certification as DPS teacher and continues to seek professional development opportunities. All leadership team members will receive DPS certification for administration and seek additional professional development opportunities. All teachers are expected to use ELD best practices, such as Sheltered English Content Instruction. Every lesson is accessible to every ELL in the classroom, and supports are built-in so each student can achieve grade level rigor. Teachers put emphasis on creating language rich classrooms, which provides multiple opportunities for students to communicate their learning.

As accordance with our school mission, every student, every day, will enter into a supportive environment. This can be observed in every classroom and is reflected by the relationships students and teachers build, and by the inclusive and rigorous education we provide. There is regular communication between school and parents regarding the progress of each child. In addition, we are committed to hiring staff with the ability to communicate with parents in Spanish as often as possible. We will utilize DPS resources to ensure that every parent receives communication in their preferred language.

Valverde Elementary School will provide a comprehensive TNLI program. The goal is that all Spanish-speaking ELLs who opt into our TNLI program will exit the program academically proficient in both English and Spanish. Valverde believes that biliteracy is an asset, and will assist students as they move forward in their education and careers.

Valverde Elementary School is intentionally implementing its TNLI Model. Native language instruction will be given in each ELA-S classroom. The expectation is that by 5th grade students will be biliterate in both English and Spanish. Valverde will use Literacy Squared's Biliteracy Zone to track students' progress biliteracy. Academic progress in English will be measured by DPS assessment cycles, ANet assessments, DRA assessments, as well as classroom formative assessments.

Biliteracy Zone	
EDL Range, Spanish	DRA Range, English
A-2	***
3-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

Reference: Kathy Escamilla: *Transitions to Biliteracy: Beyond Spanish and English*, April 2007

Exiting/Redesignation:

When it is determined that a child should be mainstreamed into English only instruction or exited from ELA services, Valverde follows the District guidelines to ensure that our process uses:

- A conjunctive or composite score to measure when a student has achieved proficiency in English on a valid and reliable ELP test.
- Grade level proficiency in each of the four language domains to permit students to participate effectively in grade level academic content instruction and assessments in English.
- A valid and reliable measure of the student's proficiency in English that enables students' meaningful and equal participation in the educational program without program services.

In order to complete the exit or redesignation process, we use accompanying documentation, ie: standardized assessments, report cards, current reading assessments, writing samples scored using the WIDA rubric, and attendance histories. Valverde parents/guardians are fully informed about a student's exit or redesignation consideration through a face-to-face meeting. All exit or resignation decisions include parent input and feedback. Parents are formally notified in writing of final team decisions. Students are closely monitored for two years after exiting the program using the same thorough body of evidence used to determine redesignation. If, at any time, during this two-year monitoring process the ISA team or a teacher determines that a student would benefit from further ELA services, a body of evidence is collected to consider readmitting the student to the ELA program. When considering an ELL with an IEP for redesignation or exit, the ISA Team consults with the Special Education/IEP team.

As stated above, all decisions made by Valverde's ISA team are based on a body of evidence and include input from all stakeholders. A redesignated student's academic success is monitored for two years after exit from ELL services. The ISA administrator does this follow up in tandem with the

administrative leadership team and mainstream teachers. The ISA team notifies classroom teachers, the administrative leadership team, and parents, all of whom collaborate, agree and sign the district ELA Re-designation Review Form. Documentation of the exit decision is included in the student's cumulative folder as well as copies of those records maintained in the dean's files. Valverde Elementary School follows district policy and ensures that all ISA team and mainstream classroom teachers document each student's academic performance using the ELA Monitoring Form and supporting documentation. Monitoring forms are used to monitor the degree to which redesignated students are meaningfully participating and demonstrating academic proficiency in mainstream English instruction.

On a quarterly basis, the Valverde leadership team monitors academic and school culture data for ELLs as well as data on instruction from observation, feedback, and teacher evaluations, and uses these data to evaluate the effectiveness of the TNLI and ELD programs and make necessary mid-course corrections.

J. Students with Disabilities

Valverde will comply with the IDEA and all federal law concerning serving students with disabilities. Valverde Elementary School uses an integrated academic model where students at all levels participate in heterogeneous classes, but also benefit from small group instruction and blended instruction as needed to improve academic achievement and mastery. This model provides multiple opportunities for special education services and specialized instruction to be provided without disruption to a student's daily schedule.

Students with disabilities participate in the school wide assessment cycle, which includes annual WIDA testing, district interims and ANet assessments, as well as weekly curriculum-embedded assessments of essential learning goals. Student progress is monitored using CBMs in accordance with the guidelines established by DPS Department of Student Services. In addition, special education teachers assist in the tracking of student progress in the general education classroom and provide tutoring and homework support. Special educators and/or case managers use baseline data to set targeted IEP goals in the student's area of disability, closely monitor the student's progress with curriculum-based measures and behavior observation tools, and communicate the student's progress to administration, general education teachers, and parents. The provider uses the data to target the areas of need with specialized instruction and research-based methods and interventions. The case manager compiles all academic data points (diagnostic, benchmark, and progress monitoring) in a data file that drives the individualized service delivery for that student.

Finally, special education staff actively participates in the data team processes to ensure that all students are making adequate progress. Special education staff members participate in the same rigorous evaluation processes as all other Valverde Elementary School staff, including one-on-one data conversations with school administration to closely monitoring student progress in the areas where they are receiving specialized instruction services.

Staffing and Professional Development:

For all special educator positions, Valverde Elementary School recruits candidates who possess appropriate licensure and are highly qualified. We seek candidates who have a proven record of implementing effective instructional strategies and curricula identified by the extensive body of research on best practices for instructing students with disabilities. Candidates demonstrate the ability to support all disabilities, including social/emotional and educational.

All special education teachers are trained in best practices for providing specialized instruction. Teachers attend the ongoing professional development opportunities provided by DPS Student Services. At the school level, special education teachers receive ongoing professional development in content-based curriculum, working with diverse student populations, and classroom management and engagement strategies. In addition, special education staff participates in periodic professional development sessions with general education staff to share the key instructional strategies and techniques they learn in their book study groups.

Valverde Elementary School is projected to have 17 mild/moderate students and two part-time special education teachers. Each special educator will have a caseload of approximately 9 students. Students will be grouped by grade level and specific IEP goals as a means of meeting each student's specific needs. Special education staff will also be supported by a bilingual paraprofessional who can provide more targeted support for ELLs identified with IEP goals.

Program Plan:

The special education team, including special education teachers, paraprofessionals, and related service providers, provides a continuum of services to support student success in the general education setting. These services include direct instruction outside of the general education classroom, integrated instruction and support inside the general education classroom, behavior interventions, and consultation with classroom teachers. Students with IEPs are included in the general education classroom to the maximum extent possible to meet their individual learning needs. These integrated services are tailored to the needs of the students, as identified in the IEP, and therefore vary.

Special education teachers support students through collaboration with the general education teacher to differentiate lessons, co-teach, provide instruction to small groups, and support individual students as needed. They also integrate interventions or multimodality supports, such as classroom visuals and manipulatives, into instruction, provide ELL support, provide accommodations, and support assistive technology.

Direct services outside of the general education classroom are mostly reserved for targeted instruction of discrete skills with remediation and research-based programs. Such research-based interventions may include the Wilson Reading System, Foundations, Spellography, ALEKS and Why Try. Students with IEPs who have stronger skill sets can also access these as Tier II interventions in the

general education classroom, and therefore are enabled to be further included in content areas. Direct services can also include intensive support of general education objectives via pre-teaching, extended independent practice, re-teaching, and conceptual applications. The overall objective of these direct services is to support student growth and, therefore, student ability to access the general education curriculum. Special education providers also facilitate positive behavioral supports for students with emotional and developmental disabilities.

When a student is identified as needing additional academic support, the student participates in a screening process for small group instruction in their area of need (reading and/or mathematics). Based on this data, students are placed in small groups for targeted intervention. A student's responsiveness to small group instruction is closely monitored and analyzed. When a student is unable to make adequate progress in these groups, instruction is modified and adjusted as a part of regular data team meetings. If the student continues to struggle to make adequate progress, he/she is referred to the Student Intervention Team (SIT). The SIT includes regular education teachers, intervention teachers, and special education staff. Parents are also an integral part of the SIT process. The SIT utilizes the DPS protocols and formats. Each student who participates in the SIT process receives a 6-week plan to be implemented and closely monitored. When students have participated in the SIT process and continue to struggle to make adequate progress, the team may determine that the IEP process should be pursued. At that point in time, a student may be referred to the IEP team for an evaluation. The IEP team will use the guidelines and processes outlined by the DPS Department of Students Services to conduct an evaluation and IEP determination. The same process is followed for students who display social/emotional needs, with additional supports from the school-wide PBIS and Peace 4 Kids systems.

DPS Center Programming:

Valverde offers an early childhood (ECSE) center for students with autism. Valverde administrators are committed to the current programming and will work to ensure the continued effectiveness of the program for all students in the center. Valverde's community ensures that all students have equitable access to the highest level of academic, social, emotional, behavioral and intervention programming for all of our students. Valverde's autism program employs one lead teacher and three paraprofessionals.

Student Recruitment:

The recruitment process for Valverde Elementary School is inclusive of all students who wish to attend our school. It is the intent to provide special education services for identified students across a continuum of services based upon the individual needs of each student. No student will be turned away from Valverde Elementary School because of a special needs and/or IEP. Once students are admitted, Valverde staff members reach out to families in order to welcome them, learn about the individual strengths and needs of the student, and prepare for excellent service delivery.

Students identified with mild to moderate special needs receive support in a pull-out or inclusionary model that adheres to the minutes on each student's Individual Education Plan (IEP). Valverde's Instructional Leadership and Special Education Team evaluate each students' IEP goals to determine

classroom placement. Students with special needs who require additional support services receive these services in accordance with their IEP, utilizing push-in and pull-out models. Schedules are created and adjusted frequently to meet the individual needs of the identified students based on decisions made during IEP meetings.

On a quarterly basis, the Valverde leadership team monitors academic and school culture data for students on IEPs as well as data on instruction from observation, feedback, and teacher evaluations, and uses these data to evaluate the effectiveness of the special education programs and make necessary mid-course corrections.

K. Gifted and Talented (GT) Students

Valverde Elementary School's commitment to all students includes highly effective strategies for identifying and challenging our GT students. Valverde uses the DPS policies and procedures for identification of gifted and talented students. Students will be identified for gifted and talented services using the district identification process, which includes multiple pathways for identification. Students may be identified in any general intellectual ability, specific academic aptitude or specific talent aptitude areas. The new ECEA rules will be followed to ensure portability of identification across the state which is why schools must align identification to the district (AU) process. Universal sweeps of all students in K, 2nd and 6th grades are part of the identification process employed by the district to find and support typically underserved students. A bank of assessments that has been researched for its effectiveness with underserved populations will also be available for use in the identification process. The gifted and talented teacher will be responsible for attending training offered by the district and implementing identification processes.

New ECEA rules require Advanced Learning plans include standards based goals. This new rule states that the standard may be on or above grade level. The DPS GT department has a Curriculum coordinator who has been developing extensions to the DPS curriculum for all teachers throughout the district to use when working with gifted and talented students. The department also recommends the use of depth and complexity framework, William and Mary, Compacting, and acceleration as appropriate for address the academic needs of gifted learners. The affective/ social emotional component that is required on ALPs can be addressed through a variety of approaches, peer groups, program models such as ALM, etc.

Valverde employs a centrally hired GT specialist one day per week (.25 FTE). The GT specialist is responsible for GT assessment and identification, developing and monitoring progress on Advanced Learning Plans, consulting with teachers on curriculum extensions, and providing direct support to students. The GT teacher is evaluated jointly by the school and the district GT Director.

DPS provides training and resources to all DPS schools which include strategies to effectively differentiate for gifted learners which include but are not limited to Depth and Complexity, Rigor and Engagement, William and Mary curriculum, Jacob's Ladder, M2 and M3. Resources on the Cluster grouping model, ALM, PCM are also available from the GT department.

GT students and any other students who show high levels of achievement receive advanced learning opportunities such as curriculum compacting or acceleration, clustering of high performing students for instruction, and enrichment opportunities, even if they are not all identified as gifted and talented. Valverde follows procedures set forth by the G/T department to ensure that students who are traditionally under-represented are included in the program. ELLs are evaluated for eligibility based on modified criteria. ELLs only need to demonstrate one year above grade level skills, modified TCAP criteria, and a checklist that analyzes the rate at which a child has acquired their second language.

Each identified gifted and talented student receives an Advanced Learning Plan (ALP). Gifted and talented students often have unique social/emotional needs coupled with advanced intellectual abilities. ALPs can provide avenues for gifted students to realize their potential and experience success. The ALP provides documentation for gifted education services in the student's areas of strengths, the student's yearly growth, and the ways that the student's academic, social, and emotional need must be addressed. This establishes a partnership among the gifted student, the classroom teacher, the parent/guardian, and the gifted education specialist at the school. The ALP can also provide assessment accommodations for GT students who need additional time to complete district, state and school assessments.

Student progress toward ALP goals is monitored throughout the year and goal attainment is documented at the end of each year in collaboration with the classroom teacher, parent/guardian, and GT specialist. GT student data and growth is reviewed throughout the year and adjustments are made according to the ALP and student instructional levels indicated in student achievement data.

On a quarterly basis, the Valverde leadership team monitors academic and school culture data for GT and advanced students as well as data on instruction from observation, feedback, and teacher evaluations, and uses these data to evaluate the effectiveness of the GT services and supports and make necessary mid-course corrections.

L. Supplemental Programming

Health and Mental Health Services:

Valverde Elementary School offers a variety of health and mental health services to students and families including a nurse, health tech, psychologist and part-time counselor. Health and mental health related staff meets weekly to monitor progress, develop needed support and plan for implementation.

Extended Day Enrichments:

Beginning in 2016-2017 Valverde Elementary School will provide an extended student day to provide students sufficient time and resources to master academic content, as well as participate in structured enrichment activities. Valverde staff, community partners, and organizational providers offer enrichment during the extended day that may include: interventions, advanced math and science classes, after school dance club, theater, cooking class, visual arts, and athletics. It is

anticipated that students will receive approximately three days per week of academic focused extended learning and two days enrichment focused learning opportunities. In addition to these built-in school programs, Valverde builds community partnerships to promote academics as well as positive, healthy behavior for our students and their families. Examples of existing and potential partnerships include: the Denver Public Library, Girls on the Run, Boys and Girls Club, Denver Kids, Junior Achievement, Denver Parks and Recreation, Earth Force, Boy and Girl Scouts of America, Fit Fun, LEGO Engineering, Rapids Soccer, Rocky Mountain Children's Choir, City Strings, KidsTeck, DSISD (Denver School for Innovation & Sustainability Design) and ELKids.

City Year:

Starting in fall 2016, Valverde Elementary School will partner with City Year Denver. The partnership with City Year will allow Valverde to focus resources toward priority elements of the redesign plan: student culture, engagement and academic success. City Year is an AmeriCorps program focused on closing the achievement gap for highly impacted groups of students. Corps members will support third through fifth grade students with attendance monitoring and engagement, socio-emotional support, and support in math and literacy. Additional whole school supports will be provided through school-wide events and activities, recognitions and whole class support in English Language Acquisition.

Summer School:

The Valverde leadership team will evaluate student learning needs and consider summer school options.

Section IV: TEACHING

Valverde will follow DPS protocols to ensure all core content teachers are “Highly Qualified” both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA).

A. Teacher Recruitment, Hiring

At Valverde Elementary we know that great teaching matters. Research consistently shows effective teaching is the single most important school-based factor that advances student learning. Therefore, Valverde will aggressively recruit top candidates for based on our primary criteria for hiring teachers; mission compatibility, demonstrated student achievement with a similar student population, the capacity to communicate and work effectively with a diverse student population, communication skills, and work ethic/resilience. In addition, the hiring team will screen deeply at every stage for cultural competence, specific experience with the target demographics and review a variety of factors and experiences that predict authentic relationships and success with students. Valverde leadership will make a targeted hiring strategy capitalizing on both independent and centralized DPS recruitment efforts to ensure enough ELA-E and ELA-S certified teachers to meet the needs of the student body, including attending conferences and hiring fairs to network with promising candidates. As a redesign/turnaround school Valverde has full hiring authority for staffing all teaching positions for the 2016-17 school year.

Valverde elementary school classroom teachers will be required to hold a Colorado license. Students will receive core academic instruction by teachers who meet the criteria for “highly qualified” in accordance with the Elementary and Secondary Education Act (ESEA). Fingerprinting and background checks will be required for anyone who supervises students.

The school will consider all eligible applicants, including district teachers who apply to transfer for vacancies.

The selection and hiring process follows the Blueprint Schools Network teacher selection toolkit guidelines. All candidates are evaluated based upon Blueprint Competencies:

Indicators		
C o m p e t e	1. Relentless Drive for Results (Standards-Based Goals)	<ul style="list-style-type: none"> ● Sets ambitious and measurable goals for student achievement. ● Plans purposefully with the end goal in mind (i.e. daily objectives, standards).
	2. Influence and Motivate Others	<ul style="list-style-type: none"> ● Works collaboratively to problem-solve and achieve shared goals.

n c i e s	<i>(Positive Classroom Culture and Environment)</i>	<ul style="list-style-type: none"> ● Mobilizes and invests stakeholders (students, parents, colleagues) to achieve goals. ● Approaches situations from Growth Mindset perspective
	3. Data-Driven, Problem-Solving Approach (Differentiation)	<ul style="list-style-type: none"> ● Uses data to identify patterns in student performance, anticipate potential pitfalls and adjust practices. ● Determines student needs via daily mastery assessments and checks for understanding in order to inform instruction in real-time. ● Actively analyzes situations and changes tactics as needed.
	4. Interpersonal Understanding and Cultural Awareness (Positive Classroom Culture and Environment)	<ul style="list-style-type: none"> ● Builds relationships with diverse constituents. ● Worries about serving constituents in their best interest. ● Works to develop an understanding of the community and the unique needs of stakeholders. ● Creates a welcoming environment. ● Understands how personal bias, privilege, or assumptions could impact working with stakeholders.
	5. Ability to Overcome Adversity	<ul style="list-style-type: none"> ● Recovers quickly from setbacks. ● Does not let disappointments prevent work from being accomplished ● Demonstrates resilience and persistence in the face of obstacles.
	6. Sense of Self-Efficacy	<ul style="list-style-type: none"> ● Confidence in own ability to lead and produce results for all students. ● Demonstrates emotional self-control and reasoned thought. ● Continually reflects on performance and seeks feedback and resources to improve effectiveness.
	7. Initiative and Persistence	<ul style="list-style-type: none"> ● Actively monitors the classroom. ● Maintains a sense of focus through appropriate pacing and bell-to-bell instruction. ● Adjusts daily schedule, lessons and plan as needed ● Sustains energy to avoid burnout.
	l n s t	8. Strong Pedagogy and Delivery (High Impact Instructional Moves, Differentiation,

r u c t i o n a l S k i l l s & K n o w l e d g e	<i>Masterful Content Knowledge)</i>	<ul style="list-style-type: none"> ● Makes lessons relevant and meaningful by connecting each lesson to daily and long-term learning goals, prior knowledge, and real-world examples. ● Ensures that all students are engaged at all parts of the lesson cycle. ● Breaks down complex ideas logically and coherently in a student friendly manner. ● Incorporates higher order thinking skills into lesson activities and questioning.
	9. Effective Classroom Management (<i>Effective Classroom Management</i>)	<ul style="list-style-type: none"> ● Deliberately creates a safe, positive and productive learning environment. ● Sets and maintains clear expectations for students' behavior. ● Holds every student accountable for meeting high expectations. ● Cultivates a sense of community and group responsibility/ownership.

The teacher selection process occurs in six stages:

Stage One, Initial Screen of Resume and Cover Letter:

Applicants are asked to submit a school-specific cover letter and resume, which should include information on the candidate's education and experiences, as well as certification to ensure they are highly-qualified for the position. Each candidate is screened and scored using Blueprint's Teacher Cover Letter and Resume Screening Template. (See Appendix for copy of Blueprint Teacher Cover Letter and Resume Screening Rubric Template.)

Stage Two, Phone Interview:

The hiring committee uses the Behavioral Event Interview (BEI) techniques, interview questions, and scoring protocols. The BEI technique requires candidates to detail actions and thinking in past work events. Interviewers using BEI ask questions that encourage candidates to reflect on concrete, past actions, rather than hypothetical responses. (See Appendix for sample Blueprint Phone Interview Template.)

Stage Three, Interview:

Part 1, Lesson Plan Scenario: Candidates are given a lesson plan scenario with student pre-test data and demographics (i.e. IEP status, ELL status, etc.) in order to create a personalized lesson plan based on the data. All lesson plans are evaluated using a rubric.

Part 2, Written Response: Candidates are given a question case study aligned to one to two turnaround teacher competencies. Essays are evaluated using a rubric. (See Appendix for sample of Blueprint Phone Written Response Template and Rubric.)

Part 3, Interview: Candidates are interviewed by the school's hiring committee. Questions are selected from the Blueprint Teacher Toolkit before interviews begin to ensure that all candidates respond to the same questions. Additional grade level specific questions may also be included.

Stage Four, Model Lesson:

School administration and interview committee (whenever possible) ask to observe candidates in their current school and/or ask candidates to video record a lesson for school administrators and interview committee members to observe. Candidates' lessons are evaluated using a rubric and provided a debrief opportunity.

Stage Five, Reference Check:

In alignment with the DPS Human Resource Department guidelines, candidates are required to provide at least two references, with one reference coming from an immediate supervisor who has evaluated the candidate in the past. Valverde uses the DPS Human Resources and Blueprint reference check documents to collect and document feedback from references.

Stage Six, Follow-up and Final Selection:

The leadership team works collaboratively to review candidate application documentation and make final selections.

Valverde Elementary School focuses on cultural competency at each stage of the hiring process, as well as on cultural competency PD for new and existing staff. Through written questions, phone screens, and in-person interviews, candidates are asked to demonstrate cultural competency, as defined by an individual's capacity to work effectively across differences. Examples may include positive experiences across lines of race, gender, class, and sexual orientation among colleagues; knowledge of privilege and racism; a commitment to anti-racist teaching and actions; and effective coalition-building among families and community. Once a part of the team, all Valverde Elementary staff members participate in cultural competency training sessions at multiple times throughout the course of the year.

B. Teacher Retention

Valverde sets an annual goal to retain 90% of the teaching staff by year 3. In 2012 The New Teacher Project (TNTP) released a new case study, Keeping Irreplaceables in D.C. Public Schools, highlights District of Columbia Public Schools as an example of a large district utilizing smart retention strategies, and identifies ways it can continue to make progress. TNTP recommends eight teacher retention strategies Valverde's Administrative Leadership Team employs: 1) informed effective teacher teachers

they are high performing 2) provide teachers with regular positive feedback 3) offer public acknowledgment of teacher accomplishments 4) offer access to additional resources 5) teacher leader roles determined 6) teacher development areas identified and 7) provide critical feedback to teachers.

C. Teacher Coaching

The goal of teacher coaching is to grow teachers as effectively and quickly as possible to ensure highly effective instruction occurs in every classroom. Teacher coaches identify actionable steps aligned to highly effective classroom practices (i.e.: classroom management and rigor) that a teacher can master in the shortest amount of time. In order to achieve this goal, teacher coaching must be highly individualized, systematic, and continuous. The first step in developing highly effective teachers is to clearly identify the characteristics of a highly effective teacher at Valverde Elementary School. We use the DPS LEAP Framework for effective instructional strategies and Doug Lemov's *Teach Like a Champion* classroom management strategies as the primary resources. Teachers receive weekly/bi-weekly coaching of these techniques, as well as curriculum specific teacher coaching and training. Teachers receive weekly/bi-weekly formal and informal observations, coaching and support from the principal, AP, and teacher leaders/teacher effectiveness coaches, differentiated based on teacher needs and professional development. Review of instructional plans and student achievement data are a regular part of the supervision and coaching conversations.

The observation and feedback cycle adhere closely to the structural frameworks and guidelines identified in Leverage Leadership (Bambrick-Sayntoyo, 2012). Fifteen to 20-minute observations of teachers occur every week, followed by a weekly feedback session. Each feedback session is focused, evidence-based, and constructive. Leadership uses the Six Steps for Effective Feedback protocol provided in Leverage Leadership to frame feedback and coaching conversations. Teachers bring their lesson plans and teacher's guides connected to the observed lesson, as well as upcoming lessons, to ground the debrief conversation in instructional practice and provide next steps for implementation. The identified action steps are focused, high-yield, connected to the LEAP Framework, and manageable enough for a teacher to make changes that can be observed in practice within a week. Based on the identified action step, teachers may be given professional reading, video exemplars, or models in their classrooms to support their action step implementation. Valverde Elementary uses a data tracking system to track the instructional coaching cycles of teachers. Teachers receive frequent formal and informal observations and individualized feedback from the principal, APs, and teacher leaders. Review of instructional plans and student achievement data is a regular part of the supervision and coaching conversations.

The Instructional Leadership Team will review data on implementation and impact of instructional coaching monthly and make necessary adjustments to the coaching system to ensure that teachers receive the necessary support to improve instructional effectiveness and increase student achievement.

D. Teacher Evaluation

Valverde Elementary School intends to support teachers at all stages of their professional development. Teacher evaluation is meant to identify the current strengths and growth areas of teachers, to identify professional growth opportunities and supports, and to monitor progress toward becoming a highly effective teacher.

Valverde's school leaders evaluate and support the professional growth of our teachers using the DPS LEAP system. Teachers receive training on the LEAP evaluation system and process and the LEAP rubric is provided to teachers at the beginning of the year. Each teacher is assigned an evaluator from the administrative team (principal, AP, and/or Senior Lead). In order to fully align with the guidelines of Colorado SB-191, Valverde follows DPS LEAP policies and procedures for the annual evaluation of teachers. Teachers fully participate in the observation, professionalism, student survey, and student data components of the LEAP system. The student data component of LEAP will constitute 50% of the overall evaluation of teachers.

The assigned evaluator also observes each educator formally two times a year, completing a detailed observation protocol for a full-period observation. Twice a year, educators formally meet with their assigned evaluator for mid-year and end-of-year reviews, where performance is discussed with respect to the formal evaluations of educator effectiveness, including student performance data and the LEAP teacher effectiveness rubric.

If it is determined that a plan of improvement plan is needed, the staff member is provided 30-60 days to make needed improvements.

Any teacher recommend for a plan of improvement is provided additional coaching and feedback, release time to observe other teachers, and additional professional development resources. If these measures do not improve performance, the teacher may be recommended for non-renewal of an annual contract. The teacher performance and grievance policy is outlined in the Valverde Staff Handbook. The principal consults with her or his district supervisor and district HR partner regarding performance management plans and any possible termination of an employee.

Teacher evaluators will meet monthly to review implementation of the teacher evaluation system and make adjustments as necessary.

The DPS Instructional Superintendent is responsible for evaluating the principal. The Collaborative School Committee and mid-year teacher surveys contribute to that evaluation. The Instructional Superintendent takes action as necessary in setting up a plan for improvement, and then initiate further action as deemed necessary to keep the school leadership in line with the achievement of the goals outlined in the redesign plan.

E. Professional Development

Valverde Elementary School is committed to offering the most comprehensive professional development to staff prior to the academic school year through a two-week workshop prior to the start of school, as well as an ongoing calendar of whole school and team-based professional

collaboration and learning. The professional development topics are determined based on school-wide goals, individual teacher goals, and student achievement data identified throughout the year and include developing the cultural responsiveness necessary to effectively serve linguistically and culturally diverse students, as well as meet the needs of ELL students, G&T students, and student with disabilities.

Professional development is led by administrators, teacher leaders, DPS School Partners, and possibly outside educational consultants. Professional development opportunities are determined and driven by the following:

1. Student achievement data
2. Data from the observation and feedback cycles
3. Student culture data

Valverde Elementary 2016-2017

Professional Development Calendar

*Does not include weekly team meetings on school core priorities including ELL strategies, serving Students with Disabilities.

Team Building	Early Release	Green Days	Blue Days	Social Emotional	Procedural	Instructional Development
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Aug 10	Retreat					
Aug 11	Retreat					
Aug 12	Valverde 101-Staff Handbook, Procedures (discipline, TRACKS/PSF)					
Aug 15	8:00-10:30 Literacy Planning/iStation 10:30-12:00 City Year					
Aug 16	District PD					
Aug 17	8:00-12:00 Fellows/Bridges					
Aug 18	8:00-10:00 PD Tim Turley-De-escalation 10:00-12:00 InFocus, DDI/MTSS					
Aug 19	8:00-11:30 EL Achieve 11:30-12:00 Book Trust					
Aug 24	Instructional Launch- Management Trajectory 1-2 (Culture setting in classrooms)					
Aug 31	Instructional Launch- Rigor Trajectory 1-2 (Lesson Planning)					
Sep 7	Social Emotional PD 1					
Sep 9	LEAP/SLOs					
Sep 14	District Literacy/1 hr PD - Close Reading Refresher/Scripting Questions					
Sep 21	ANet/Interims					
Sep 28	Habits of Discussion Introduction- Habits 1 & 2					

Oct 5	District Literacy/1 hr PD- Independent Practice-Writing Exemplars
Oct 12	Social Emotional PD 2
Oct 19	Habits of Discussion- Habits 3 & 4
Oct 26	Differentiated Habits of Discussion Sessions
Nov 2	District Literacy/1 hr PD- Independent Practice – Aggressive Monitoring
Nov 9	Social Emotional PD 3
Nov 16	Accommodations – PARCC
Nov 30	Differentiated Habits of Discussion Sessions
Dec 7	District Literacy/1 hr PD – Habits of Evidence (Close Reading Touch Base)
Dec 14	Social Emotional PD 4
Dec 21	Differentiated Habits of Discussion Sessions
Jan 5	District Literacy/1 hr PD
Jan 6	
Jan 11	Social Emotional PD 5
Jan 18	Ethics – PARCC
Jan 25	Habits of Discussion Refresher
Feb 1	
Feb 3	
Feb 8	Social Emotional PD 6
Feb 15	
Feb 22	

Evaluation of PD:

The Instructional Leadership Team will evaluate the professional development program quarterly. Professional development sessions are evaluated using three key questions outlined in Paul Bambrick-Santoyo’s book Leverage Leadership:

1. Is the professional development actionable? Does it articulate what teachers will be able to do when they walk out of the workshop?
2. Is it evaluable? Will you be able to easily evaluate whether teachers know how to implement workshop objectives?
3. Is it feasible? Can you accomplish the PD objectives in the time allotted?

Valverde's leadership evaluation of our professional development program includes analyzing its impact on teacher effectiveness and student achievement. If teacher effectiveness and/or student achievement are not increasing at an adequate rate to reach the school's goals, the ILT will determine necessary changes to the professional development program.

Section V: GOVERNANCE & FINANCE

A. School Governance:

The Collaborative School Committee (CSC) provides strategic direction and support to Valverde Elementary School in order to enhance student achievement and school climate by engaging the school community in collaborative efforts to achieve goals. The CSC provides support as governed by state and federal law, regulations of the Colorado Department of Education, the DPS/DCTA Agreement and other contracts, mandates and legal orders. The CSC also provides a consistent forum for a school governance model that puts students first and provides clear communication lines with all stakeholders.

The CSC receives periodic updates on student progress as measured by interim assessments, PARCC, ACCESS, and other school-wide assessments. This data is at the forefront of all decisions made by the CSC to ensure that student achievement and progress is the lens for all decisions and recommendations to the Valverde community.

Meetings of the CSC are open to the public. They are held as needed. Meetings to discuss time-sensitive agenda items like budget are scheduled in a manner to ensure that the CSC has adequate time to review information and give input into the decision making process. Valverde's school website is used to report out the proposed agendas, minutes, and next steps of the CSC for all school and community members to read and review. These documents are also available in the main office for families, who do not have access to the school website.

Collaborative School Committee (CSC)

The CSC is a school accountability committee that provides strategic direction in support of the school's mission, vision, and school improvement plan. BVIS will implement the CSC consistent with district policies.

Membership:

The CSC will consist of:

- three parents or legal guardians of students enrolled in the school
- one teacher who provides instruction at the school
- one principal or the principal's designee
- one person from the community
- one adult member of an organization of parents, teachers & students

The number of members of the CSC will be determined by the Principal. If the CSC has more than the above-described members, the CSC will ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest

representation.

To the extent practicable, the CSC will represent a cross-section of the school community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

Election of Members:

The school will hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member will be appointed by the other members of the CSC. If a vacancy arises on the CSC, the remaining members of the CSC will fill the vacancy by majority vote.

Duties:

In accordance with state statute, the CSC will:

1. Act as the school accountability committee for the school.
2. Recommend to the Principal priorities for spending school moneys. The Principal will consider the CSC's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education. The CSC will send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.
3. Advise the Principal and the Instructional Superintendent concerning the preparation of a school improvement plan, and submit recommendations to the Principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.
4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.
5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the Principal and principal evaluations.
6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in [C.R.S. 22-11-401\(1\)\(d\)](#). The committee's activities to increase parent engagement must include, but need not be limited to:
 - Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
 - Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
 - Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:

1. participate in the day-to-day operations of the school;
2. be involved in issues relating to individuals (staff, students, or parents) within the school; or

3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings

The CSC will publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

School Leadership Team (SLT)

The SLT is a representative group of teachers who provide input into the implementation of the school's educational program. BVIS will convene an SLT consistent with DCTA Article 5-4.

Membership:

- 1 principal
- 1 DCTA representative
- 1 teacher appointed by the principal
- At least 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers, elected annually by a majority of the faculty voting by secret ballot.

Decision Making Process:

- The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.
- If consensus cannot be reached, the matter will be referred to the Instructional Superintendent who will consult with the Association prior to making a decision

Responsibilities:

- a. Review data and collaborate in the development of the School Improvement Plans;
- b. Review and collaborate on the design of the school's schedule, including but not limited to:
 - student schedule, teacher schedule
 - professional development plan and schedule within the workday and/or workweek
 - Other operational and professional functions (eg. committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams)

The SLT will take into consideration other professional development and teacher obligations in scheduling this time;

- c. Review and collaborate on the implementation of the District's instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week

- d. Collaborate to identify strategies for increasing enrollment at the school;

- e. Collaborate to develop communication strategies for regularly reporting student progress to parents;
- f. Collaborate to implement best instructional practices;
- g. Perform additional duties as outlined in Article 8.

B. Budget & Policy Narrative:

(See Budget Attachment)

School-based budgets are reliant on student enrollment. Enrollment across elementary schools in Southwest Denver is declining and the population in the region shifts and birth rates have fallen. As such, Valverde is forecasting a decline of approximately 65 students. We are able to maintain our current staffing supports for the next 3 years while prioritizing additional supports including adding an extended day and partnership with City Year. However, these supports become largely reliant on securing actual salaries which will increase our revenue by **\$138,800 - \$176,400**. We are also able to maintain core priorities of our redesign by strategically becoming a smaller school with 2 rounds of students as we implement this plan.

Valverde Elementary School's administration and CSC ensure that our budget closely supports and aligns to our mission, vision and educational plan. Valverde's CSC meets annually beginning in January to review school enrollment projections, current and relevant student data, and the upcoming year's budget to determine how SBB funding supports and aligns with school's mission, vision and plan.

Contingency Plan:

Should revenues decline by up to 20% based on declining in SBB or decreased enrollment we will work with our CSC to determine funding reductions aligned with our Innovation plan. Such decisions will prioritize classroom teaching staff and targeted supports. We will focus our initial reductions on non-essential resources from our non-salary budgets of up to 20% of the overall budget. Followed by non-classroom staff at the rate proportional to the reduction.

Salaries:

Valverde Elementary School adopts a salary schedule that meets or exceeds the salaries outlined on the district's salary schedule. Teachers are provided compensation for additional time, responsibilities, and/or additional levels of performance as determined by the school CSC.

Valverde's CSC uses data to distribute funds to support the academic and social-emotional health of all students.

If anticipated revenues are not received or are lower than expected, we will revisit our staffing structure and reevaluate our allocations through the lens of our mission, vision and plan. This process will focus on limiting our potential cuts to areas that are least likely to significantly affect our students' instructional needs and supports.

District Goods and Services:

Valverde Elementary School annually selects district services that align with our mission and plan. We opt out of central services when those services do not align with Valverde priorities or needs, or when the Valverde CSC identifies more efficient and effective options.

Valverde Elementary School seeks private donations and grants to support extended learning, extracurricular activities, instructional materials, and the technological tools necessary to implement the model outlined in our plan to deliver rigorous, personalized instruction paired with strong character development with socio-emotional learning supports through project-based learning focused on cultivating 21st century skills to prepare our student for success.

Other Revenue:

Valverde Elementary leadership collaborates with the Collaborative School Committee to identify and pursue other grants, donations, and fundraising opportunities.

C. Facility:

Valverde Elementary School will remain at the current facility. The school name will not be changed as part of this Innovation Planning Process.

