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Executive Summary Narrative

Culture:

We are learners of the WoRLD and we CARE!

Centennial's mission was developed in 2012 by families and staff working collaboratively to evaluate, analyze, and draft mission statements aligned with the EL Education model. The themes presented in these drafts were analyzed for their frequency of occurrence and used to compose Centennial's mission statement: *Centennial, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.* Continued Innovation Status will support Centennial to implement the EL Education model to fruition, obtaining the achievement results characteristic of EL Education schools.

Centennial's educational program, prior to 2013, yielded low student achievement and low median growth percentiles, identifying Centennial as "Accredited on Probation" according to the DPS School Performance Framework. Since 2013, Centennial has demonstrated growth and improvement, but continues to perform below expectations. As a result, Centennial continues to prioritize the development of a school culture that emphasizes learning and growth to improve overall student performance. Continued Innovation Status will support Centennial in making gains in student performance, providing the school with greater flexibility to implement an educational program that emphasizes excellence aligned to Common Core standards, altering the daily schedule to create more school-wide culture building activities and interdisciplinary learning experiences, and utilizing human resource and teacher development flexibilities, to make fundamental changes to (and extend the range of) teaching practice capabilities throughout the school. These elements are essential in obtaining the achievement gains necessary to move from a red school to a green school on the DPS School Performance Framework and to create a culture at the school that helps every student find

their voice as an academic champion and active contributor to a vibrant learning community. Aside from the need for autonomies, continued Innovation Status will support the maintenance of a culture of empowerment among teachers, students, parents, and staff centering around a shared sense of urgency, a plan for addressing, and ownership over student outcomes. Continued Innovation Status will provide a school-wide collaborative effort to ensure necessary student achievement gains.

Leadership:

Laura Munro has served as the principal of Centennial since 2011 and is responsible for successfully implementing this Innovation Plan.

The Centennial principal requires leadership skills appropriate for an innovative elementary school undergoing significant educational reform. The principal is academically and instructionally focused, a proficient thinker and creative problem solver, culturally aware, responsible and ethical.

Education Plan:

EL Education defines student achievement as the combination of academic achievement, character and high-quality work. Academic success is built on strong character qualities of collaboration, perseverance, responsibility, and compassion, and that character is shaped through engaging and challenging academic work. EL Education creates classrooms where

- Learning is challenging.
- Learning is active.
- Learning is meaningful.
- Learning develops character.
- Learning is public.

When the EL Education model is implemented robustly, a school environment is created that promotes deeper learning and supports students to succeed academically, as ethical people, and in the quality of their work. Students gain skills critical to college readiness and lifelong success—*literacy, numeracy, problem solving, critical thinking, collaboration, and perseverance* toward excellence and active citizenship.

Centennial's core program includes a rigorous workshop model that is assessment-driven and student-centered. Teachers provide intensive, explicit instruction while also creating ongoing opportunities to differentiate teaching and learning supporting English Language Learners, students with disabilities, and gifted and talented students. Centennial focuses on exceptional instruction across literacy and mathematics to provide the foundation upon which all other learning can be constructed. Students are regularly assessed through formative and summative measures to ensure attainment of their individual achievement and character goals. Characteristic of the EL Education model, teachers use assessment for learning strategies on a daily basis to empower students to engage in, reflect on, and take responsibility for their own learning. These strategies include communicating learning targets, using strategic questioning, using descriptive feedback, teaching students focused revision, and using structures to help students self-assess, reflect on their progress, and set goals.

Teaching:

Centennial's innovation plan includes changes to hiring, employment terms, and staff members schedules to ensure there are effective teachers in every classroom who are committed to implementation of the school's vision, mission and strategic plan.

Centennial will recruit from sources beyond the DPS system, will hire when positions are open, not necessarily on the district hiring cycle, and will not accept direct or temporary placements from within the district. Teachers at Centennial will be provided with job-embedded, ongoing professional development to support individual professional growth as well as the school-wide implementation of the innovation plan.

Annual contracts will be used to ensure every staff member is committed to the implementation of the school's vision, mission and strategic plan.

Governance:

Centennial utilizes the Collaborative School Committee to ensure that parents/guardians, staff, and community members are active participants in the school's governance structure. As mentioned in Section I, Ongoing Parent/Guardian Involvement & Satisfaction, the Collaborative School Committee (CSC) is a leadership body for school accountability formed by representation from all of a school's community stakeholders i.e. educators, parents, students and community. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDF-R4H- Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. Centennial will elect members for the CSC by September each year and will hold monthly meetings throughout the year. The CSC is composed of the following members: Principal, 3 classroom representatives, 3 parent representatives, one classified staff member, and one member from the community.

Finance:

Centennial will strategically identify and allocate financial resources to ensure the effective implementation of the school's innovation plan. The school will use the difference between actual salaries and district average salaries to support such things as additional positions, additional professional development time and additional instructional resources.

Centennial, A School for Expeditionary Learning Need for Innovation

In order to be implemented effectively, the school design requires flexibility in the following areas:

Educational Program	<ul style="list-style-type: none"> ● To allow the school autonomy over the education program including selecting curriculum and textbooks, unit planning, pacing guides, etc. ● To develop a school specific calendar. ● To set school-defined collaborative planning time; extend school day with school-defined pay. ● To give the school leadership decision making authority over student retention.
Professional Development & Evaluations	<ul style="list-style-type: none"> ● To direct more PD time for teachers and administrators to effectively implement the programming at their school, and provide targeted professional development. ● 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 and programming. ● To allow for peer evaluators or other designated evaluators to conduct staff evaluations. To allow the school to complete the minimum number of LEAP observations necessary to generate an End of Year score. ● To allow the school to negotiate external professional development opportunities at the school level. ● To allow the principal flexibility from attending district PD.
Human Resources	<ul style="list-style-type: none"> ● To recruit and make offers to applicants outside the district hiring timeline and process. ● To make Reduction in Building (RIB) decisions based on school determined needs identified with the CSC using a school defined process. ● To allow refusal of direct placements of teachers from the district. ● To allow the school to create unique job descriptions based on the needs of the school.

	<ul style="list-style-type: none"> ● To allow DPS HR to remedy a grievance with representation instead of arbitration. ● To use the DPS basic fairness policy for investigations, corrective action, and administrative leave. ● To provide coaching and evaluation that is aligned to the model and makes use of peer observations and evaluations. To use annual contracts for all teachers, with appropriate supports to address poor performance.
Governance & Finance	<ul style="list-style-type: none"> ● To allow school flexibility to define responsibilities and membership of school committees differently; provide school defined committee input into recommendations regarding principal hiring. ● To implement a leadership model to maximize innovative leadership capacities. ● To allow school to seek financial sponsorships, create associated accounts, and seek 501C3 non-profit status. ● To allow school to determine extra compensation for extended time, additional responsibilities, incentives as detailed in compensation philosophy. ● To direct adequate resources to classroom instruction and budget on actual teacher salaries.

Key Changes and Key Performance Indicators

Since first gaining Innovation Status in 2013, Centennial has engaged in EL Education’s Implementation Review (IR), conducted by the EL School Designer, on an annual basis. The IR scores for Centennial have meaning locally and nationally, since the scores are standardized across the EL Education network. The IR is designed to help:

1. Determine the level of implementation of EL Education practices in our school,
2. Track growth of the school’s implementation practices levels over time,
3. Provide standardized scores that allow the school and researchers to analyze the relationships between level of implementation and other outcomes, and
4. Inform the annual work plan and professional development activities for our school.

The annual IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL Education practices at Centennial, called the EL Education Power Practices. The Power Practices are essential components of the EL Education model that are hypothesized to have an impact on student achievement.

Centennial’s goal is to be a fully implemented EL school by the end of the 2017-18 school year- a five-year implementation plan. Additionally, Centennial aims to become a fully Credentialed EL Education School by 2018. In order to accomplish this, Centennial must meet/surpass the Year 4+ IR target of 98 points. With this goal in mind, the school aims to meet or exceed all targets set by EL Education during our implementation years. Below is a table of our four-year IR results.

Implementation Year	Target Score	Actual Score
Year 1 (2013-14)	47	66
Year 2 (2014-15)	66	66
Year 3 (2015-16)	84	92
Year 4+ (2016-17)	98	108

Centennial's IR scores demonstrate that our school has met or surpassed the yearly IR target four consecutive years and have met the threshold at which quality, school-wide implementation of the EL Education model can yield sustainable, long-lasting student achievement success. What is more, by surpassing the Year 4+ IR target Centennial has met one of the requirements for becoming a Credentialed EL Education school.

From the most recent IR in the spring of 2017, the following areas were identified as areas of growth and possible goals for the 2017-18 EL Work Plan:

- Instruction: Integrating the Arts
- Assessment: Assessment for Learning
- Leadership: Supporting Planning, Assessment and Instruction

In 2015 and 2016 Centennial engaged in a School Quality Review (SQR), in which an external partner did a thorough deep dive on the school's instructional practices and identified school strengths and areas for improvement. This review was an essential part of gathering qualitative data about the school's everyday practices, and how they complement student achievement data. DPS has used SQRs for several years to inform overall school improvement strategies. The review's in-depth look at Centennial's instructional practices, along with student achievement data, provides the school and DPS with information to assist with planning improvement strategies, providing additional supports and determining other appropriate actions to improve schools.

Domain 1: Instruction	2015	2016
1. Classroom interactions and organization ensure a classroom climate conducive to learning. <ul style="list-style-type: none"> ● Behavior expectations are clear and understood by students. ● Classroom interactions are cooperative and conducive to learning. 	Meets	Partially Meets
2. Classroom instruction is intentional, engaging, and challenging for all students. <ul style="list-style-type: none"> ● Teachers provide some students with clear learning goals and focused, purposeful instruction. ● Instruction requires some students to use and develop higher-order thinking skills. 	Partially Meets	Partially Meets
3. Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson. <ul style="list-style-type: none"> ● In-class assessment strategies reveal some students' thinking about learning goals. ● Timely, frequent, specific feedback is not yet consistently provided 	Partially Meets	Does Not Meet

throughout the learning process to inform improvement efforts.		
Domain 2: Students' Opportunities to Learn	2015	2016
4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk. <ul style="list-style-type: none"> The school has a process for identifying struggling students and at-risk students and is beginning to systematically monitor student progress and program effectiveness. The school implements appropriate supports for struggling students, special education students and English language learner students. 	Partially Meets	Meets
5. The School has a safe, supportive learning environment that reflects high expectations. <ul style="list-style-type: none"> The school holds high expectations for academic learning. The school provides a safe environment to support students' learning. 	Meets	Partially Meets
Domain 3: Educators' Opportunities to Learn	2015	2016
6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement. <ul style="list-style-type: none"> Professional development is designed to address school priorities, school improvement goals, and/or identified areas of need. Educators collaborate regularly and are beginning to learn about effective instruction and students' progress. 	Partially Meets	Meets
7. The school's culture indicates high levels of collective responsibility, trust and efficacy. <ul style="list-style-type: none"> Educators' mindsets and beliefs reflect shared commitments to students' learning. The school reflects a safe, trustworthy and growth-orientated professional climate. 	Meets	Meets
Domain 4: Leadership and Community	2015	2016
8. School leaders guide and participate with instructional staff in the central process of improving teaching and learning. <ul style="list-style-type: none"> School leaders establish a college-preparatory, career- ready academic vision, and are beginning to set clear goals to meet that vision. School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum; however, the curriculum is not systemically reviewed or revised. School leaders ensure that teachers deliver high quality instruction. 	Partially Meets	Meets
9. School leaders effectively orchestrate the school's operations. <ul style="list-style-type: none"> School leaders ensure effective communication and inclusive, transparent decision-making across the organization. School leaders create and implement systems to recruit and retain effective teachers and staff who can drive dramatic student gains. 	Meets	Partially Meets
10. Communities, parents, and families are actively engaged in their student(s)' progress and school improvement.	Meets	Meets

Since 2015, Centennial has seen a small increase in the percentage of students scoring Meets/Above on ELA CMAS, while there has been a decrease in the percentage of students scoring Meets/Above on the Math CMAS. The overall percentage of students scoring Meet/Above as measured by CMAS continues to be low and remain significantly below district and state targets.

Three-year CMAS Data:

School-Year	CMAS English Language Arts	CMAS Math
	% Meets/Above	% Meets/Above
2015	17%	18%
2016	20%	27%
2017	20%	16%

Centennial’s most recent, 2017, CMAS data demonstrates an achievement gap most notably between our Non-students of color and our students of color. Goals on Centennial’s Unified Improvement Plan and EL Work Plan focus specifically on increasing student growth and closing achievement gaps. This gap has been identified as an area of focus on both the Unified Improvement Plan (UIP) and EL Work Plan. The 2017-18 Mastery of Knowledge and Skills goal on the EL Work Plan reads: *We will close the academic performance gap affecting our students of color and our students with disabilities.*

Commented [1]: how? Of course, that’s the whole document, but in the principal letter at the beginning, focusing on that may be a good priority.

Student Group	CMAS Language Arts	CMAS Math
	% Meets/Above	%Meets/Above
Non-Students of Color	48.6%	37.8%
Students of Color	10.3%	8.6%

An analysis of 2017 spring data demonstrates that Centennial is showing gains in the area of early literacy and supporting our youngest learners to become proficient readers. Of note in this data- academic gaps are not as large as they are with CMAS/PARCC data.

- OVERALL: 57.1% At/Above Grade Level
- Students of Color: 47.3% At/Above Grade Level
- White Students: 73.3% At/Above Grade Level

Section I. CULTURE

A. Vision, Mission Statement and Core Values

Centennial, A School for Expeditionary Learning, is an inclusive school that fosters each child’s sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility. Maintaining Innovation Status will allow Centennial to continue to implement the EL Education model with fidelity, ultimately obtaining achievement results characteristic of EL Education schools. Innovation Status will continue to provide Centennial with greater flexibility in adapting human resource practices, including hiring, recruitment, selection, evaluation, and retention so that decisions can be made aligned to the EL Education model and the EL Education Core Practices. This includes flexibility with the school-year calendar and school-day schedule to provide in- depth professional development opportunities to equip teachers with the skills necessary to implement the EL Education K-5 ELA curriculum and teach all content areas using appropriate pedagogy. These elements are essential in obtaining the

achievement gains necessary to progress from a yellow school to a green school on the DPS School Performance Framework. To achieve this, it is critical that administrators and teachers are invested in the success of their students, possess high degrees of professionalism, and embrace a sense of urgency for engaging in this work.

Continued innovation status provides a school-wide collaborative effort to ensure student achievement gains.

EL Education schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to real-world needs; school cultures of wonder, respect, responsibility, and joy in learning; shared leadership for school improvement; and a school-wide commitment to improved teaching and leadership practice. EL Education schools have a track record of driving growth for at-risk students.

B. Targeted Student Population

Centennial, A School for Expeditionary Learning is located in Northwest Denver. Based on the 2016-17 October Count data, 53.2% of students at Centennial currently qualify for Free & Reduced Lunch; 7.9% are English Language Learners; and 14.6% are Students with Individualized Educational Plans (IEP).

Demographic Overview:

- Hispanic/Latino: 53.8%
- White: 38.6%
- African American: 1.1%
- Asian/ Pacific Islander: 1.5%
- American Indian: .6%
- Multiple Races: 4.1%

Centennial has experienced notable demographic changes over the last five years. The percent of students qualifying for Free/Reduced Lunch has decreased from 81.8% and the overall minority population has decreased from 83.2% while the percent of White students attending Centennial has increased from 20% to 38%. The 2016-17 October Count snapshot reveals that the Centennial is attracting an increased number of neighborhood families. Per the 2016-17 school year data, 88% of our incoming kindergarten class were boundary participants. Additionally, since the 2014-15 school year, Centennial has experienced an increase in ECE-5 student enrollment from 403 to 453 total students. Grade levels with the most notable enrollment increase are Kindergarten, 1st, 3rd and 4th.

Through the development of a high- quality program, Centennial is growing the student population and is striving for increased academic achievement by targeting early literacy in the ECE and primary grades.

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE 3		32	32	32	32
ECE 4	64	64	64	64	64
K	62	68	76	75	75
1	64	60	54	76	75
2	49	59	70	60	76
3	47	42	65	75	65
4	59	41	34	70	75
5	39	48	43	40	75

6					
7	24				
8	42				
Total # students					

Centennial’s current program has yielded improvement since the 2014 school year and the school’s rating on the School Performance Framework has moved from “Accredited on Probation” to “Accredited on Watch”.

School Performance Framework 2016-17	
OVERALL RATING	Accredited on Watch
Student Progress- <i>Growth</i>	Meets Expectation
Student Achievement- <i>Status</i>	Does Not Meet Expectation
Family and Student Engagement & Satisfaction	Approaching Expectations
OVERALL ACADEMIC GAPS RATING	Approaching Expectations
English Language Learners	Does Not Meet Expectations
Students in Poverty	Approaching Expectations
Students of Color	Meets Expectations
Students with Disabilities	Does Not Meet Expectations

Centennial has been rated ‘Accredited on Watch’ and is performing below expectations. As a result, Centennial is seeking Innovation Status renewal with the intent that it will continue to support improved student performance and provide the best educational model for effective implementation of the Common Core. Maintaining Innovation Status will support Centennial in continuing to make gains in student performance and growth.

C. Stakeholder Participation in the Planning Process

From the beginning, Centennial has involved parents and community members in the creation of a proactive plan of action to change student achievement outcomes for the children of Centennial. The Collaborative School Committee (CSC) formally began open community meetings in September 2012 to address the need for a defining characteristic to recruit families and improve student performance outcomes.

In 2012, members of the CSC investigated the programs offered at neighboring schools. Brown International Academy implements an IB program, Academia Ana Marie Sandoval implements a Montessori and dual language program, and Valdez ECE-5 implements a dual language program. The CSC recognized that neighboring schools had strong programs designed to attract families and support academic achievement. As a result, Centennial’s CSC decided to explore models that would provide a defining characteristic for the school. Subcommittees explored various instructional models, including service learning, Project Based Learning, Expeditionary Learning (now referred to as EL Education), and Montessori models. Upon an analysis of these models, parents and community members selected the Expeditionary Learning model, now referred to as EL Education. Throughout the process, school communications were provided in

both English and Spanish. Parents received invitations to CSC School Design Committee meetings and updates on the process through: personalized phone calls, flyers, postcards, invitations extended from attendees of each meeting, the school website, school communications, and Facebook.

Collaborative School Design meetings were held during the spring of 2012 on March 11th, March 18th, April 16th, and May 6th to inform the community of the redesign process, present elements of the Innovation Plan, and to respond to questions from the community. As a result of community curiosities and questions, the meetings covered the following topics: school design process, overview of EL Education, school overview and curricular focus, academic achievement results in EL Education schools, expeditions and exemplary student work, standards-driven instruction, daily schedules, articulating a mission and vision for Centennial, the use of Crew, and detailed plans for professional development to successfully implement the EL Education model.

Centennial also held staff meetings during Spring 2012 on April 22nd, May 13th, and June 10th to engage future faculty in the process. Before the Innovation Plan was submitted to the DPS Board of Education, teachers met and voted to approve waivers from the district negotiated collective bargaining agreement (CBA). Staff members were also invited to attend the Collaborative School Design Meetings. In addition, Centennial partnered with Odyssey to host a school site visit on April 16, 2012 and with Rocky Mountain School of Expeditionary Learning on May 16, 2012 for parents to see the model firsthand. Weekly coffee talks with the Principal also occurred every Wednesday from 8:00-9:00 am to engage stakeholders in the school design process.

D. School Culture & Student Engagement

Centennial embraces the vision of the Denver 2020 Plan and is eager to change outcomes for the students and families we serve. At Centennial, A School for Expeditionary Learning, our school culture is driven by the WoRLD CARE habits and the following EL Education teacher readiness indicators:

- I am ready to collaborate deeply with my colleagues to raise student achievement.
- I am ready to be a leader in bringing about significant and lasting change in my classroom and school.
- I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL.

From the moment families and community members enter the doors of Centennial, they are embraced by colorful walls and classrooms that showcase the personalities and heart of our community. Common spaces house staff artifacts, family photos, and student work displaying evidence of exemplary standards of character, academic achievement, and social responsibility. Centennial's school environment is a comfortable and welcoming home where each and every family is cherished and valued. Centennial provides a variety of opportunities for families and community members to build personal relationships to support our children's academic, social, emotional, and physical growth. Centennial hosts monthly books and breakfast time in each crew, the 1st Friday of each month, to provide children with the opportunity to read with family and community members; monthly Community Circles to celebrate student academic and social/emotion achievements; family literacy and math nights to support parent education and involvement; and celebrations of learning to showcase children's accomplishments and high-quality work created over the course of the year. These school events are intentionally planned to promote a positive school culture and create a purpose for all families to be involved in our school community. In celebration of student

achievement, lifelong learning, and exhibition of WoRLD CARE habits, families and community members will be actively recruited to participate in Learning Expeditions and Passages.

Centennial has developed a school model founded on EL Education design principles that is research-based, field-tested, and carefully designed to meet the needs of the students of Denver. By ensuring that all children become successful, high-performing elementary students, Centennial is part of the broader effort to ensure an excellent education for all of Denver's youth. Centennial, A School for Expeditionary Learning will build a culture of Wonder, Respect, Leadership, Determination, Compassion, Advocacy, Respect and Empathy where students and adults are committed to quality work and citizenship through incorporating Crew practices. Crew provide students with opportunities to build strong relationships with feel known by adults in the building. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning will ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. These structures support the needs of all children, including students with special needs, English Language Learners, and students at-risk of academic failure. Through the following EL Education Core Practices, students and staff will be supported to do better work and be better people than they thought possible: Building a Community of Learning, Fostering Character, Establishing Structures for Knowing Students Well, Engaging Families and the Community in the Life of the School, Creating Beautiful Spaces for Learning, and Promoting Adventure.

E. Student Discipline Policy

Clear and consistent expectations for student behavior is essential to establishing a strong, safe, positive school culture. Centennial intentionally focuses on creating a positive school culture and implements proactive measures to anticipate and respond to students' needs to prevent behavioral problems. The culture of Centennial is influenced by the implementation of *Crew*. *Crew* is both a spirit and a structure. The spirit of *Crew* impels all members of a school community to work together as a team, to pitch in, to help others. The structure of *Crew* at Centennial-*daily meetings to support learning and growth*- make time for students to build meaningful relationships with peers and their Crew leader, to focus on character development (WoRLD CARE) and reflect on academic progress. In the words of Kurt Hahn, whose work in education inspired the EL Education motto, *Centennial students are crew, not passengers*.

When planning for the 2015-16 school year, Centennial staff decided to move away from the Positive Behavioral Interventions and Support (the behavior support model implemented in 2013) in order to implement a Restorative Approaches (RA) model. Staff felt the RA model was highly aligned with the Core Practices and Design Principles of EL Education. To support school-wide implementation of restorative approaches a Restorative Justice Coordinator was hired for the 2015-16 school year. Since that time, Centennial has added a Dean of Culture and a Mindfulness Coach to the staff to support expansion of the RA model. These three critical staff members work in tandem with our mental health team (school Social Worker and Psychologist) to support Centennial to continually improve the way we teach students about problem-solving and mindfulness. The Restorative Approaches process employed at Centennial collaboratively identifies the harm done by one's actions and establishes a way to repair the harm. Since implementing RA we have seen shifts toward a more positive school culture, improved student-teacher relationships, and reductions in suspensions. When a conflict happens between students, Centennial uses RA to teach children the Five R's: Respect, Responsibility, Repair, Relationship, and Reintegration. Centennial staff have been trained on using RA to help students think about how their actions affect themselves and others, identify what part he/she is responsible for, and come up with ways to repair the

harm or find solutions to the problem. Teachers use RA in the classroom during crew, using Restorative Dialogue, and helping students learn how to use RP to repair harm with each other on their own. When the conflict is more complex, or students aren't able to repair harm on their own, trained adults are present to meet with students individually, and then together, to guide through the RA process.

Centennial's RA model is now coupled with a focus on mindfulness. We know that healthy stress is a natural part of our students' and educators' lives. However, healthy stress is far too often displaced by toxic stress-when life's demands consistently outpace our ability to cope with those demands. When students are overwhelmed with toxic stress they are less able to pay attention, regulate their emotions and mood, and sleep. Overall, students experiencing toxic stress demonstrate less readiness in the classroom. Since the roots of toxic stress lie deep in the nervous system, Centennial students and staff need tools to directly target that system. To transform the habitual responses to toxic stress, we need to regularly practice mindfulness skills when the body is not in the "flight-fight-freeze" mode. In an effort to have school-wide systems in place to combat toxic stress, and support mindfulness, Centennial hired a Mindfulness Coach and created a mindfulness room for the 2017-18 school year. Teachers work with the Mindfulness Coach and RJ Coordinator to identify students who would benefit from mindfulness coaching as a way to improve attention, self-control, and emotional resilience. In a nutshell, the presence of the mindfulness coach and the mindfulness room, allow students at Centennial to move from just coping to thriving.

Within the structure of *Crew* and Restorative Approaches, Centennial utilizes effective school discipline policies that promote disciplinary responses, interventions, and consequences that refrain from interrupting a student's education to the extent possible. We strive to identify consequences that are reparative, age-appropriate, and aligned with the severity of the student's misbehavior, while considering the impact on the victim and/or community. Additionally, consequences are paired with meaningful instruction and guidance, including corrective feedback and re-teaching, offering students an opportunity to learn from their mistakes and contribute back to the school community, intended to get the student re-engaged in learning as quickly, and safely as possible.

Centennial continues to utilize the type classifications and associated consequences outlined in Section Three: Disciplinary Offenses. The DPS Discipline Ladder will also be utilized to ensure that disciplinary action begins and is resolved at the lowest level possible, consistent with the nature of the violation. As infractions move up the ladder from Level A through F, increased level of administrative involvement and severity of consequences. Centennial also continues to implement the DPS School Board policy JK, JK-R-Student Conduct and Discipline Procedures, as well as federal and state statutes and local ordinances.

The Centennial culture of wonder, responsibility, leadership, determination, compassion, advocacy, respect and empathy defines the learning environment. Fostering character development is an embedded component of the EL Education model. Character development is present in all aspects of Centennial's school culture and also permeates academic studies. In EL Education schools, character is a focus all day long. Academic learning at Centennial is not be seen as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

F. Student Recruitment & Enrollment

As an innovation school, Centennial, A School for Expeditionary Learning will be a school of choice. All admission and enrollment policies will be aligned with the DPS Office of Choice and Enrollment Services. As a result, recruitment ensures equal access to the school and does not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

The chart below shows Centennial’s anticipated student enrollment over the next five years.

GRADE	2015-16	2016-17	2017-18	2018-19	2020-21
ECE 3	32	32	32	32	32
ECE 4	64	64	64	64	64
K	76	75	75	75	75
1	54	76	75	75	75
2	70	60	76	75	75
3	65	75	65	76	75
4	34	70	75	70	76
5	43	40	75	75	75
Total # students	438	492	537	542	547

EL Education schools continue to gain national attention and are increasing in popularity as a school model. Additionally, neighboring schools in the Northwest Denver area have selected specific models to serve families in their community. An investigation of available models indicated the following options available to families: IB, dual language, and Montessori. To add to the portfolio of DPS options available to serve children and families in Northwest Denver, Centennial is implementing EL Education to attract children and families to the school. The evidence for EL Education models can be classified into three key domains: EL student achievement; EL student engagement; and EL teacher practice and professional development. These domains reflect the areas of Centennial’s greatest need. Implementing a model known for success in these areas will support Centennial in making gains in student achievement, student engagement and satisfaction, and teaching practices.

Centennial is committed to providing a high-quality school for all children. We have met and exceeded the enrollment targets set in 2012-13. In an effort to maintain enrollment levels, we will continue to invite members of the community to attend school events such as the annual Celebration of Learning, while also communicating school happenings and successes through varied channels such as our school website and social media. Bi-monthly open house meetings and school tours during the Open Enrollment window continue to support Centennial in meeting enrollment targets.

As a result of strategic enrollment efforts begun in 2013, Centennial has seen a gradual, yearly increase in enrollment. Based on 2015-16 October count data, Centennial surpassed our set enrollment target by 21 students. Centennial was the only school in the NW region that saw an enrollment increase during the student count window. Centennial’s re-enrollment rate was 75.6% per the 2014-15 School Performance Framework. For 2015-16 and beyond, Centennial aims to have 95% of students re-enroll.

G. Student Attendance & Satisfaction

Centennial, A School for Expeditionary Learning aims to meet or exceed the District attendance goal of 50% of our students having an attendance rate of 95% or higher. Attendance has been a focus area for the past several years, and Centennial finally met the District attendance target for the 2016-17 school year. This accomplishment is reflected in the 2017 SPF. In order to maintain this attendance rate, and to eventually exceed it, Centennial has increased the school social worker from a 0.2 FTE to a 0.6 FTE, has convened an Attendance Committee that meets weekly, and has developed numerous attendance incentives and for students and families. Centennial’s attendance data is housed in Infinite Campus and is collected and monitored by the school Attendance Committee. Students who have 100% monthly attendance are recognized during Community Circle each month. Each time a classroom crew has 100% daily attendance they receive a letter from WoRLD CARE. When they fully spell WoRLD CARE they celebrate with a crew chosen celebration.

Through continued Innovation Status and implementation of the EL Education model, Centennial students will look forward to coming to school to develop relationships with friends, teachers, and crew leaders. Through the creation of joyful, personally meaningful learning expeditions, Centennial students will view school as rewarding and empowering. Centennial Student Satisfaction Surveys will be administered and will yield a positive response rate of at least 90%. Per the 2017 Student Satisfaction Survey results Centennial’s overall positive response rate for 3rd-5th grade students was 83%. This overall rate was a 1% change from the 2016 survey results and a 3% increase from the 2015 results.

Below are the positive response rates by category as they compare to the 2015 results:

Your School, Your Voice Student Satisfaction Survey Results			
Category	2015	2016	2017
Overall	80%	82%	83%
General	77%	82%	75%
Academics	85%	87%	87%
Safety	84%	84%	87%
Culture General	71%	75%	75%

School-specific rituals, including *Crew*, focused goal setting, student-led conferences, community circle, recognition of children for demonstrations of exemplary character, and portfolio passage ceremonies in 3rd-5th grade are on-going investment strategies in our Innovation Plan.

H. Parent/Guardian Involvement & Satisfaction

Centennial has witnessed a notable increase in parent engagement since the implementation of the EL Education model. Centennial has a goal of achieving at least a 50% response rate on the DPS Parent Satisfaction Surveys, and a parent satisfaction rate above 95%. Since 2015, Centennial has seen an increase in the number of parents sharing their voice on the Parent Satisfaction Survey. The 2015 response rate of 59% was 1% above the District response rate of 58%. The current, 2017, participation rate was 69%- 20% points above the District response rate. The overall % positive response rate has increased from 62% in 2013 to 81% in 2017. School leadership works diligently to address questions, concerns and complaints as

they arise throughout the year. A consistent area of growth on Centennial’s Parent Satisfaction Surveys has been communication. This category is typically the lowest scoring category on the survey. One structure established to support frequent and open parent/community collaboration is Community Coffee. These open coffee talks, hosted by the principal and PTA leadership, take place the third Friday of the month, following the CSC and PTA meetings held on Tuesday night. Parents/community members can come to the coffee, hear updates from CSC and PTA, ask questions and engage in open dialogue with the principal and other parents/community members.

During the 2013-14 Centennial participated in the School Service Program (SSP) in collaboration with the DPS Office of Volunteer Services and Metro Volunteers and Invest Together. The SSP program was designed to facilitate the creation of a vibrant sustainable volunteer culture in the school. SSP focuses on engaging parents and community members in supporting student achievement and growth. The timing for introduction of this program at Centennial in 2013 was excellent because it dovetailed with the implementation of the EL Education model and supported an increased presence of volunteers in our school and an increased level of understanding of the new educational model. Parents/community members who wish to volunteer at Centennial participate in a volunteer training, run by a parent volunteer, and complete a background check through the DPS Office of Volunteer Services. Volunteer opportunities include, but aren’t limited to: library team, recess team, classroom assistant, event volunteer, fieldwork volunteer, after the bell rings volunteer. Volunteer hours are logged electronically through a software system called Help Counter. This tracking system allows Centennial to monitor volunteer hours over the course of the year. Since the implementation of the School Service Program, Centennial’s yearly volunteer goal has been 4,000 hours. Even though the total hours have decreased since 2014, Centennial volunteers have donated more than 4,000 hours to the school each year.

2014-15	2015-16	2016-17
5,688 hours	5,355 hours	4,743 hours

The Collaborative School Committee (CSC) is a committee formed by all of a school’s community stakeholders i.e. educators, parents, students and community that serves as a leadership body for school accountability. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDF-R4H-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP), a blueprint to improve teaching and learning that prepares students for postsecondary and workforce opportunities. Centennial will elect CSC members for the school year in September/October and will hold monthly meetings throughout the school year. The CSC is composed of the following members: the Principal, 3 teacher representatives, 3 parents representatives, 1 classified staff member, and 1 community member.

Section II: TEACHING

A. Educational Philosophy

EL Education is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, founder of Outward Bound. These principles, highlighted below, bring to life EL Education’s research-based model for transforming teaching, learning, and school culture. The Design Principles live at the heart of the EL Education model.

1. **The Primacy of Self-Discovery**

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher’s primary task is to help students overcome their fears and discover they can do more than they think.

2. **The Having of Wonderful Ideas**

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. **The Responsibility for Learning**

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. **Empathy and Caring**

Learning is fostered best in communities where students’ and teachers’ ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. **Success and Failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. **Collaboration and Competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. **Diversity and Inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. **The Natural World**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and future generations.

9. **Solitude and Reflection**

Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need to exchange their reflections with other students and adults.

10. **Service and Compassion**

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.

B. Instructional Strategies

EL Education provides schools with professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. School-wide

professional development with EL will focus on planning and delivering effective lessons. Strategies EL Education schools use to deliver effective lessons include: creating purpose, building curiosity, maintaining focus, using protocols, supporting all students, using models, representing thinking, reflecting, ongoing assessment, in addition to providing opportunities for revision and critique.

Effective lesson planning begins with naming clear learning targets, which articulate specific learning goals in student-friendly language. Examples of 1st grade Learning Targets may include: I can identify the difference between fiction and nonfiction text and sort books according to those distinctions. I can examine and identify models of non-fiction text and illustrations. I can write a nonfiction text by moving from facts through the revision process to a final published page. I can measure plants and a garden with nonstandard units of measure. I can conduct field interviews with government and non-governmental agencies to collect data about food distribution. I can provide appropriate and helpful feedback to my peers on their written and artistic work. I can identify what plants and animals need to survive and grow. I can explain what migrant farmworkers lives are like and describe their fight for their rights. I can share some ideas about how we can help people get access to food (and shelter). Teachers will make decisions about which of the practices to use during lessons, based on close knowledge of individual students, in order to support all students to make progress. They will employ strategies to ignite student curiosity and track student understanding, and they will maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design will lead students to want to learn, to work collaboratively, and to be aware of their learning process.

In EL Education schools, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan to meet students' varied needs based upon ongoing assessment. Teachers will utilize flexible groupings of students and design respectful tasks that allow for different approaches to reaching the same goals. Each classroom will build a culture that honors diverse needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school's commitment and vision. At a school-wide level, differentiation will be supported by appropriate grouping structures that are informed by a team of school professionals. Centennial will use the following structures aligned with EL Core Practices to differentiate instruction for students: flexible heterogeneous grouping informed by ongoing assessment, supplemental services that provide additional support and intervention to students whose needs are not met in the regular education setting (developed based on the recommendations of a multidisciplinary team whose recommendations are informed by student data), and students with disabilities and English Language Learners will be taught in general education classrooms to the greatest extent possible.

Decisions about placement and programs for students with disabilities are based on high-quality assessments. Additionally, learning specialists create tailored learning targets for students with disabilities that meet Individual Education Plan or 504 Plan goals as well as additional learning targets for English language learners that focus on language development.

Students work toward the same long-term learning targets, and teachers provide multiple pathways for meeting the learning targets based on students' needs (e.g., tiering lessons). Teachers determine student needs through use of assessment strategies (e.g., pre-assessments, student self-assessments, inventories, providing multiple opportunities for success). Also, teachers use instructional practices that ensure that all students are thinking and participating (e.g., providing texts for different reading levels, designing tasks

based on different learning styles). These investment strategies, coupled with Crew practices, involve students in the school and their academics.

Teachers utilize EL Education planning tools, including the Common Core State Standards, Targets, and Assessments (STA) Plan; Concept Maps; and Learning Expedition Planning Template. Teachers plan backward, using the principles of Understanding by Design constructing expeditions that begin with the end in mind and are centered on Common Core State Standards and Colorado Academic Standards.

As evidenced in the examples provided above, Learning Targets are written to incorporate interdisciplinary studies within each expedition to ensure that each student not only masters content objectives, but also develop related skills to demonstrate proficiency across all standards.

C. Teacher Coaching

The primary goals for coaching are to set clear expectations for staff, support professional growth, provide frequent descriptive feedback, and support inquiry-based staff development approaches to help teachers focus on the relationship between student learning and instructional and assessment practices. The Principal, Instructional Dean, and Team Leads will observe teachers throughout the year. They will engage in ongoing coaching cycles, providing consistent, actionable feedback. Feedback will be provided on all aspects of instruction including, but not limited to, classroom management, implementation of school-wide systems including EL Core Practices, planning, lesson pacing, assessment and strategic questioning methods, differentiation, and student engagement. These coaching sessions will provide teachers and coaches (school leaders and team leads) the opportunity to build relationships and create a reflective and intentional school culture. Observations will be used as a reflective tool and will generate professional goals aligned with our school-wide goals. The spirit of lifelong learning permeates these practices. As a result, coaching sessions are not evaluative in nature. Rather, they are celebratory, inspiring staff to imagine the possibilities; to innovate and create; to try new things, measure results, and repeat the process. These experiences inspire us to explore, experience, exceed, and expand learning opportunities generating improved outcomes for our children. Centennial possesses a service-oriented mindset and values input from the students and families we serve. Parent and Student Satisfaction Surveys are administered in October and March each year. Students know when they have a great teacher, and Centennial will value student voice and incorporates it into our conversations and performance evaluations.

Coaching will be linked to the school's improvement priorities and a teacher's instructional priorities and is focused on student achievement, including data collection. Centennial's coaching plans will be driven by an in-depth analysis of the data. After the first round of interim assessment data has been released, the Principal, Instructional Dean, and team leads will prioritize coaching needs and develop coaching plans. Ongoing conversations will occur between the school leadership, Instructional Dean, and team leads to support the successful implementation of coaching plans. Centennial U also provides an opportunity for team leads to be known as experts in specific areas. Creative school structures may be utilized to provide opportunities for teacher leaders to support their colleagues.

All teachers, whether one-on-one or in small groups, engage in non-evaluative coaching cycles with the Instructional Dean, and team leads. Sustainable coaching is grounded by school-wide structures and systems. Centennial is committed to achieving great results through learning, reflection, and intentional practice. As a result, Centennial will provide our faculty and staff members a special place to pursue the

science and art of teaching. We want to align the rewards of teaching more closely with the value it brings to society, provide teachers opportunities to deepen their skills, and be a place where careers, in and out of the classroom, can flourish.

Centennial implemented of the District’s Teacher Leader and Collaboration (TLC) model during the 2016-17 school year. Full TLC implementation will be achieved by the 2017-18 school year-one year ahead of the school’s original plan.

2016-17 TLC Organizing Structure	2017-18 TLC Organizing Structure
<ul style="list-style-type: none"> ● 2 Team Leads ● Coaching Focus: Literacy ● Teaching Teams to be supported: Kindergarten, 1st, 2nd, 3rd, Primary Special Education ● 2 Team Specialists supporting Special Education and Enrichments ● 1 New Teacher Ambassador 	<ul style="list-style-type: none"> ● 6 Team Leads ● Coaching Focus: Literacy, Math, ECE and Tier I/II interventions ● Teaching Teams to be supported: ECE, K-5, Special Education ● 3 Team Specialists supporting Special Education, Enrichments and Responsive Classroom practices ● 1 New Teacher Ambassador

Through the TLC model, teachers at Centennial will have the opportunity to expand their instructional knowledge as they are coached by their expert peers. Every core classroom teacher at Centennial will be assigned a coach. One Team Lead supports ECE, one team lead supports K-1, one team lead supports 2-3 and the Instruction Dean supports 4-5. Team leads support teachers in developing their skills and expertise in all content areas and lead bi-weekly collaborative team meetings. Centennial’s three Team Specialists support individual teachers, or groups of teachers in unique ways. Centennial has a Team Specialist to support all members of the school’s Special Education team, one who supports teachers in Responsive Classroom practices, and one who works directly with all members of the enrichment team. The New Teacher Ambassador takes the lead on mentoring and supporting staff new to DPS and/or new to Centennial in getting acclimated and feeling successful in their first year at our school.

D. Teacher Professional Development

Centennial, A School for Expeditionary Learning takes pride in being a learning organization and staff seek opportunities for continuous growth and learning. The Principal, Instructional Dean, Team Leads and Team Specialists will be responsible for developing, leading, and evaluating professional development at Centennial.

Staff at Centennial will engage in a minimum of ten professional development days called ‘Teal Days.’ These days are identified and agreed upon by staff during spring calendar development prior to each new school

year. Teal Days will take place before, during and after the academic year. 'Teal days' during the school year will be balanced between professional development and collaborative planning.

As an EL Education school, Centennial staff will also have opportunities to attend the annual EL National Conference, 5 and 3-day Institutes, and local site seminars based on their professional goals. Access to these professional development opportunities led by EL Education provide differentiated learning for Centennial teacher. Additionally, the Principal participates in the EL Leadership Cohort. Centennial is committed to ensuring that EL Education's Core Practices are implemented with fidelity and that staff has multiple opportunities for learning and refining their practice. Centennial will continue to align with DPS initiatives and attend district sponsored professional development offerings throughout the school year. Additionally, the school's instructional schedule allows for daily collaborative planning time. See Appendix M for a planned calendar and daily schedule.

As a data-driven learning organization, Centennial will utilize student achievement data, progress monitoring results, and trends identified from ongoing teacher coaching to drive professional development decisions and identify areas of greatest need. Professional development efforts will be aimed at supporting staff in building teacher capacity to insure student achievement and growth.

An essential component of professional development activities involves ongoing and systematic evaluation procedures. Ensuring the delivery of high quality professional development is a foundational aspect of the implementation of this Innovation Plan. As a result, Centennial will evaluate the efficacy of our professional development sessions with E Education. This is especially critical given the certainty of diminishing resources and competing priorities. Centennial utilizes an evaluation framework that is appropriate for all approaches to professional development. The framework emphasizes that evaluation is continuous rather than a single event - especially not just a single event that occurs at the end of professional development activities.

Professional development is about CHANGE. The purpose of professional development is to improve learner outcomes by changing instructional behavior to achieve a predetermined goal. Centennial utilizes the following five questions when using evaluation as a mechanism to promote continuous program improvement:

- What would we like to see happen? (Examine goals identified in needs assessments. When correctly done, needs assessments detail the learning needs of participants, which are then reflected in professional development activities. Such assessments should provide a clear reading of the specific objectives of professional development activities. Evaluation provides information as to whether and to what extent goals identified through needs assessments have been met.)
- How can we make that happen? (Design a professional development plan that includes information on delivery, timing, and use of professional development approaches, and evaluation questions that need to be answered.)
- How is it going? (Collect information and monitor progress on an ongoing basis.)
- What are the results? (Assess the extent of both short and long-term changes.)
- What should be done with the results? (Evaluate options and make decisions.)

Analysis of these questions is used to inform continuous program improvement efforts and is be conducted by the Instructional Leadership Team.

Similar to how students will be responsible for managing a portfolio of their learning, teachers will also be responsible for managing an evidence portfolio of their professional development. This will be done through the Centennial U framework.

Centennial U is a system design that will create a school-based “university” structure that focuses on building teacher into leaders who possess a high degree of passion and enthusiasm for leading, inspiring, and elevating the profession. The Centennial U approach will use as its foundation, the core professional development program as described above. Core courses will be taken by all faculty members. In addition, Team Leads will select an area of interest to study throughout the school year. Team Leads will present their topic of interest and offer “passion pursuits” courses to their colleagues. In addition, Team Leads may become mentors to their colleagues in their area of expertise. Centennial U will empower teachers to take ownership of their professional development and share their passion and enthusiasm for learning with their colleagues, students, and families. This structure supports the development of a learning organization and will build both breadth and depth of leadership at Centennial.

E. Teacher Evaluation

Centennial utilizes the DPS Leading Effective Academic Practice Framework containing classroom observation protocols and feedback instruments. LEAP has provided Centennial with valuable information.

Additionally, Centennial teachers participate in their own evaluation process through structures including self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement. This practice mirrors the portfolios students use to house their best work and demonstrate their personal growth and lifelong learning.

All teachers receive at least one comprehensive evaluation each year from the principal or assistant principal. This evaluation will consist of a comprehensive review of the employee’s contributions toward academic student performance and achieving the mission of Centennial. For all teachers, this evaluation consists of student achievement and growth data aligned with SB 191, classroom observation results from walkthroughs aligned with LEAP, professionalism, and teacher portfolios. LEAP, Leading Effective Academic Practice, will be the formal evaluation tool used to evaluate teachers. The end of the year summative evaluation will be the final responsibility of the principal or assistant principal.

Centennial teachers will be on annual contract. Unsatisfactory performance will be addressed immediately depending on the nature of the performance. If it is determined through the evaluation process that a teacher is in need of remediation at any point throughout the year, the school leader and teacher will meet to discuss an appropriate remediation plan. The plan will include: an appropriate timeline, specific measurable goals for the teacher, and appropriate supports for the teacher. If at the end of the remediation period, the school leader decides that the individual is not meeting performance expectations, then the teacher may be subject to termination.

F. English Language Learners

Centennial has been identified as an ESL school as we have more than 15 students who speak a language other than English as their first language. All core classrooms at Centennial are taught by ELA-E qualified

Commented [2]: I know gaps were an area of focus for your school. Since that is the case, I'd recommend keeping this in, and up front being explicit about what you are focusing on to close them as related to the innovation plan.

teachers and ELs will receive 45 minutes of English language development (ELD) instruction daily. ELD at Centennial is taught by a Spanish qualified ESL resource teacher through a pull-out model.

The school administrator will assume responsibility for the management of the program. These responsibilities include: hiring ELA-E teachers, designating classroom assignments, overseeing the ISA team, setting student achievement goals (individual and group), monitoring student achievement data, measuring growth and the effectiveness of Centennial’s instructional model, assuming a lead role with ELL teachers in determining exit/redesignation of ELL students, and monitoring their growth for two years after exit/redesignation to determine if additional ELA program services are needed. Laura Munro possess an ESL endorsement, and has experience in the following roles: ESL Director, Director of Student Achievement for Diverse Learners, Executive Director of Diverse Learners, and was an ESL and bilingual teacher. Additionally, Laura possesses knowledge of the history and culture of the ELs in the program.

Instructional Component	Description and Purpose	Teacher Qualification
English language development (ELD)	<ul style="list-style-type: none"> Systematic instruction to develop listening, speaking, reading & writing to accelerate students’ development of academic language in English 	ELA-E
Supported content instruction in English	<ul style="list-style-type: none"> Grade-level content instruction in English with sufficient supports to facilitate successful content learning for students Literacy instruction that builds on developing literacy in Spanish 	ELA-E

Centennial uses district approved English Language Proficiency (ELP) assessments. Centennial will continue to assess students during the district/state identified assessment windows. The DPS Home Language Questionnaire will continue to be used as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE). This information will be utilized to inform instructional placement and to determine the level of ELL support needed for academic success. Each child’s English Language Acquisition (ELA) plan will continue to include parent notification regarding placement in a Language Instruction Educational Program (LIEP) that will be sent no later than 30 days after the beginning of school. Parents who are not proficient in English will be provided with appropriate and sufficient information, in a language and/or manner that parents can understand, about all essential information in a manner that allows parents to make well-informed decisions about the participation in Centennial’s programs and services. Centennial’s assessment and placement plan will include provision for a timely (within 10 days) screening placement assessment (W- APT) as students enter the school and provision of English language development services within 30 days of arrival. English Language Learners will be tested annually with the required ACCESS assessment to determine progress/growth in English language proficiency (ELP). ELP assessment data will be used to inform placement, set student achievement goals

(individual and group), measure growth, and to measure the effectiveness of Centennial's instructional model. This data will be combined with school- wide data and classroom data to create a body of evidence monitoring students' academic progress/growth.

Professional development at Centennial will take into account the unique needs of ELs across English speaking environments. Teachers will participate in required, high-quality professional development for teachers in ESL, mainstream, and content-specific classrooms. The central focus of the professional development is: language development and second language acquisition, effective teaching strategies to make content comprehensible to ELLs, and other essential elements in teaching ELLs with high standards. In addition to applying the strategies learned in mandatory professional development, classroom teachers will implement Sheltered Instruction strategies in their classroom to support ELLs in accessing grade level content. Teachers will be evaluated to ensure that the training prepares them adequately to implement the ELA program and that their delivery of program services is effective as measured by student achievement. Additionally, Centennial administrators will receive regular professional development regarding appropriate assessment and implementation of ELA programming. This includes attendance at Universal meetings where there will be ELA professional development.

Centennial currently incorporates the district curriculum for English language development (EL Achieve) into our educational model. The full-time ESL Spanish resource teacher will use EL Achieve during daily 45-minute ELD instruction for identified students. An instructional schedule will be built to support the ESL-Spanish Resource teacher to pull small groups of students and/or work in general education classrooms on a daily basis. The ESL schedule will be developed so that ELs are not missing core instruction with their classroom teacher. ESL support will be planned to coincide with small group instruction/independent instruction so students are provided a 'double dose' of instruction, or so the ESL teacher can enter the general education classroom and work with a small group of students while the teacher is working with small groups and students are working at centers.

The progress of English Language Learners, in terms of Language proficiency, will be measured by WIDA-ACCESS test and anecdotal notes taken by the classroom teacher throughout the year between formal assessment periods. Academic progress in literacy and mathematics will be measured using curricular unit assessments and formative/interim assessments including Achievement Network, Istation, etc. Identified members of the Instructional Services Advisory (ISA) team will participate on the school's Instructional Leadership Team and therefore will participate in ongoing gathering and analysis of student achievement data. Since members of ISA are classroom teachers they will further analyze EL student achievement data and ELD data during weekly data team meetings.

Centennial's ESL Spanish resource teacher will work closely with grade level teams, attending grade level team meetings, to be aware of EL modules and curricular units being taught in an effort to pre-teach targeted vocabulary to students. The ESL Resource Teachers will share language proficiency data with all teacher teams so they are aware of students' individual English language proficiency levels. This will be done at the start of the year to inform placement and after January to measure growth.

Teachers will be part of the annual goal setting for English learners' English language development. Centennial will employ a Co-teaching/Co-Planning model. In this model, the ESL teacher will work collaboratively with classroom teachers to ensure daily instruction is planned to meet the language needs of

English Language Learners. Co-teaching will support teachers in deepening their knowledge of EL instructional strategies when they observe/teach alongside the ESL Resource Teacher in their classroom. Strategies to ensure content is accessible to students will include: preview/review of target vocabulary; high-interest/low-vocabulary text to support reading about content; and integration of content supports accessibility. The ESL teacher's schedule will be built and reviewed periodically based on students' needs. This schedule can be refined during the year at semester at grade level team meetings. All classroom teachers will employ the strategies they learn in DPS ELA coursework.

Due to the relatively low number of English Language Learners, 33 students in grades ECE-5, English learners will be integrated into general education classrooms with non-ELs, ensuring students are not isolated from their peers. Students will always participate in electives classes in heterogeneous groups composed of English learners and non-ELs. The multi-year looping classroom configuration also ensures integration, students are in heterogeneous grade level groups and language groups throughout the day. Centennial's commitment to have World Language Spanish teacher on staff to provide Spanish instruction also supports integration. Additionally, Centennial is committed to hiring a diverse teaching staff, so Spanish speaking English learners will have positive mentors to look up to throughout their educational experience at Centennial. The structure of Crew also supports integration as we will be strategic in creating diverse Crew assignments.

Centennial's ESL Resource teacher is bilingual and supports communications between school/home in families' native language. The World Language teacher is also a native Spanish speaker and will support with family/community connections as well. The Principal's secretary is bilingual and supports with the translation of school-home communications when the District office does not translate them. Additionally, the Principal, Assistant Principal and Instructional Dean are bilingual.

Centennial faculty will work collaboratively with parents to exit/redesignate students from the ELA program consistent with CDE standards and a solid body of evidence including ACCESS scores, PARCC scores, Istation, reading and writing samples, interim assessment data, and student portfolios. Students will be monitored for two years after exit/redesignation to determine if additional ELA program services are needed. A thorough review of student achievement data at weekly data team meetings and after district interim assessment windows will support decision-making regarding ESL services.

G Students with Disabilities

Centennial will be an inclusive school community that maintains high expectations for all students, including those with disabilities. Staff will work together to ensure that students' learning and achievement is not unduly limited by either disability or language status. Our overall educational program, which emphasizes an incremental view of intelligence, includes a variety of instructional styles and groupings and gives students frequent feedback and multiple points of entry into the curriculum, is well suited to accommodate a diverse group of learners.

Expeditions, which allow students to pursue individual tasks toward a larger team objective, allow for students of differing ability to engage in appropriately challenging tasks involving the same content.

Centennial's staffing plan allows for 2.5 Mild/Moderate teachers. This staffing plan exceeds the minimum requirement (2.0) suggested by the Special Education department who makes minimum staffing suggestions for schools during budget development to inform hiring and staffing based on individual school's needs.

Mild/Moderate staff will be assigned across grades by K-2, 3-5, to support vertical articulation of students. This also allows their schedules to be tightly aligned with grade level teams ensuring they are consistent members of grade level team meetings and data team meetings. Centennial has committed to increasing mental health staff hours from the district minimum of 0.6 FTE to 1.4 FTE. This provides a 0.6 FTE Social Worker and a 0.8 Psychologist to serve students with special needs.

All Special Education staff at Centennial are Highly Qualified in accordance with ESEA and are appropriately licensed and endorsed per District requirements. One Mild/Moderate teacher is also ELA-S to support with existing and upcoming special education service needs in Spanish.

Special Education staff will have access to instructional programs supported by the Special Education Department and/or Curriculum and Instruction. Instructional curriculum Special Education staff can utilize may include, but will not be limited to: Guided Reading Plus, Leveled Literacy Instruction (LLI), EL Education ELA Foundational Skills, Origo Math and Bridges to Mathematics Intervention. These programs will be open to students needing Tier III interventions as evidenced by RtI MTSS team meetings. Centennial opened a 3 year-old ECE Model 1 program in 2013-14 that integrates typical 3 year-old peers with 4 year-olds with severe needs. This class supports a continuum of services for 4 year-olds with severe needs that may transition into Centennial's Multi-Intensive Severe (MI-S) K-5 program.

Centennial's master schedule is designed to support Mild/Moderate teachers co-planning and/or co-teaching with general education teachers. This enables these staff members to attend their assigned grade level teams' weekly team meetings. The Special Education schedule will ensure that students receiving Special Education support will not miss core (1st instruction) for IEP minutes, but will receive their required support above core instruction. This schedule will be created after class lists are composed and students' needs are assessed. Centennial will ensure that students do not miss core instruction to receive intervention support.

Centennial regularly evaluates and monitors the progress and success of special education students so that students attain those goals set forth in the Individualized Education Program (IEP). Special education teachers will participate in weekly data team meetings and will be assigned K-2, 3-5. Data will be analyzed by Centennial's Instructional Leadership Team on a quarterly basis and after interim assessment periods. Additionally, students will be setting goals in crew each week with their assigned crew leader. Centennial will utilize a multi-tiered system of support (MTSS) team that includes school psychologists, occupational therapists, speech language pathologists, special education teachers, general education teachers, school administration, and District staff (when appropriate) to identify students with special needs and determine the appropriate interventions and progress monitoring tools to ensure significant gains in achievement for all students. This team will examine a body of evidence, including PARCC, ANet interim assessments, Istation, formative assessments, and mathematics unit assessments to identify students in need of acceleration/intervention. Centennial employs the use of weekly grade level data team meetings to provide a forum for data-driven dialogue. Additionally, Centennial's Instructional Leadership Team analyzes data after the district interim assessment window to identify larger groups of students needing additional support.

As mentioned above in the English Language Learner Students section, Centennial will employ Villa and Thousand's Co-planning/Co-teaching model. When appropriate, Mild/Moderate teachers will co-teach with general education teachers in an inclusive setting. When Special Education teachers are working alongside Mild/Moderate staff, this provides insight into what strategies best support students with IEPs in their classrooms. All Mild/Moderate staff at Centennial will participate in district-led professional development for Leveled Literacy Instruction (LLI) and/or school-based Guided Reading Plus professional development

units (PDU) so they are well versed in a Tier II intervention that supports students' needs and connects to school's workshop model.

Mild/Moderate staff will participate in grade level team meetings where they will have the opportunity to share best practices for students on IEPs. An intervention Team Lead will have time in her daily schedule to provide modeling, coaching, and feedback to teachers on best practice Tier I/II interventions to build teachers' understanding of interventions.

H. Gifted and Talented Students

Centennial is committed to providing an excellent education for all students. Gifted and Talented students will be identified using the district approved identification process each year. The itinerant GT teacher will oversee the identification process and utilize the DPS Gifted Identification Guidelines. This process will ensure representation of traditionally underrepresented student cohorts. An Advanced Learning Plan (ALP) will be developed for qualifying students in accordance with the Exceptional Children's Education Act (ECEA).

The EL Education model supports the engagement and academic achievement of Gifted and Talented students through the Core Practices described in the Curriculum and Instructional Design section above. Expeditions provide opportunities for in-depth study and exposure to local experts. Additionally, Gifted and Talented students will have opportunities to explore independent and collaborative passion projects, accelerated subjects, and small-group enrichment activities, all of which aim at developing creative and high-level thinking skills. Centennial will utilize temporary grouping structures for reading and math; including within-class grouping and cross-grade grouping, to adjust teaching to match students' achievement or ability.⁵⁵ Centennial's multi-age class structures support the academic and affective needs of Gifted and Talented students. The implementation of the Reading, Writing, and Math Structures mentioned above will provide multiple opportunities for teachers and students to raise the ceiling off of the classroom and allow for student choice and individualized goal setting aligned with the learning targets. School-wide reading challenges encourage and acknowledge independent reading goals. The school culture, focused on achievement and academic rigor, encourages such activities and inspires students to engage in a variety of challenging academic endeavors. In the event that the EL Core Practices do not adequately challenge a given student, Centennial will craft an individualized plan with that student, family, and selected faculty. Such a plan might include alternative classroom placements, special interest projects, or opportunities for guided independent study.

Centennial's GT teacher will also support the Instructional Leadership Team and support the development of personalized interventions for students. This process will support general education teachers in delivering personalized accommodations to all students. The GT teacher will utilize high quality professional development offered through DPS and CDE to continuously learn current practices and changes in the law.

I. Multi-Tiered Systems of Support

Centennial utilizes a multidisciplinary Multi-Tiered System of Support (MTSS) team that includes special education staff, mental health staff, nurse, general education teacher(s), school leadership, and District staff, when appropriate, to identify students in need of academic/behavioral intervention or acceleration. This team is led by the school's Intervention Team Lead. This Team Lead will provide ongoing coaching and

guidance to teachers regarding identifying and implementing Tier I/II interventions and navigating the MTSS system and necessary data collection and paperwork.

In 2015, Centennial formed a Positive Behavior Team consisting of school leadership, mental health staff, Dean of Culture, RJ Coordinator and Mindfulness Coach. This team meets weekly to analyze discipline data, identify behavior trends and problem solve the needs of individual students. These weekly problem-solving sessions result in the development and implementation of behavior interventions for students and coaching plans for individual teachers. Furthermore, these meetings result in the identification of school-wide professional development topics and the development/revision of school-wide systems and structures.

Students at risk for failure in reading, grades K-2, are prioritized for daily, 45-minute small group reading support. Reading intervention is provided by three district-trained Literacy Fellows who use the Leveled Literacy Intervention curriculum. Students, in grades 3-5, at risk for failure in mathematics receive 45-minutes of daily intervention support from a full-time math intervention teacher or a trained math tutor. These students are provided with additional instruction, outside the core math block, using the Bridges in Mathematics Intervention curriculum. A .5 intervention teacher also provides targeted, daily instruction to identified students 2nd-5th grade in literacy or math.

J. School Schedule & Calendar

During the 2012-13 school year, Centennial was part of an cohort facilitated by the National Center for Time and Learning (NCTL). The goal of Centennial's work with NCTL was to rethink the way we used time- *to redesign and expand learning time*. At the culmination of our work with NCTL in the spring of 2013, Centennial proposed a plan to extend the school day and school year for 2014-15 and beyond. Centennial staff approved a plan, that is still in place currently, to extend the 8:00-3:00 school day by 45 minutes to 8:00-3:45. Benefits of this extended day included increased daily teacher collaboration and planning time; increased exposure to enrichment classes for students; access to literacy/math intervention support in addition to core instruction; daily time for social/emotional teaching outside core instruction; and increased opportunities for whole staff professional development.

K. Class Size

Centennial strives to have K-5 class sizes of no more than 25 students in order to provide rigorous and stimulating learning environments that challenge students to think critically and take active roles in their classrooms while also being able to provide individual and small group support. ECE 3 and ECE 4-year-old classes will follow the Early Education Department's class size guidelines and will not exceed more than 16 students in each *Crew*.

Section III: EDUCATION PROGRAM

A. Curriculum

When first seeking Innovation Status, the Centennial parent community researched several models of curriculum and explored the models of neighboring schools. After an extensive review, EL Education (formerly known as Expeditionary Learning) was selected as the core educational model.

One key principle that underlies the EL Education curriculum is equity and Centennial knows that equity needs to be a key focus for the work every day if we are to be successful in closing the opportunity gap. EL

Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire EL Education curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.

- **Mastery of knowledge and skills.** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character.** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work.** Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the EL Education K-5 curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and valued.

Research shows that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write about the content as well. Ultimately, research shows that the student is even more able to read about and understand new content too. EL Education's curriculum has been created with deep content understanding- science, social studies, or literacy- at its heart. Centennial students gain a deepening understanding of that content and they also acquire key literacy standards of reading, writing, speaking and listening- all carefully embedded within the content.

Language Arts

Teachers in grades K-5 will utilize the EL Education Language Arts (ELA) Curriculum to support core literacy instruction. The K-5 ELA curriculum and the sequence of skills in the lessons are carefully designed so they work together to help students learn. The curriculum is a system that benefits students while also providing support to teachers to help them grow as professionals.

The EL K-5 ELA curriculum offers 2-3 hours of literacy instruction per day depending on the grade level. The K-2 curriculum offers daily module lessons and literacy labs. The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (module lessons and the Additional Language and Literacy [ALL] Block). Both the K-2 and 3-5 curricula are considered comprehensive- meaning they explicitly teach and assess all strands and standards of the Common Core English language arts (ELA) standards for each grade level.

At the heart of the EL ELA curriculum, at all grade levels, are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies or literature. Each module uses rich, authentic text throughout. Module topics are as follows:

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
Kindergarten	Toys and Play	Weather Wonders	Trees are Alive	Enjoying and Appreciating Trees
Grade 1	Tools and Work	The Sun, Moon and Stars	Birds' Amazing Bodies	Caring for Birds

Grade 2	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators
Grade 3	Overcoming Learning Challenges Near and Far	Adaptations and the Wide World of Frogs	Exploring a Literary Classic	Water Conservation
Grade 4	Poetry, Poets and Becoming Writers	Animal Defense Mechanisms	The American Revolution	Responding to Inequity: Ratifying the 19 th Amendment
Grade 5	Stories of Human Rights	Biodiversity in the Rainforest	Athlete Leaders of Social Change	The Impact of Natural Disasters

The EL K-5 ELA curriculum recognizes that students learn from one another, and learn to respect one another, when they learn collaboratively in the same crew. At the same time, students have needs that require various types of differentiation. The EL ELA curriculum provides supports and resources for differentiation during all components of the curriculum: the module lessons, K-2 Labs, 3-5 ALL block. To engage all students, module lessons heavily emphasize differentiation; tools and scaffolding support all learners; and flexibility in the ways information is presented, the ways students respond, and in the ways students are engaged (based on Universal Design for Learning).

In EL Education's curriculum, language learners are expected to be fully participating members of a diverse and heterogeneous crew. The curriculum also honors the fact that language learners need targeted instruction within each lesson and additional supports to support success. Specific scaffolds have been integrated into each module lesson so teachers can provide supports for these students. These resources take a variety of forms, but two specific areas of emphasis are the "Language Dives" (conversations that teach students to unpack the structure and meaning of complex sentences) and "Conversation Cues" (questions that teachers can ask, such as 'can you say more about that?' or 'can you figure out why?').

Teachers in grades K-5 will utilize Guided Reading Plus to support strategic reading instruction. Guided Reading Plus (GR+) is an intervention for readers not reading at, or above, grade level. GR+ provides additional exposure to

explicit reading instruction beyond the classroom guided reading groups and the other components of balanced literacy instruction. The architecture of GR + lesson has specific components borrowed from Collaborative Literacy Intervention Program. It is a planned and purposeful lesson, with a daily strategy focus selected from the previous day's running record. Instruction lasts about 30 minutes depending on the reading level and grade of students. Its purpose is to teach students how to use strategies to figure out tricky words, clear up sentence structure confusions and understand new concepts or ideas, which will accelerate struggling readers to read at grade level. Like in regular guided reading, the book selecting is thoughtful and matches group's needs. GR+ groups are designed for all levels of readers, but are especially useful for students who are at-risk of not meeting grade level proficiency. Therefore; the highest trained teacher should conduct the teaching instruction for these students. The ideal GR+ group will have 3 – 4 students and the selection for these groups varies. Students can be grouped by similar reading levels, or by the strategies needing support (e.g. readers who do not read for meaning, readers who don't self-correct,

etc.). There may also be a small range of reading levels but begin at the level that will accommodate the “most emergent learner.” As student’s progress in their reading, the teacher will be working toward the level of average students in the group.

Mathematics

Centennial will teach K-5 math using the district adopted Bridges in Mathematics curriculum developed by the Math Learning Center. 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 Bridges in Mathematics 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.

Science

Teachers in EL Education schools reinforce the connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. In homeroom crews, Centennial students are exposed to standards-based science instruction through the EL modules. Additionally, students at Centennial are fortunate enough to have access to a middle-school grade science lab and a full-time science teacher. Centennial students engage in 80-minute, standards-aligned science classes every six days through the enrichment rotation. Students in grades 3-5 will also have science instruction supported by the EL Education Life Science Modules. These life science modules connect with and complements the grade-level language arts module lessons. Topics include: Diverse Life cycles and inheritance of traits in aquatic plants and animals (3rd); Ecosystems and specialized structures and their functions in terrestrial plains and animals (4th); The cycle of energy and matter in a healthy forest ecosystem (5th).

Social Studies

In social studies, Centennial teachers will prioritize students’ understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers in EL Education schools view social studies as a way to develop students’ capacity to interpret their world critically and to engage productively in it. They help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of myriad facts and details. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. To help animate history, teachers use compelling case studies, embedded in the EL Education modules, that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Students often investigate and address social issues in their local community and become compassionate community members in the process. Explicit literacy instruction is a focus for all students across the content areas.

Students learn to read, write, and think as historians. Centennial will use the EL modules, aligned with Colorado Academic Standards, and district-approved resources to support social studies instruction.

B. Scope and Sequence

Centennial follows the scope and sequence for the EL Education K-5 ELA curriculum, the Bridges in Mathematics K-5 curriculum and the ECE Creative Curriculum.

C. Progress Monitoring and Assessment

Centennial will utilize highly advanced student assessment systems to monitor student progress. The most important of these will be real-time, in-class assessments to help teachers monitor the effectiveness of their day-to-day instruction. Our leaders, teachers, and students will embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that students achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. These practices are a critical component of the EL Education model. Centennial staff will engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. The effective use of data systems to effectively guide instruction is a common feature of the highest performing schools in the country and is consistently supported by research as an effective practice.

Centennial will utilize the data-based methods developed by Paul Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction*. Features of Paul Bambrick-Santoyo's methods include: frequent school-wide interim assessments, data days, explicit planning and opportunities for re-teaching, use of the Response to Intervention model where students are assessed and flexibly grouped every 6-8 weeks, and a data-driven school culture.

Centennial will utilize the DPS approved Achievement Network interim assessments in grades 2-5 for ELA and math. For the purpose of the READ Act, all K-5 students' reading levels will be assessed with the DPS approved Istation assessment.

Centennial teachers communicate information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities—they maintain a portfolio and discuss their learning during family conferences and passage presentations, and they participate collectively in communicating about achievement during public presentations of learning. Centennial teachers will support students in analyzing their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of mind and readiness for passage. Teachers and staff will assume an active role in supporting students in showcasing their progress and demonstrating their readiness for passage. They will assist students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support their statements. Passages may include students articulating their current levels of proficiency in core subjects; sharing exemplary work from different subject areas; sharing artistic, athletic, and technology accomplishments; outside of school and service learning contributions to the community; and growth and proficiency with relational and performance character.

To ensure our students' success, Centennial staff must be critical consumers of data and utilize this data to inform instructional decisions. The Student Intervention Team composed of administrators, primary and intermediate teachers, the school social worker, ESL/SPED/GT teachers, and electives teachers; the Instructional Leadership Team, and Collaborative School Committee will be primarily responsible for evaluating school-wide performance data and communicating with grade level teams, interventionist teachers, and support staff. These teams will meet on a monthly basis to examine progress toward our goals. Additionally, data will be a part of our weekly professional development sessions. After the administration of school-wide formative assessments, grade level teams will collaborate with members of the Instructional Leadership Team to identify specific instructional targets based on students' needs. These will be monitored, celebrated, and revised every six-eight weeks.

D. Promotion and Retention Policies

Centennial will follow all district promotion/retention policies.

E. Supplemental Programming

Through the implementation of our extended school day, all students, ECE-5, access a robust menu of enrichment classes including art, physical education, music, digital literacy/library, science and Spanish. Students engage in 80-minutes of enrichments every day and participate in each enrichment class on a six-day rotation.

Centennial's Celebrations

<p>Community Circle Once a month, the Centennial community comes together for a whole- school crew meeting. This time is intentionally designed to build relationships and celebrate the academic and social/emotional achievements of students. Individual students are recognized by their crew for demonstrating WORLD CARE habits. Crews are recognized for reaching the school's attendance goal. Every Community Circle is planned and facilitated by a different grade level and this grade level will identify what academic learning they would like to highlight for the rest of the school during their community circle.</p>
<p>1st Friday Books and Breakfast On the first Friday of each month parents and community members are invited into crews to eat breakfast and read books. This time is intentionally designed to build deep relationships among crew members and their families while also promoting literacy skills and a love of reading.</p>
<p>Celebration of Learning Centennial holds a school-wide exhibition night each spring so all students can present their learning and celebrate their academic and social/emotional success throughout the year with their families and the community. Families, community members and school partners participate in exhibitions and act as an authentic audience, learn about the work of the students and the school as a whole, and honor student learning.</p>
<p>Passages Passages will be times for students in grades 3 and 5 at Centennial to take part in traditions that confirm their readiness to move forward in all realms of their achievement. Passages may include students articulating their current levels of proficiency in core subjects, sharing artistic, athletic, and technology accomplishments, outside of school and service learning contributions, and growth and proficiency with relational and performance character.</p>
<p>Family Literacy and Math Nights Centennial facilitates joy-filled evenings of learning, literacy, and mathematics. Staff facilitate parent</p>

workshops identifying instructional strategies parents and families can utilize to support student achievement.

Do 1 Thing

Centennial students are organized into “Crews” led by one staff member. Staff will facilitate Crew meetings to identify one thing that each and every student can do to make our school community, city, state, country, and world a better place. These meetings will empower students to make a difference in their community.

Character Awards Ceremonies

To support the implementation of Crew and exhibition of positive school-wide behaviors, Centennial facilitates monthly awards ceremonies to acknowledge Centennial students

Celebrate Earth Day!

One of the themes that emerged from the mission statements composed by families and teachers during school design meetings was a focus on the natural world. In response, Centennial creates opportunities to incorporate experiences in nature through expeditions and in school-wide celebrations. These may be inspired by the Earth Day Network and other organizations to create an international focus on Earth Day.

Arts and Music Showcases

In December and April, student artwork will be showcased with students positioned throughout the school building to perform, play music, sing, and showcase their creative talents.

Section IV. LEADERSHIP

A. Leadership Team Personnel

As principal, Laura Munro, is the instructional leader of the school and has distinguished herself as a high performer in various leadership positions with track records of success. Laura has served in a variety of capacities across some of the state’s leading school districts including as an ECE and elementary teacher, teacher leader, ESL Director, Director of Student Achievement for Diverse Learners, and as an Executive Director of Diverse Learners. Most recently, Laura has served as the school principal at Centennial for six years. All of these experiences have provided both breadth and depth of experience to ensure Laura’s success in this role. The following qualifications were used for selecting the school leader and will also be used to inform future selection processes: ability to demonstrate strategic leadership, act as an instructional leader, articulate and model a clear vision of the school’s culture, promote parent and community involvement, support the development of the whole child (social, emotional, physical, and academic), commitment to serving a diverse student population, celebrates strengths and diverse student talents, strives for continuous improvement, critically consumes data and uses it to elevate student achievement, is relationship driven, possesses strong communication skills, demonstrates business management skills, participates in family and community outreach, possesses a strong moral compass and joyful spirit, desires to be a leader in the educational landscape and make positive contributions to the field, acts as a champion for children, and advocates for Centennial improving the school’s ability to serve the best interests of students and families.

As a result of implementing this Innovation Plan, the role of the school leader will evolve. The school leader will be a keeper of the vision and stay relentlessly focused on successfully implementing the Innovation Plan,

monitoring student progress, engaging members of the community, and leveraging the resources of the community to serve the children of Centennial.

As a lifelong learner, Laura will continue to grow professionally and will continue to have the following supports throughout the next iteration of the school's Innovation Plan: participation in the EL Education Leadership Cohort; participation in EL Education Site Seminars; coaching from the EL School Designer and/or EL Education Regional Director; coaching from an Achievement Network coach; in addition to attending DPS universal and network meetings.

Additional leadership team members will be supporting the implementation of this Innovation Plan.

Leadership is distributed broadly throughout the school through the following positions: Principal, Assistant Principal, Instructional Dean, and Teacher Leaders. Job descriptions for these positions along with resumes for hired staff members are available in Appendices G and H respectively. External support will also be provided by EL Education staff to support Centennial's leaders in implementing the plan. Centennial U was also intentionally designed to build leadership capacity among staff.

Centennial will have an Instructional Leadership Team (ILT), comprised of school leadership, Dean of Instruction, Teacher Leaders, Team Specialists, New Teacher Ambassador, and Dean of Culture. The composition of this team is a critical aspect of developing a robust succession plan to cultivate outstanding leaders who can continuously improve performance and position Centennial to thrive, while ensuring our stability and continuity. Each person on the ILT will be responsible for operationalizing Centennial's mission, vision, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders will use data wisely, shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, student surveys). Centennial will invest in the capacity of every teacher to access, understand, and use data effectively. Centennial's leadership strategy goes beyond a single person or team; it is a role and expectation for all members of staff. The faculty at Centennial will ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and the Common Core State Standards.

Members of the Instructional Leadership Team will exemplify the six characteristics of leaders of change: being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks. These characteristics are indicative of our educational leaders' successful performance in the two dimensions considered necessary for effective leadership: initiating structure, which is primarily concern for organizational tasks, and consideration, which is the concern for individuals and the interpersonal relations between them. Centennial leaders of educational change illustrate this with their vision and belief that the purpose of schools is students' learning. Valuing human resources as well as communicating and listening are directly associated with the dimension of consideration. Being a proactive leader and a risk taker demonstrate the dimension of initiating structure. Centennial is committed to investing in our human capital and creating a diverse body of skills among members of staff, while increasing the leadership capacity for all members of staff.

As mentioned above, members of the Collaborative School Committee will be collectively responsible for maintaining a long-term vision of success for the school and actively planning for that vision. The CSC will continue to provide guidance, evaluation, and approval for Centennial's Unified Improvement Plan and EL Work Plan in addition to enhancing student achievement, parent engagement and school climate through collaboration. The long-term success of Centennial is most pertinent with developing leadership within the organization and planning for leadership succession. In the event there is a change in leadership, Centennial will follow a succession plan as outlined in the following steps:

The Collaborative School Committee (CSC) will be responsible for implementing the principal selection process in consultation with Denver Public Schools. The CSC will identify an interview team that will be comprised of 2 teachers, the principal's secretary, the existing principal (optional, per CSC approval), the assistant principal, the Instructional Dean, 2 Teacher Leaders, 1 teacher and 2 parents and/or community members. The committee will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings. A neutral party will be invited to facilitate all faculty and parent/community meetings. The selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the Innovation Plan.
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with Innovation Plan.
- Development of a job description based on faculty and parent/community input.
- 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 on top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists' current schools.
- CSC selects final two candidates and submits recommendation to DPS Superintendent for final selection.
- Announce position acceptance to staff, students, parents, and community.

The Principal Selection Committee will consider the following criteria when selecting a new principal:

- Intelligence and inquiry- the school leader will be informed on the latest theories and best practices in education.
- Input and listening- the school leader values input from his/her teachers to help make decisions and create policies.
- Communicator- the school leader will operate transparently, be an effective communicator, and be able to actively engage parents and the community.

- Relationships- the school leader will be personable, empathetic, and value positive relationships with students, staff and parents.

B. Leadership Team Coaching & Evaluation

To support the school leader in successfully implementing the Innovation Plan, the Principal must become a visionary expert for EL Education. To this end, Centennial leadership participates in professional learning opportunities facilitated by EL Education staff, as well as District sponsored staff. Leadership growth opportunities include, multi-day EL Education institutes; EL Education Leadership Cohort; DPS Universal and Network meetings. Additionally, the school leader will participate in all school-wide professional development opportunities. The Principal, Laura Munro, will also be evaluated by and maintain a traditional reporting relationship to the District Instructional Superintendent.

C. School Personnel Structure

The success of Centennial depends upon the school's ability to attract, recruit, and retain highly efficacious, exceptional individuals committed to advancing education by setting an example as an effective, diverse, and accountable school. As noted by Senate Bill 10-191, the greatest teachers and leaders will have the greatest impact on student achievement and engagement.

As of 2017, Centennial employs the following staff: Principal, Assistant Principal, Instructional Dean, Dean of Culture, 6 Team Leads, 22 ECE-5 crew leaders, 1 Multi-Intensive Severe teacher, 6 enrichment teachers (physical education, art, music, science, digital literacy and Spanish), 1 ESL teacher, 1 math interventionist, 1 math tutor, 3 literacy fellows, 1 Restorative Justice coordinator, 1 mindfulness coach, 0.25 itinerant GT teacher, 0.6 social worker, 0.8 psychologist, 2 Special Education Mild/Moderate teachers, .5 interventionist, 1 nurse, 2 office support, and 17 paraprofessionals serving ECE classrooms, special education programming, and general assignment.

Centennial utilizes district resources to support our success in serving students and will continue to work collaboratively with our colleagues in Denver Public Schools. These resources include Budget, HR, and Instructional Support partners, Food and Nutrition Services, and Facilities Management.

D. Teacher Recruitment, Hiring, & Retention

Centennial, A School for Expeditionary Learning focuses on improving student achievement by hiring and developing quality teachers. School leadership establishes and communicates high expectations and works collaboratively with the Instructional Dean and Team Leads to align professional development, and observation/feedback, with the formal evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

Centennial has hired a team of talent who possess a passion and commitment to implementing the EL Education model while operationalizing Centennial's mission: Centennial, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility. Centennial will utilize the following set of indicators in addition to the Colorado definition of "Highly Qualified": In accordance with section 1119 of NCLB, Colorado defines Highly Qualified Teachers as teachers that are fully licensed and able to demonstrate subject matter competency in each core content area in which they are assigned. This definition applies to both general and special education teachers that are responsible for providing instruction in core content subject areas.

Proven ability to execute standards-based instruction and progress monitoring strategies to promote student achievement; knowledge of culturally responsive pedagogy; excellent communication skills; ability to plan for and implement a variety of instructional techniques and strategies to meet the needs of diverse learners; strong classroom management skills; alignment with Centennial’s mission, vision, and core values; desire and ability to hold all children to high expectations; commitment to exceeding expectations and doing whatever it takes to ensure the success of all students; willingness to work an extended day and year; possess an ethic of excellence; utilizes autonomy in instructional design and accountability for meeting high expectations; professionalism; openness to feedback; desire and ability to work effectively as part of a team; demonstrated ability to work well with parents and build positive relationships with students; demonstrated ability to analyze data and measurements of achievement; commitment to ongoing professional development and lifelong learning; and possess a sense of humor, flexibility, and adaptability. Preference will be given to teachers who possess or are pursuing a CLD endorsement, Special Education endorsement, or Gifted Education endorsement. Additionally, Centennial faculty must be committed to creating joy-filled, personally meaningful learning experiences for students within our culture of respect, responsibility, wonder, leadership, and determination. Centennial staff members must also possess a strong moral compass and ensure the success of a diverse body of students, act as champions for all children promoting access and equity to create equal opportunity and support for all children, and empowering children to be socially responsible, service-oriented leaders who achieve academic excellence through meaningful work, academically rigorous explorations, and relationships. Our success relies upon a shared responsibility for operationalizing the mission and vision of Centennial.

Centennial staff members place a high degree of value on school culture and are dedicated to breathing life into our Core Values (created as Learning Targets to align with the Expeditionary Learning model):

- I am ready to collaborate deeply with my colleagues to raise student achievement.
- I am ready to be a leader in bringing about significant and lasting change in my classroom and school.
- I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL.

Centennial will possess a joy-filled, caring school culture, which will attract and bring out the best in people through trust, empowerment, and respect. Individuals will be given a high degree of autonomy within a culture of authentic accountability. Centennial’s school culture will celebrate individual’s passions and interests within a collective school spirit where we choose to be “great by choice.” This intentional culture will promote the retention of the highest performing teachers.

E. Teacher Retention

Since first gaining Innovation Status in 2013, Centennial has hired a team of talent who possess a passion and commitment to implementing the EL Education model while operationalizing Centennial’s mission. The hiring practice changes afforded through Innovation Status have supported leadership to time recruitment activities and employment offers to ensure the most highly qualified candidates are hired into open positions early. Centennial has seen dramatic increases in teacher retention since seeking Innovation Status. These increased retention rates are a direct result of flexibilities granted through Centennial’s Innovation Status.

School Year	Teacher Retention Rate
2013-14 to 2014-15	65%
2014-15 to 2015-16	59%
2015-16 to 2016-17	56%
2016-17 to 2017-18	81%

Section V: OPERATIONS, BUDGET, GOVERNANCE

A. Employment Policies

Centennial will continue to utilize the DPS salary schedule and provide employment benefits consistent with the district. Employment policies consistent with DPS policies, with exception to the District Policy Waivers, State Statute and Rules Waivers, and Collective Bargaining Agreement Waivers presented in Section VI below.

B. Operations-Transportation

Centennial will continue to provide transportation through the DPS Department of Transportation.

C. Operations- Safety & Security

Centennial follows all District Safety and Security policies. Centennial establishes a Emergency Response Crisis Management (ERCM) team and ensures that all members of the team are properly trained. Centennial engages in all required safety drills and maintains a log of these drills on the premise.

D. Operations- Food Services

Centennial will continue to partner with DPS Food and Nutrition Services to provide Breakfast in the Classroom and lunch service in the cafeteria to all students ECE 4 to 5th grade.

E. Budget Narrative

As mentioned above, Centennial has had a Memorandum of Understanding with Expeditionary Learning since the spring of 2014. The plan is to engage in a MOU with EL Education through the end of the 2017-18 school year. The MOU with EL Education cost \$27,900.00 for the Spring of 2013, \$72,500 for the 2013-2014 school year, \$69,600 for the 2014-15 school year, \$39,500 for the 2015-16 school year, \$20,000 for the 2016-17 school year and \$15,342 for the 2017-18 school year. These MOU costs reflect a decrease in direct support as the school’s internal capacity to implement the EL Education model increases. The most recent MOU includes 14 direct service days from Centennial’s EL School Designer. The support identified in the yearly MOU support Centennial in successfully implementing the EL Education model and becoming a fully credentialed EL school beyond the 2017-18 school year.

Centennial establishes yearly enrollment projections consistent with information provided from Denver Public Schools and Centennial collaborates with the Office of School Choice and Enrollment during the District enrollment window.

Centennial plans to stay in the current facility and revise the school’s name to reflect the EL model and grade configuration. As a result, Centennial is now being referred to as Centennial, A School for Expeditionary Learning. Including the instructional model in the school name supports Centennial’s branding efforts to distinguish themselves as a neighborhood school providing a model of education to meet the needs of children and families in the community.

F. Collaborative School Committee (CSC)

Centennial utilizes the Collaborative School Committee to ensure that parents/guardians, staff, and community members are active participants in the school’s governance structure. As mentioned in Section I, Ongoing Parent/Guardian Involvement & Satisfaction, the Collaborative School Committee (CSC) is a leadership body for school accountability formed by representation from all of a school’s community stakeholders i.e. educators, parents, students and community. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDF-R4H- Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. Centennial will elect members for the CSC by September each year and will hold monthly meetings throughout the year. The CSC is composed of the following members: Principal, 3 classroom representatives, 3 parent representatives, one classified staff member, and one member from the community.

The CSC meets at least once a month, with additional meetings scheduled as needed to ensure the successful implementation of Centennial’s EL Work Plan/Unified Improvement Plan and to support the annual staffing and budget process. The CSC will utilize the goals identified in the school’s plans to evaluate the health and progress of the school. The CSC will review and approve financial reports, including the annual budget; monitor student enrollment and retention strategies and review student and parent satisfaction survey data. In addition to the CSC, Centennial will also have an Instructional Leadership Team (ILT).

Centennial’s Innovation Renewal Goals

Measure	2020 Goal	2020 Annual % Increase or Decrease	Most Current Data	Most Current Data (Student N)	17-18 Goal	18-19 Goal	19-20 Goal	17-18 School Goal	17-18 N Based on School Goal	Interim Measure
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Early Literacy			Estimated EOY READ							
K Status - Aimline	80% At Aimline	6%	61%	47	67%	74%	80%	67%	52	iStation
1-3 Status - Aimline		15%	35%	71	50%	65%	80%	50%	102	
K-3 SBGL (Aimline)		<5%	8%	28%	78	20%	13%	5%	20%	
Standards Implementation - Literacy	15-16 CMAS									
K-2 Status	80% Meets CMAS & Interims									ANet/ Unit Assessments
3-5 Status		18%	27%	43	45%	62%	80%	45%	72	
3-5 Not Meeting Max (CMAS)		<5%	6%	23%	37	17%	11%	5%	17%	
Standards Implementation - Math	15-16 CMAS									
K-2 Status	80% Meets CMAS & Interims									ANet/ Unit Assessments
3-5 Status		20%	21%	34	41%	60%	80%	41%	65	
3-5 Not Meeting Max (CMAS)		<5%	6%	24%	39	18%	11%	5%	18%	

Centennial, A School for Expeditionary Learning, requests the following district and state waivers:

B. Centennial State Statute and Rules Waivers

Centennial - Innovation School's Replacement Policies for Automatic Waivers from State Statutes	
State Statute	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
Statute Description	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,
School's Replacement Policy	Centennial Elementary is not seeking a waiver from this policy. Rather it is clarifying the Board's delegation of the duty to the school. The principal, in consultation with the CSC, will select teaching staff directly. Rates of pay will remain consistent with the district schedule and policies.
State Statute	Section 22-32-109(1)(n)(I): Schedule and Calendar
Statute Description	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than [varies by grade level] hours of planned teacher- pupil instruction.
School's Replacement Policy	The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Centennial Elementary have fewer than the minimum hours set by the district and state for public instruction.
State Statute	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
Statute Description	22-32-109. Board of education - specific duties. (1)...each board of education shall have and perform the following specific duties: (II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of

School's Replacement Policy	The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Centennial Elementary have fewer than the minimum hours set by the district and state for public instruction. Centennial will investigate a bell time change request for the 2014-15 school year and for subsequent years thereafter with the department of transportation pursuant to CSC approval to lengthen the school day by 15-30 minutes each day. If found feasible, this extension will be designed both to extend the overall seat time for students and to obtain additional non- student content days for teacher planning, professional development, and/or students' passage ceremonies.
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State Statute	Section 22-32-109 (1)(n)(II)(B): School Calendar
Statute Description	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.
School's Replacement Policy	Prior to the end of the school year, Centennial Elementary shall determine the length of time during which Centennial Elementary shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law and the DPS Board-approved district calendar. The Centennial Elementary calendar shall include the dates for all staff in-service programs scheduled for the coming school year that are not identified on the DPS Board-approved district calendar. A copy of the calendar shall be provided to all parents/guardians of students enrolled in Centennial Elementary. The calendar will also be published on the school's web page. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice to students and parents of no less than 30 days.

State Statute	Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel
Statute Description	22-32-110. Board of education - specific powers. (1) In addition to any other power granted ... each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation...may delegate the power specified in this paragraph (h) to an innovation school.
School Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to Centennial

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision
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Statute Description	Contracts shall be in writing, amount of notice required by a teacher/principal who intends to resign, when a position can be re-opened, penalties for resigning outside of the window, no direct placement requirement, priority hiring preference for effective/satisfactory teachers, management of displaced teachers, disclosure of why
School's Replacement Policy	All contracts will be in writing. School will provide contract language with the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal and teachers must give notice at least 30 days prior to the date of termination (unless mutually agreed upon that the termination date could be sooner). Teachers will be on an annual contract. Contract renewals for the following school year must be finalized no later than 60 days before the end of the current school year or two weeks after publication of the following year's academic calendar, whichever date is later. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the Policy GDQD and Regulation GDQD-R. Centennial Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will still consider them for employment and make best efforts to consider their candidacy as early in the application process as practicable. The school has the right to refuse

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment
Statute Description	Tenure - how established, treatment of probationary teachers, time, ability to not renew contracts.
School's Replacement Policy	Centennial Elementary will employ all teachers according to an annual contract and will not recognize probationary or non-probationary status for teachers as a result. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation
Statute Description	Specifies that schools are not required to accept transfers from the Chief Admin Officer of a district, but if they do, specifies the manner in which compensation should be handled.
School's Replacement Policy	School will have the authority to decide whether to accept transfers of any staff from the district on a case-by-case basis. In situations where the school is being asked to receive a teacher for which there was not mutual consent,

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal
Statute Description	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S

School's Replacement Policy	All teachers with annual contracts are subject to nonrenewal at the completion of the contract term. There shall be no limitation on the ability of the school to non-renew the contract of an Innovation teacher at the end of the contractual period. All school teachers terminated prior to the expiration of any applicable contractual period or during the school year shall be dismissed for cause and shall be entitled to due process as specified in the replacement policy for 22-63-302.
State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 302: Procedures for Dismissal of Teachers and Judicial Review
Statute Description	Detailed process for teacher dismissals.
School's Replacement Policy	Any teacher subject to dismissal during the school year will be entitled to the procedures outlined in Policy GDQD and Regulation GDQD-R.

State Statute	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
Statute Description	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections
School's Replacement Policy	Board retains this responsibility but grants autonomy to the school leadership team at Centennial Elementary to make staffing decisions.

State Statute	22-63-203.5 5 Portability of non-probationary status
Statute Description	Beginning with the 2014-15 school year, a nonprobationary teacher, except for a nonprobationary teacher who has had two consecutive performance evaluations with an ineffective rating, who is employed by a school district and is subsequently hired by a different school district may provide to the hiring school district evidence of his or her student academic growth data and performance evaluations for the prior two years for the purposes of retaining nonprobationary status. If, upon providing such data, the nonprobationary teacher can show two consecutive performance evaluations with effectiveness ratings in good standing, he or she shall be granted nonprobationary status in the hiring school district.

School's Replacement Policy	Centennial Elementary will employ all teachers according to an annual contract and will not grant or grandfather the non-probationary status for teachers as a result. This includes teachers hired into the school who came with an existing nonprobationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.
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State Statute	22-9-106 Licensed Personnel Evaluations
Statute Description	Teacher effectiveness legislation
School's Replacement Policy	Centennial Elementary will use the district adopted performance evaluation system for licensed personnel with one revision. In any circumstances where existing policies differentiate between probationary and non-probationary staff, the school will comply with the requirements described for probationary staff.

State Statute	22-33-102(1) Definition of "Academic Year"
Statute Description	As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.
School's Replacement Policy	"Academic year" refers to the year as it is established by the locally adopted academic calendar for Centennial Elementary. This definition will include both an identification of days and a typical daily schedule.

C. Collective Bargaining Agreement Waivers

Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 1-7: Definition of "School Year"
Article Summary	The term "school year" as used in these Articles shall mean the officially adopted school calendar.
School's Replacement Policy	The term "school year" will refer to the year as it is established by the locally adopted academic calendar for Centennial Elementary. This definition will include both an identification of days and a typical daily schedule.

Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 5-5: School Leadership Team

Article Summary	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect. The SLT will strive to 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 shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The Instructional Superintendent will review and consider any information provided by members of the SLT. (The article then enumerates the responsibilities of the SLT).</p>
School's Replacement Policy	<p>Centennial's Instructional Leadership Team (ILT) will be composed of the Principal, Assistant Principal, Teacher Effectiveness Coach (TEC), Interventionist, teacher leaders, teacher representatives from primary and intermediate, and at least one member from instructional support staff (ESL, SPED, GT, electives). Each person on the ILT will be responsible for operationalizing Centennial's mission, vision, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders will use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, student surveys). Centennial will invest in the capacity of every teacher to access, understand, and use data effectively. Centennial's leadership strategy goes beyond a single person or team; it is a role and expectation for all members of staff. The faculty at Centennial will ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and the Common Core State Standards.</p>

Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 8: Professional Standards

<p>Article Summary</p>	<p>Article 8 - Professional Standards</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-seven (187) days. If a teacher is required to extend his/her contract year and is continuing to do the work he/she performed during the contract year, he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year...(the article then continues with the specifics)</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include:</p> <p>8-2-1 Lunch Periods. There shall be a minimum standard forty-five (45) minute daily lunch. Lunch shall be duty free.</p> <p>8-2-2 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-3 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Self-Directed Planning Time. For Elementary/ECE/K-8 Teachers: Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day. Classroom transitions shall not be considered part of the 300 minutes per week. The ten minutes before and after the bell will not be counted toward this time unless the teacher does not have students for the first or last period....</p> <p>8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel....</p> <p>8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel. 8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel...</p> <p>8-7 Non-Teaching Duties. The District agrees to make every effort to reduce nonteaching duties that do not best use a teacher's presence and skills, through the use of teacher aides.</p> <p>8-8 Lesson Plans. Teachers will maintain effective lesson plans related to the approved curriculum for use by the teacher in regular instruction and review by the administration, as well as specific, detailed lesson plans for use by substitute teachers.</p>
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	<p>8-9 Classroom Interruptions. The District agrees that classroom interruptions diminish the time for instruction. The administrative staff and teachers shall make every effort to avoid unnecessary interruptions during instructional periods.</p> <p>8-10 Class Coverage. It is an administrative responsibility to cover all scheduled classes.</p> <p>8-11 Emergency School Closings. Defines school closing procedures.</p> <p>8-12 Teacher-in-Charge. If a teacher is placed in charge of a building during the absence of the principal, and when the principal's absence will be one-half day or longer, the teacher will be relieved from either the office or classroom assignment.</p> <p>9-12 Transportation of Students. Teachers shall not be required to transport</p>
School's Replacement Policy	<p>The school will create and publish an annual calendar that reflects any summer trainings, passage ceremonies, parent conferences, and planned expeditions. Teachers will be required to participate in school expeditions affecting their students, which to the extent possible, will be run during normal school hours, but may at times take place outside of the normal school day. Teachers will also be asked to participate in collaborative planning and school culture building activities consistent with the school design. School will also use a daily schedule that will at times blend lessons across classrooms and use multi-age groupings.</p>
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers
Policy	CBA provisions regarding the teacher evaluation and performance improvement process.

School's Replacement Policy	<p>Teachers will be hired on annual contracts.</p> <ul style="list-style-type: none"> • Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. • The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan. <p>The School will utilize the District's LEAP system.</p> <p>Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>The school has only one type of evaluation which applies to all teachers as all teachers are on an annual contract. The School may modify aspects of the LEAP framework appendices to align with the Educational program. .</p> <p>Timeline: All teachers will be evaluated at least once annually.</p> <p>The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference.</p> <p>The school will follow the PIP process noted in Article 10 if a teacher is not making expected improvements.</p>
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Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 13-7 Hiring timelines, 13-8 Personnel Committee

<p>Article Summary</p>	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs. The timeline for the key dates and activities listed below will be communicated to the Association no later than January 31.</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group. (Article 13-10) • Teacher requests for Early Retirement Incentive, move to part-time/job share, and Extended Leave of Absence notice submitted. (Articles 13-10, 21, 23, 29-13) • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10) • Assignment of unassigned non-probationary teachers. (Article 13-17)
<p>School's Replacement Policy</p>	<p>Centennial will work with the district HR office to post teaching positions through the district website. From this posting, Centennial will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</p> <p>Teachers shall be hired based on a blend of the DPS model for teachers along with a screening for added competencies related to Expeditionary Learning. Subsequent hiring decisions will be made as the school's personnel committee, with final determination to be made by the school principal. To the extent possible, the personnel committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee</p>