Crawford Elementary School

Aurora Public School District

Innovation School Application

Colorado Department of Education

International Leadership ACTION Zone

Submitted: March 2016

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INNOVATION PLAN COVER PAGE

PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN

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

Innovation School Name: Crawford Elementary School

Location (address): 1600 Florence Street, Aurora, CO 80010

Plan Contact (name and position): Jenny Passchier, Principal

Email: jlpasschier@aps.k12.co.us

Phone: 303-340-3290

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

Is this plan for a new school or an existing school *(circle one)*? **Existing**

➢ If this plan is a new school, is the new school *(check one)*:

☐ Replacing legacy schools on turnaround status; or

☐ Part of a district plan to create a portfolio of schools necessary to serve the Act's purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? **N**

➢ If so, when was the request made and what was it for? _____

Has the school been granted status as an Alternate Education Campus (AEC)? **N**

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

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

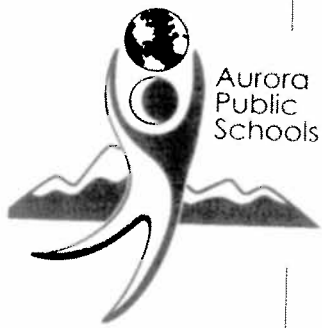➢ Is the school a recipient of the federal School Improvement Grant (10039g))? **Y -** Tiered Intervention Grant

Will the school be seeking a waiver for graduation guidelines? **N**

➢ Please indicate <u>in the plan</u> if the school will follow district requirements <u>and include</u> the district graduation policy as an appendix.

PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN

Colorado Department of Education
Choice and Innovation
201 East Colfax Ave
Room 300
Denver, CO 80203

Aurora Public School
Board of Education
1085 Peoria Street
Aurora, CO 80011

February 17, 2015

Aurora Public Schools

Crawford ementary School

1600 Florence St.
Aurora, CO 80010

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RE: Innovation Model Approval

Dear Approval Entities:

As the School Design Team (SDT), we are respectfully submitting Crawford Elementai School's proposed Innovation Model for your consideration, support and approval. Planning for the la four months for the development of this proposal was the result of hours of attentive and diligent wor from committed Crawford Elementary School staff, students, parents, and community members, as we as district administrators and educational advisors. Five stakeholder open forums and feedbac opportunities also contributed to the design and engagement efforts of this impactful plan.

It is the belief of the School Design Team that with the approval and implementation of thi International Leadership model that Crawford Elementary School will be better positioned to educat and leverage the culturally-diverse student and community's assets for many academic, and caree achievements nationally and internationally. Crawford Elementary School has made significan educational advancements over the past two years. The proposed plan has continue to address the roc causes for persistent academic deficiencies and thoughtfully formed aggressive and impactful solution to create a learning environment that is fully focused on the unique Crawford Elementary Schoo student. The efforts presented in this plan capitalize on strength that our high quality instructional staf and our multilingual, culturally-adept, resilient students and families bring to each classroom. This plai has placed competency at the center of the success metric for each student, linking accountability fo academic achievement to students and parents, in addition to staff and the school.

To move this school environment to a thriving culture of community and global leaders, the SDT and stakeholders have proposed:

- Responsive Teaching and Learning
- Increased student learning time and extended learning opportunities
- Encouraging engagement for parents and partners
- Celebration of cultural diversity
- Building the Global Leaders of tomorrow
- Accountability of successes

The undersigned School Design Team is proud to submit the attached International Leadership Plan on behalf of all the current and future Crawford Elementary School students and families.

Respectfully submitted,

Printed Name	Signature
Sylvia M Carnahan	SMCarnahan
Elizabeth Soltus	Elizabeth Sol
Michelle Bohy	Michelle Bohy
Marie Peterson	Marie Peterson
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Erin Gravatt	Erin Gravatt
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Rachel Zalewski	Rachel Zalewsk
Stacey Ciurej	
Maren Getz	
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Jordan Bustos	Jordan Bustos
Holly S. Comstock	H Comstock
Jennifer Buster	Jenny Bust
Jennifer Passchier	
Amanda-Kate Gamn	

Located in the heart in old Aurora and serving students in preschool through 5th grade, Crawford Elementary School has approximately 699 students and employs 77 instructional and operational staff. As a Title 1 school, ninety percent of the students at Crawford qualify for the Free and Reduced Lunch Program. Eighty percent of the students are classified as Limited English Proficient, 74% speak English has their second language and approximately 25% of the student population are refugees. There are over 30 countries represented at the school. With a 75% student stability rate, Crawford serves 71% Hispanic, 14% Asian, 10% Black, 3% White, 2% Multiple Races and less than .1% Native American and .1% Native Hawaiian.

Crawford Elementary School is currently in Year 2 of the 3 year funding in the Colorado Department of Education's Tiered Intervention Grant (TIG) and has shown significant improvements in numerous areas of student achievement and professional learning. Crawford has experienced academic growth successes that have the school achieving Improvement, thus the school is eager continue this trend, as well as align Action Zone efforts to ensure students and families have seamless matriculation into their secondary school environments. With the latitude to move more freely within the governance of the school operations, it is anticipated that predicting need, implementing culturally-competent instructional environments, creating an individualized standards-based learning structure, monitoring growth data, assessing success and targeting movement to change if student need arises will be a more agile process.

When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an *overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math*. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average. For the last 3 years, *writing is the area where our students have scored the lowest out of the content areas.* The leadership team identified the root cause to be that instructional staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

As part of the International Leadership ACTION Zone, Crawford Elementary will be adopting a common theme: International Leadership. APS leadership, community stakeholders and leaders, and school families, students, and staff all believe that this instructional theme will provide students and community an opportunity to galvanize community support, bring additional resources to the school, and better capitalize on the assets of the students and families within the Zone.

The Innovations proposed in the **International Leadership** plan include impacts in three key innovation plan areas:

Under *Culture of Performance*, implement a program, (*Write our World Crawford*), focused around capturing Crawford's family journeys, celebrating our wide array of cultural diversity and the international exposures and diligence that these stories will give to all our students and staff. A leadership program (*Parents in Action*) will create leadership opportunities for families to actively engage in their child's education.

Under *Academic Systems*, professional learning for staff will support release time for teachers to plan lessons that develop students' global competencies and monitor learning. Extended Learning Opportunities for students will lengthen the school day to provide students the opportunity to engage in rigorous lessons that develop their competency to compete globally. To support the opportunities for students to engage in learning opportunities that build students' 21st century skills and global leadership, an International Leadership development program will be implemented. Supporting the alignment of curriculum and assessment to Standards and Students' needs, Crawford will utilize curriculum that aligns to the standards which emphasis students' global competencies using efficient and timely assessments that monitor students understanding.

Under *Talent Management*, Crawford will build a cohorts' understanding of observation feedback and data driven instruction protocols by increasing the capacity of staff to provide feedback and data analysis.

The major strategies for Crawford students to excel under this Innovation Plan to impact outcomes include:

➢ **Writing Across the Content Areas:** Crawford will provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade. With the increased frequency and depth of comprehension that writing assignments require, students will be supported to increase proficiency in all content areas, while improving simultaneously their writing abilities.

➢ **Standards Based Teaching and Learning Cycle in Math:** Crawford will utilize the standards based teaching and learning cycle to identify, facilitate and monitor students 'understanding of the math standards at an application level, thus producing increased growth percentile, as well as proficiency.

➢ **Five Components of Reading:** Crawford understands all the components of reading and how to teach and assess students' needs around these, the growth percentile for our students with disabilities and catch up students will increase.

➢ **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

The expectations of academic impacts are targeted for yearly growth includes:

	Expected Overall SPF % Rating and Performance Status
Year 1	63.0% SPF - Performance
Year 2	66.5% SPF - Performance
Year 3	70.5% SPR - Performance
Year 4	73.5% SPF - Performance
Year 5	77.0% SPF - Performance

In alignment with the strategic plan *APS 2020: Shaping the Future*, several school communities in Original Aurora are developing innovation plans that will create our first *A*urora *C*ommunity-based *T*ransformation, *I*nnovation and *O*pportunity *N*etwork (**ACTION**) Zone. Crawford Elementary School will support projects that align ACTION Zone efforts throughout the feeder system. Below are several areas where potential matriculation efforts could be developed:

*Culture Fair: **Alignment with other Zone Schools***

Aligned with *Write Our World Crawford* and parent leadership opportunities, the Cultural Fair is an annual school event where parents, students, teachers and community members come together to celebrate the diversity of the many cultures represented at Crawford Elementary School. Classroom activities, curriculums, family stories and ethnic showcases will be featured at these public events. Invitations to families to actively participate in showcasing their culture and ethnic celebrations at this educational event will be solicited. The Culture Fair is a parent engagement experience that will be replicated within the International Leadership Action Zone.

*New Student and Family Orientation Process: **Alignment with other Zone Schools***

This orientation process will inform students/families about the structure, components, and benefits of Crawford Elementary School supporting the parents' engagement to navigate through their child's new learning environment.

*Home Visit Program: **Alignment with other Zone Schools***

The purpose of a Home Visit program is to build relationships with the families of the students attending Crawford Elementary; home visits will also strengthen our community.

The waivers that Crawford Elementary School is requesting include those at the district-level and the state-level, as well as a select number of waivers from the AEA Master Agreement. The following flexibilities will be requested to support the models detailed in the innovation plan:

- Recruiting and Hiring
- Staff Assignments and Transfers
- Teacher Licensure
- Calendar and Schedules

- Instructional Materials and Curriculum
- Grading and Assessment Systems

Crawford Elementary School is positioned to, not only aggressively design and implement a fully culturally competent, high achieving, global learning environment for their students, but also join 'best practices' for elementary and feeder schools across the nation in similar struggling situations.

School Profile

Crawford Elementary School

Principal Name and Contact Information:
Jennifer Passchier, Principal:
1600 Florence St.
Aurora, CO 80010
303-340-3290
Fax: 303-326-1210
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School Design Team Members: Jennifer Passchier, Jennifer Buster, Lacey Farmer, Clara Hernandez, Stacey Ciurej, Kelli LeVan, Holly Comstock, Michelle Bohy, Sylvia Carnahan, Sandy Clarke, Liz Soltys, Jordan Crosby, Mallory Kostrewa, Jordan Bustos, Erin Gravatt, Maren Getz, Christian Eaves, Marie Peterson, Terry Wentz, Linnea Reed-Ellis

Enrollment Data:

Grades:	K - 5	5-Yr Enrollment Trend:	Upward
Student Enrollment:	710	Mobility Rate:	25%

Personnel Data:

# of Administrators:	1.98	% of Teachers "Basic":	0%
# of Teachers:	38.04	% of Teachers "Partially Proficient":	4%
# of Support Staff:	7.86	% of Teachers "Proficient":	64%
# of Psychologists:	0	% of Teachers "Accomplished/ Exemplary":	32%
# of Social Workers:	0.8	3-yr Teacher Retention Rate:	58.3%

School Day Per Year:

Total # of Student Days Per Year:	169	Instructional Minutes/Day:	350
Total # of Teacher Days Per Year:	187	Extended Day Program?	**No**

Student Demographic Breakdown:

% Black:	14.0%	% Male:	54.1%
% Hispanic:	56.2%	% Female:	45.9%
% White:	4.0%	% ELL:	64.2%
% Other:	25.8%	% Special Education:	8.9%
% F/R Meals:	86.1%	% Gifted and Talented:	1.6%

School Climate Data:

School Climate Data:	10-11	11-12	12-13	13-14	14-15
Average Daily Attendance Rate:	95.2%	95.8%	94.7%	94.9%	95.4%
Chronic Absenteeism Rate:	16.2%	6.6%	10.2%	6.1%	8.1%
Total # of ISS/OSS/Expulsions:	45	55	42	108	74

Teacher Attendance Rate:	NA	NA		NA	NA	NA
Graduation Rate (HS only):	NA	NA		NA	NA	NA

School Performance Framework:	10-11	11-12	12-13	13-14	14-15
SPF Rating:	P Improvement	P Improvement	P Improvement	P Improvement	NA

State Assessment % at or above Proficient:

READING	11-12	12-13	13-14	14-15*	MATH	11-12	12-13	13-14	14-15*
Grade 3	31	28	25	4.1	Grade 3	33	33	51	12.4
Grade 4	24	27	24	13.3	Grade 4	30	43	45	10.5
Grade 5	28	18	36	7.5	Grade 5	30	19	42	12.8

Historical Context and Background

Located in the heart in old Aurora and serving students in preschool through 5th grade, Crawford Elementary School has approximately 699 students and employs 77 instructional and operational staff. As a Title 1 school, ninety percent of the students at Crawford qualify for the Free and Reduced Lunch Program. Eighty percent of the students are classified as Limited English Proficient, 74% speak English has their second language and approximately 25% of the student population are refugees. There are over 30 countries represented at the school. With a 75% student stability rate, Crawford serves 71% Hispanic, 14% Asian, 10% Black, 3% White, 2% Multiple Races and less than .1% Native American and .1% Native Hawaiian.

Located in one of the most impoverished neighborhoods, Crawford Elementary School serves a community that has a high number of socio-economically disadvantaged families, multicultural challenges, coupled with community gang issues and crime rates higher that the State average.

With over 88% of the student body representing a traditional minority subgroup, Crawford Elementary School stakeholders' support remains focused to ensure that this school is able to create a culturally innovative learning environment that is a true reflection of the ethnically-diverse community it serves….shifting the challenge of serving culturally diverse students into the asset of having culturally diverse students.

> ➤ *Intervention to Innovation*

Crawford Elementary School is currently in Year 2 of the 3 year funding in the Colorado Department of Education's Tiered Intervention Grant (TIG) and has shown significant improvements in numerous areas of student achievement and professional learning. In 2014, Crawford Elementary School earned Improvement Status with a score of 57%. The top scoring level of Priority is 59%. With the development and submission of this Innovation Plan, Crawford's School Design Team (SDT) aligned and enriched several of the successful structures that this grant-funded intervention is providing.

As with its Action Zone counterparts, Crawford Elementary School is attentive that the slowing/stopping of the negative trend of deficiencies at the school level made under *Intervention* status is now able to be fully leveraged to make the significant systemic changes that are available under new *Innovation* status. Working with students who have numerous challenges to success in the classroom requires a more aggressive level of due course than has previously been afforded to the feeder secondary school through the traditional turnaround parameters. Crawford has experienced academic growth successes that have the school achieving Improvement, thus the school is eager continue this trend, as well as align Action Zone efforts to ensure students and families have seamless matriculation into their secondary

school environments. With the latitude to move more freely within the governance of the school operations, it is anticipated that predicting need, implementing culturally-competent instructional environments, creating an individualized standards-based learning structure, monitoring growth data, assessing success and targeting movement to change if student need arises will be a more agile process.

As the most culturally diverse city in Colorado, recognized as the 12th most diverse large city nationally (*2015 Wallethub*) with a national neighborhood diversity index ranking Aurora 9th nationally as the most diverse at the neighborhood level (*2015 Urban Diversity*), Crawford Elementary School is positioned to, not only aggressively design and implement a fully culturally competent, high achieving, global learning environment for their students, but also contribute learned 'best practices' to elementary and feeder schools across the nation in similar struggling situations.

Vision, Mission, and Values

The existing school *vision* at Crawford Elementary School's is for Crawford students to be engaged individuals who shape their own successful future.

The existing school *mission* is in partnership with our families and community, we engage students in a relevant, rigorous and equitable standards based education in order to accelerate student growth, and create culture of 21st century learners who are problem solvers, innovators and creative thinkers.

In order to accelerate student growth, the efforts of the 2015-16 *goals* will engage students in a relevant, rigorous, and equitable standards based education by;

1.) Collaborating to plan, facilitate and debrief standards based lessons in math, writing and reading that provide opportunities for students to build their language and vocabulary skills.
2.) Providing intervention and enrichment opportunities in math and reading to support and enhance their learning of grade level standards.
3.) Providing opportunities for students to respond to their learning in all content areas through writing.
4.) Partnering with our families, we will increase family engagement by creating opportunities to collaborate with them in a variety of settings.

The *promise* to the student and community are to provide:

- High-quality instruction in a supportive learning community that meets the needs of every student
- Regular reports on your child's progress
- Frequent opportunities to talk with teachers and learn how to help your child at home
- Numerous ways to volunteer and get involved

School Values

Crawford is Home of the Cougar ROAR. Students and staff strive daily for Respect, Outstanding Effort, Acceptance, and Responsibility.

In efforts to ensure a *positive learning environment* is achieved, the following steps are followed:

- Teach all students at their individual level and make sure to meet the needs of students, to support our belief in ALL students.
- Assess reading, writing and math informally and formally throughout school year to ensure adequate progress. For those who need extra help, an intervention plan is developed and growth is monitored more frequently.

- Offer enriched equipment, curriculum, and professional development for Physical Education. During PE, students enjoy all-inclusive and accessible activities regardless of fitness level or ability.
- A full-time parent liaison is on staff to offer support to help parents' access to community resources.
- Provide small groups in reading and math to customize the instruction students get during the day.
- We support students in 1st-3rd grade with Reading Corp as well as provide after school reading intervention for selected students in kindergarten through 5th Grade.
- Technology is at the heart of our learning. All classrooms have top of the line technology for students and teachers to use.

"Every student shapes a successful future"

In alignment with our strategic plan ***APS 2020: Shaping the Future***, several school communities in Original Aurora are developing innovation plans that will create our first *A*urora *C*ommunity-based *T*ransformation, *I*nnovation and *O*pportunity *N*etwork (**ACTION**) *Z*one. For more information on the ACTION Zone, please see the accompanying Zone document.

A.) Student Population

➢ **Writing Across Content Areas:** Although Crawford students' TCAP writing data was up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).

➢ **Use of Standards Based Teaching and Learning Cycle in Math:** Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).

➢ **The 5 Components of Reading:** Students' catch-up MGP in Reading went up 8 points since 2013; however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.

During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

B.) Priority Performance Challenges

Academic Achievement

When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an *overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math*. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average.

For the last three years, *writing is the area where our students have scored the lowest out of the content areas.* The leadership team identified the root cause to be that instructional staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

Academic Growth

From 2011-2013, the growth percentile decreased in math, and math had the largest gap between the median growth percentile and median adequate growth percentile. After focusing on math during the 2013-2014 school year, our overall math growth percentile increased to 60. We accounted for the growth by planning and facilitating standards based lessons in math as well as monitoring students' understandings of the standards consistently. After maintaining this focus during the 2014-2015 school year, Crawford needs to shift instruction to supports students' in applying their math understandings to continue to meet the higher cognitive demands of the standards in order to continue to grow in math. Our ACCESS data shows the total median growth percentile decreasing since 2013. We need to accelerate the achievement of our second language learners by making sure that we build their language skills across all content areas.

Growth Gaps

In all other content areas, Crawford met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identify needs in each component. In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the comprehension component as well as strengthen our core instruction to be standards based.

C.) Root Causes

Priority Performance Challenges ➡️	Root Cause
Writing Across Content Areas: Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).	Building an Understanding Proficiency: As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.
Use of Standards Based Teaching and Learning Cycle in Math: Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).	Rigor of Standards: Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate learning at the application level.
The 5 Components of Reading: Students' catch-up MGP in Reading went up 8 points since 2013; however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.	Developing Understanding of the 5 Components of Reading: We lack a consistent understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.

The major strategies and intent for Crawford students to excel include:

➤ **Writing Across the Content Areas:** Crawford will provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade. With the increased frequency and depth of comprehension that writing assignments require, students will be supported to increase proficiency in all content areas, while improving simultaneously their writing abilities.

➤ **Standards Based Teaching and Learning Cycle in Math:** If Crawford utilizes the standards based teaching and learning cycle to identify, facilitate and monitor students 'understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.

➤ **Five Components of Reading:** If Crawford understands all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.

➤ **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

The recommendations from Staff, community and families that were considerations in the Innovation Plan supporting student need include:

➤ More professional learning for staff outside of student contact time
➤ Extended learning opportunities for students
➤ Opportunities for students to develop leadership skills
➤ Opportunities for students to apply their skills and knowledge
➤ Opportunities for use of technology in student learning
➤ Opportunities for families to engage in school projects

A Note on Special Education and This Plan

Innovation Plans and IDEA

All innovation plans must be implemented with the Colorado Exceptional Children's Educational Act (article 20 of title 22, C.R.S.), which itself is intended to "closely align" with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

The implementation of specific innovations under the ACTION Zone plans

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a preexisting service model to an "innovative" model, it is expected that the student's teachers of record take the necessary steps—up to and including calling for an IEP meeting—to ensure that appropriate modifications, accommodations, or (if necessary) adjustments to the student's IEP are made, and that the IEP is delivered with fidelity.

Implications for students educated in district-determined full-time placements

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP's during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.

Culture of Performance

- Write our World Crawford- Capturing families' stories around education

- Parents in Action-Creating leadership opportunities for families to actively engage in their child's education

Academic Systems

- Professional Learning for Staff-Providing release time for teachers to plan lessons that develop students' global competencies and monitor their learning

- Extended Learning Opportunities for Students- Extended school day to provide students the opportunity to engage in rigorous lessons that develop their competency to compete globally

- <u>International Leadership Development-</u> Providing opportunities for students to engage in learning opportunities that build students' 21st century skills and global leadership.

- <u>Alignment of Curriculum and Assessment to Standards and Students' Needs</u>-Utilizing curriculum that aligns to the standards and also develops students' global competencies. Utilizing assessment that monitor students understanding that are efficient and provide timely feedback.

Talent Management

- <u>Building the Capacity of Staff to Provide Feedback and Data Analysis-</u> Building a cohorts' understanding of observation feedback and data driven instruction protocols

SECTION I: CULTURE OF PERFORMANCE

A. Supportive Culture and Community

1.) Write Our World Crawford: Capturing Families' Stories around Education

Proposed Changes
In partnership with Write Our World, Crawford plans to capture families' stories around education. By creating intergenerational conversations, all of our families will have the opportunity to explore and communicate the meaning of education in their home. Through 6 week workshops, families will utilize technology to *e*-publish a story based on both the parents' experience with education and the students' goals. This will drive a teacher professional development session to connect teachers to the home values of our students.

Current Challenges:	Protective Factors:
As evidenced by our UIP priority performance challenges and root causes, currently Crawford lacks increased awareness of home culture education, connectedness between the home and classroom, and deeper understanding of the differing values and perceptions of education across our community. To address these needs head on, we propose implementing the "Write our World" Model at Crawford. • Lack of awareness of home culture of education • Connecting the home and classroom • Understanding the different meaning and perceptions of education	This model will meet the following objectives: • Creates a home and school connection • Develops a bond between parent and child around education • Provide a resources for teacher and staff to better understand the cultures around us • Provides formal programming to involve parents • Increases authentic use of technology for learning

How does this plan address the major improvement strategies?
In each of our three major improvement strategies, there is a strategic action about informing families of how to support student learning at home. This opportunity will create an understanding among staff, students and families on how education has been experienced by the family and will articulate the goals of the students. This will help staff to better bridge the learning at home based on this understanding.

Phase-In Timeline

➢ Year 1: Conduct two sessions targeting two groups with students in grades 3-5
➢ Year 2: Conduct two sessions targeting 6 groups with students in all grade levels with the support of leaders from Parents in Action
➢ Year 3: Conduct two sessions that include all groups at Crawford for all grades with the support of leaders from Parents in Action.

Impact on Students & Families

Our students will learn about their families' school experience and will communicate their goals for themselves. This will create an opportunity to explore and communicate the meaning of education in their home.

How does this affect the broader community?

This will drive a teacher professional development session to connect teachers to the home values of our students.   It will help staff to bridge the learning at home based on this understanding. Although no waivers are needed to implement the below changes, the school believes a supportive culture and community involvement are key factors in establishing engaged parent and family supports.

2.) Parents in Action: *Creating Leadership Opportunities for Families to Actively Engage in their Child's Education*

Current Challenges:	Protective Factors:
As evidenced by our UIP priority performance challenges and root causes, currently Crawford lacks increased awareness of parental engagement and variables that decrease the likelihood of engagement. To address the needs head on, we propose efforts to: • Engage all families that are representing our student body • Identify the unique challenge that each population is facing when engaging in school functions. • Create a safe and comfortable space for everyone to engage and have their perspectives heard • Leadership development of our parents and how to foster leadership in our families • Translation to access understandings	This model will meet the following objectives: • Helps to engage all families in a safe and comfortable environment among their community • Provides leadership development training for self-selected individuals • Reduce dependency on district translators • Allows families to tell us about their challenges and what they want to learn and desire

> **How does this plan address the major improvement strategies?**
> In each of our three major improvement strategies, there is a strategic action about informing families of how to support student learning at home. This innovation at the heart of creating partnerships with families and communities to engage in their education. By listening to the community needs and developing programming around that, we are partnering with the communities to meet their needs. This takes the assumptions and the one size fits all programming out and develops deep connections with our communities by empowering them to tell us what they need and helping us to know how to help families support the learning at home.

Phase-In Timeline

- ➢ Year 1: We will develop the processes for selecting parent leaders and for training them.
- ➢ Year 2: We will continue to engage and train parent leaders. Parents will begin to recruit other parents.
- ➢ Year 3: There will be a cohort of parent leaders that are clear on the process for selecting parent leaders and training them.

Impact on Students & Families

This structure will positively impact our students by engaging more families into their children's learning. It will help the school understand the needs of our families in supporting their children's education so that we can cater to this need. This will ultimately lead to increased student engagement and learning through the family and school partnership.

<u>*Culture Fair*</u>: **Alignment with other Zone Schools**

Aligned with *Write Our World Crawford* and parent leadership opportunities, the Cultural Fair is an annual school event where parents, students, teachers and community members come together to celebrate the diversity of the many cultures represented at Crawford Elementary School. Classroom activities, curriculums, family stories and ethnic showcases will be featured at these public events. Invitations to families to actively participate in showcasing their culture and ethnic celebrations at this educational event will be solicited. The Culture Fair is a parent engagement experience that will be replicated within the International Leadership Action Zone.

Benefits of Culture Fair
- To combat stereotypes and improve understanding and cooperation among people from different cultures.
- To raise awareness worldwide about the importance of intercultural dialogue, diversity and inclusion.
- To build a community of individuals committed to support diversity with real-life gestures.
- Global awareness and international collaboration during the formative years results in more well-rounded individuals
- Promotes project-based learning

New Student and Family Orientation Process: **Alignment with other Zone Schools**

> ➢ To inform students/families about the structure, components, and benefits of Crawford Elementary School
> ➢ To provide resources to help parents navigate their new setting

Importance of recognizing the backgrounds of the refugee students allows Crawford to:
- Expose students/families to all aspects of the American educational program so that they are familiar with how education works in their new country
- To eliminate the assumption that refugees have basic knowledge about what school is like in America

Students will:
- Share information about their personal goals for education in America
- Become familiar with the elements of a school day
- Become aware of the multiple benefits of an American education

Key points:
Translators will be available throughout Crawford and the school year.

Additional Ideas for Onboarding New Refugee Students
- Introduce the adults responsible for helping refugee students
- Tour the school facilities
- Invite local refugee students who live in the school community to talk about their adjustment to American schools
- Visit local community organizations that provide free or inexpensive winter clothing.

Home Visit Program: **Alignment with other Zone Schools**

- The purpose of a Home Visit program is to build relationships with the families of the students attending Crawford Elementary; home visits will also strengthen our community
- The purpose of a Home Visit program is NOT to point out the students with challenging behavior and at-risk students by visiting them frequently, but rather to visit each student who attends the school individually and build relationships with their families
- Both teachers and parents make their expectations clear, share their hopes and dreams for the child, and work together to meet them.
- Teachers work in teams (At least two teachers meeting the parents and the student)
- Consider a Home Visit Program for all school within the Action Zone

A. Responsive Teaching and Learning

1.) Extended Learning Opportunities for Students- Extended school day to provide students with the opportunity to engage in rigorous lessons that develop their competency to compete globally through international leadership skills.

This proposal calls for an extended learning day by 45 minutes for students. The extended time would provide all students in kindergarten through 5th grade with an opportunity for an intervention or enrichment opportunity in literacy. Students will receive a 20-30 minutes intervention/enrichment 4 times a week to address a need that is preventing them from reaching higher levels of proficiency.

This will address students' needs and build their skills and confidence. The one day a week without intervention/enrichment, students will have the opportunity to build their global leadership skills through a specific content/activity.

Currently, there is inadequate time in our school day to provide all students with access to rigorous and relevant standards based learning in all content areas. In addition, there are no in-school intervention/enrichment opportunities provided for all 4th and 5th grade students in literacy. The proposed modification involves:

- Beginning the new school year utilizing a new schedule for primary and intermediate grades. Although there are specified times, there may be some fluidity in the schedule based on the integration of content.

- Extended school day will support students in giving them equitable access to standards in all content areas. It will also give them opportunities to receive intervention or enrichment support in literacy. With the extension of the days, students will develop their 21st century learner and leadership skills through a designated block.

- Teachers will have the time that they need in each content area to effectively teach to the standards, as well as to provide needed intervention or enrichment to identified students.

- This enhanced teaching and learning time will have a significant benefit for Crawford's ELD students.

Proposed Changes

Provide all students kindergarten through 5th grade with an extended day which will allow for an extended literacy block that includes intervention and enrichment opportunities. Students will receive a 20-30 minutes intervention/enrichment 4 times a week to address a need that is preventing them from reaching higher levels of proficiency. This will address students' needs and build their skills and confidence.

The proposed school day under this plan will be to increase the school day by 45 minutes which will increase student contact time from 360 minutes to 405 minutes.

Primary	Intermediate
Literacy Based ELD- 40 minutes **Reading- 80 minutes** *(Guided Reading & Literacy Stations-60 minutes, Whole Group Reading-20 minutes)* **Handwriting- 10 minutes** **Skills- 20 minutes** *(Phonological Awareness and Phonics)* **Writing-50 minutes** **Specials- 45 minutes** **Math- 90 minutes** *(ENGAGE NY lesson-60 minutes, math stations- 20 minutes, number talk- 10 minutes)* **Breakfast in the Classroom- 10 minutes** **Science/Social Studies-25 minutes** **Intervention/Enrichment & 21st Century Learner and Leader Development - 30 minutes** *(Intervention/Enrichment-4 days a week and 21st Century Learner and Leader Development 1 day a week)* **Lunch- 35 minutes**	**Literacy Based ELD- 40 minutes** **Reading- 85 minutes** *(Guided Reading & Literacy Stations-45 minutes, Whole Group Reading- 40 minutes)* **Skills- 15 minutes** *(Multi-syllable Routines, Words Their Way)* **Writing-55 minutes** **Specials- 45 minutes** **Math- 90 minutes** *(ENGAGE NY lesson- 60 minutes, math stations- 20 minutes, number talk- 10 minutes)* **Breakfast in the Classroom- 10 minutes** **Science/Social Studies-30 minutes** **Intervention/Enrichment & 21st Century Learner and Leader Development - 30 minutes** *(Intervention/Enrichment-4 days a week and 21st Century Learner and Leader Development 1 day a week)* **Lunch- 35 minutes**

Current Challenges:
- Currently, there is no in school intervention/enrichment time provided for 4th and 5th grade in literacy
- Currently, kindergarten through 3rd grade has a designated literacy intervention/enrichment time four days a week; however, this time has been taken away from science and social studies

Protective Factors:
- All grade levels will have a designated intervention/enrichment time in literacy
- All grade levels will have equitable access to science and social studies instruction
- The school will leverage strategic use of technology to enhance student intervention and enrichment

How does this plan address the major improvement strategies?
- MIS #3- This plan helps to provide support for students' needs around the 5 components

of reading.
- This plan also ensures equitable access to standards based instruction for all students in all content areas.

Phase-In Timeline

We will implemented the extended day starting with the 2016-2017 school year and maintain that schedule over the next three years.

2.) *Professional Learning for Teachers: Providing release time for teachers to plan lessons that develop students' global competencies and monitor their learning*

Proposed Changes

Provide release days for teachers during the school year which equates to 7 days a year for teachers to meet for data analysis and planning. This will allow for teachers to have interrupted planning time outside of their student contact time. Teachers will not attend district in-services or EPR days.

- *Outcome One: Teachers will plan for intervention and enrichment opportunities for students in reading by analyzing student reading data round the five component of reading.*
- *Outcome Two: Teachers will plan for rigorous and relevant standards based lessons by identifying what students need to know and be able to do according to standards and ISSN performance outcomes.*
- *Outcome Three: Literacy Based ELD Planning: Teachers will create a two week literacy based ELD plan utilizing grade level standards and WIDA indicators by backwards planned for a literacy based application task that is focused on students' language development.*
- *Outcome Four: Math Application Lesson Planning: Teachers will plan an application math lesson by identifying what students need to know and be able to do according to standards as well as ISSN performance outcomes. Teacher will plan for lessons to address students' needs by utilizing the data driven instruction protocol.*

Reading- Teachers will meet to look at reading data to plan for interventions and enrichment. Using the Crawford Assessment schedule, teachers will administer and analyze data that address the five components of reading. Students will be flexibly grouped using this data for intervention or enrichment.

Teacher Directed Time—Teachers will have 2 hours of teacher directed time to work on whatever they choose. This time could be used for READ Plan Updates

K-5 Literacy Professional Learning: These meetings will also provide times to deepen teachers' understandings of literacy instruction specifically around guided reading and close reading. Teachers will plan lessons and create a common formative assessment that will be analyzed. The ISSN performance outcomes will be included in this planning.

Professional Learning for k-2 and 3-5: Primary and Intermediate grades will engage in a

learning opportunity for 3 hours. The topics may include: literacy, math, Acuity Analysis and professional learning around how to develop global competencies in students.

Math- Teachers will meet to plan a math application lesson with a focus on the ISSN performance indicators for math. Using their assessment information, teachers will determine standards that students are demonstrating an understanding of after receiving explicit instruction. Teacher will identify the standard(s) as well as mathematical practices and ISSN performance outcomes to plan a lesson that supports students to apply their learning within an engaging context. Teachers will create a common formative assessment for this lesson that they will then analyze to ensure students could apply the learning and to identify further support students need.

ELD- Teachers will plan for 2 weeks of ELD instruction. Using the WIDA indicators and ACCESS data, teachers will plan for identified skills that support students' development of language with a literacy focus. Teachers will plan for a proficient end of the week task and plan backwards from that. They will also identify ways to monitor the learning along the way.

Current Challenges	Protective Factors
- Right now, teachers do not have consistent uninterrupted time outside of student contact time to plan for instruction and analyze data collaboratively. - Teachers are currently being pulled out of the classrooms approximately 25 hours a year for reading and math data team meetings. This equates around 6 days of inconsistent instruction for students. - Due to teachers being pulled for meetings, students not only receive inconsistent instruction but they also struggle behaviorally with guest teachers. Office referrals are slighter higher on days when students receive instruction from a substitute teacher. Our behavior interventionist receives many more calls for support in the classrooms when teachers are not in their classrooms. - The principal and assistant principal help to facilitate all reading and math data teams. This is time not spent in classroom that could be used to give support and feedback around the implementation of professional learning and intervention/enrichment plans.	- Teachers will have uninterrupted time to plan deeply using student data, and grade level standards and ISSN performance outcomes without having to miss instructional time with students. - Students will have more consistency in their instruction and in the classroom environment. - All students will have equitable assess to intervention/enrichment in literacy - All students will have equitable access to science and social studies instruction. - Administrators will have more time to spend in classroom giving support and feedback around the planning and learning from professional development. - Money that would have been used to provide teachers with subs will be reallocated.

How does this address the major improvement strategies outlined the UIP?
- MIS #1- The proposed professional learning will support developing teachers'

understandings of the writing standards and ISSN language arts performance outcomes. Teachers will have the opportunity to plan for writing and writing application tasks across content areas.
- MIS #2- The proposed schedule provides uninterrupted time to utilize the standards based teaching and learning cycle around math application tasks. Teachers will develop lessons that allow for students to apply their math understandings and also demonstrate the ISSN performance outcomes.
- MIS #3- The proposed professional learning structures will provide uninterrupted time for teachers to engage in learning around the 5 components of reading. There will also be time to analyze student data and to plan for tier 1 and tier 2 instructional needs.

Sample Professional Learning Schedule:

Professional Learning Release Days *September 2, October 6, November 14, January 3, February 1, March 9, April 21*						
	Kinder	1st	2nd	3rd	4th	5th
7:30-8:30	Reading Data Meeting	Teacher Directed Time	Teacher Directed Time	Grades 3-5 Professional Learning		
8:30-9:30	Teacher Directed Time	Reading Data Meeting				
9:30-10:30		Teacher Directed Time	Reading Data Meeting			
10:30-12:00	K-5 Literacy Professional Learning					
12:00-12:30	LUNCH					
12:30-1:30	K-2 Professional Learning			Reading Data Meeting	Teacher Directed Time	Teacher Directed Time
1:30-2:30				Teacher Directed Time	Reading Data Meeting	
2:30-3:30					Teacher Directed Time	Reading Data Meeting

In addition to the release days, teachers will be provided with an additional specials time on specific dates to plan for literacy based ELD and inquiry based math lessons.

Literacy Focused ELD Planning	
Grade	Dates
K	8/29 9/19 10/3 10/24 11/7 11/22 12/5 1/5 1/17 1/30 2/13 2/28 3/15 4/4 4/17 5/1 5/15
1st	8/22 9/12 9/26 10/17 10/31 11/15 11/28 12/12 1/9 1/23 2/6 2/21 3/6 3/20 4/10 4/24 5/8
2nd	8/23 9/13 9/27 10/18 11/1 11/16 11/29 12/13 1/10 1/24 2/7 2/22 3/7 3/21 4/11 4/25 5/9
3rd	8/24 9/14 9/28 10/19 11/2 11/17 11/30 12/14 1/11 1/25 2/8 2/23 3/8 3/22 4/12 4/26 5/10
4th	8/25 9/15 9/29 10/20 11/3 11/18 12/1 12/15 1/12 1/26 2/9 2/24 3/13 3/23 4/13 4/27 5/11

5th	8/26 9/16 9/30 10/21 11/4 11/21 12/2 ¼ 1/13 1/27 2/10 2/27 3/14 3/24 4/14 4/28 5/12

Math Application Planning	
Grade	**Dates**
K	1/18 2/15 3/16 4/5
1st	1/19 2/16 3/17 4/6
2nd	9/6 9/20 10/25 11/8 1/20 2/17
3rd	9/7 9/21 10/26 11/9
4th	9/8 9/22 10/27 11/10
5th	9/9 9/23 10/28 11/11

Guided Reading and Close Reading Planning will occur during specials for 3 cycles each semester.

Guided/Close Reading Planning	
First Semester	**Second Semester**
Cycle 1- 9/13 9/27	Cycle 1- 1/10 1/24
Cycle 2- 10/18 11/11	Cycle 2- 1/31 2/14
Cycle 3- 11/15 11/29	Cycle 3- 2/28 3/7

For this model to be successful, we will need to change our school calendar. Crawford will need to extend our school contact day for students to ensure they have an extra 45 minutes of instruction.

The current model, though it increases teacher-pupil contact time by 45 minutes, does not increase the teacher duty day. Rather it allows teachers the opportunities to address the challenges of not having sufficient time to fully deliver planned instruction. The tables below demonstrate how the proposed calendar changes would not necessarily change teacher workload.

Sample Professional Learning Comparison and Schedule

Current School Year	Proposed
ELD Planning- Before School (once a week)	ELD Planning- During **Extra Special** (every other week)
Math Application Planning- During Specials (on specified dates)	Math Application Planning- During **Extra Special** (on specified dates)
Guided/Close Reading Planning- During Specials (on specified dates)	Guided/Close Reading Planning- During Specials (on specified dates- 6 times a semester)
Reading Data Meetings- During School Day with Sub Required	Reading Data Meetings- During Release Day
Math Screener Meetings- During School Day with Sub Required	Math Screener Meetings- During Release Day

Professional Learning Comparison: First Grade Example

January 2016	Preparation	January 2017	Preparation
EPR Day- Guided Reading PD and ELD PD		**Release Day-** Reading Data Meeting, K-5 Literacy PD and K-2 PD (math screener), Teacher Directed Time	
Reading Data Team- One Half Day Sub Required	Sub Plans for half day		
ELD Planning- Before School every week (4 times)		ELD Planning- During **Extra Specials** (2 times)	
Math Application Planning- During Specials- two times		Math Application Planning- During **Extra Special** (1 time)	
Math Screener PD- One Half Day Sub Required	Sub Plans for half day		
Guided Reading Planning- During Specials- Two Times		Guided Reading Planning- During Specials- Two Times	
TOTAL: *Specials Used- 4* *Contact Days Used- 1* *Before School Time- 3 hours* *Time Spent Planning for Subs- ?*		*TOTAL:* *Specials Used- 2* *Contact Days Used- 0* *Before School- 0 hours* *Time Spent Planning for Subs- 0 hours*	

3.) <u>*Curriculum and Assessment*</u>

This component will utilize curriculum that aligns to the standards and also develops students' global competencies and will utilize assessments that monitor students understanding that are efficient and provide timely feedback.

Crawford Elementary will seek new curriculum and assessments in order to utilize resources that are aligned to the common core standards and address all necessary components in all content

areas. We will also utilize assessments that are efficient and provide teachers with information that will immediately inform their instruction and impact student learning.

Our current resources do not effectively address the common core standards and do not effectively address all components in each content area. Additionally, the current assessments are time consuming and do not always provide useful information to inform instruction quickly.

Students will receive instruction using resources that build their understandings of the grade level standards. Students will also receive response instruction because of effective and timely progress monitoring and assessments. Students will also have opportunity to increase the use of technology to facilitate learning.

Teachers will have a resource to assist them in planning for instruction that is aligned to standards. They will utilize assessments that are efficient and give them timely information.

Proposed Changes	
• To utilize resources that are aligned to the common core standards and addresses all necessary components in all content areas. • To utilize assessments that are efficient and provide teachers will information that will immediately inform their instruction and impact student learning.	
Current Challenges: • Our current resources do not effectively address the common core standards and do not effectively address all components in each content area. • The current assessment are time consuming and do not always provide useful information to inform instruction	**Protective Factors:** • Students will have equitable access to standards based instruction through the use of a common resource • Students' learning will be informed by assessments
How does this plan address the major improvement strategies? This addresses all major improvement strategies by providing teachers with resources and data that align to standards so that all students have equitable access to standards based instruction and access to intervention/enrichment informed by data. When our staff has adopted new curriculum, all students will be engaged in rigorous lessons that are based on the standards and also integrate the ISSN performance outcomes in each content area.	

Phase-In Timeline

Year One- Crawford will adopt Engage NY for our math curriculum and also utilize Forefront Math as our data tracking system. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. Families will also receive training on the math in Engage NY and how to support their students. We will also

begin our search for new literacy resources and assessment systems for Tier One instruction. The instructional leadership team will work to identify possible resources for literacy that align with standards to recommend for use. Staff input will be solicited to make the final selection.

- ➢ Year Two- Crawford will adopt a new core resource for literacy. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. We will also begin our search for a new science and social studies curriculum. The instructional leadership team will work to identify possible resources that align with standards to recommend for use. Staff input will be solicited to make the final selection.
- ➢ Year Three- Crawford will refine our use of new curriculum and effectively integrate ISSN performance outcomes. We will adopt a new core resource for science and social studies. Teachers will be trained on this at the start of the school year and supported with continued learning throughout the year.

4.) *Building the Capacity of Staff to Provide Feedback and Data Analysis- Building a cohorts' understanding of observation feedback and data driven instruction protocols*

Crawford will train all the teacher leaders and other staff who provides coaching in the 6 Step Process Observation Protocols which includes praise, probe, action step, planning, practice and follow-up.

Additionally, we will have all teacher leaders and other staff that show interest in leadership to be trained in the Data Driven Instruction Protocol to help facilitate data meetings. The components of the protocol include affirmation, starting with the exemplar, identifying the gaps, planning for a re-teach, practicing the re-teach and a follow-up.

Currently, the principal and assistant principal are formally trained in the observation and feedback protocol and data driven instruction protocol. Teacher leaders and other staff that provide coaching are familiar with the 6 Step Protocol but have not strategically implemented it.

This training will allow for increased capacity of the coaching staff to provide consistent and actionable feedback to teachers. This training will also build the capacity of the staff to utilize this protocol independently and lead data meetings. This will impact our staff by building greater capacity to lead professional learning. Also, with more staff trained formally on the protocol, there will be more consistency in expectations for meeting outcomes.

Phase-In Timeline

- ➢ Year One- We will train all the teacher leaders and staff that provide coaching in observation and feedback and DDI protocols. They will implement these protocols into their coaching and will support grade level meeting with data analysis.

- ➤ Year Two- We will train interested teachers in the DDI protocol. They will support grade level meetings with data analysis.
- ➤ Year Three- All grade level data meetings will be facilitated by grade level leaders using the DDI protocol

  5.) Global Leadership Development- Providing opportunities for students to engage in learning opportunities that build students' global leadership.

Currently, there are few strategic opportunities for students to develop global leadership skills and ensure they are becoming international leaders. By implementing a specified time for explicit instruction in global competencies teachers can plan more intentionally to provide content and activities that will foster this development. By the end of year three, students will consistently be engaged in activities they apply our global competencies which include investigating the world around them, recognizing perspectives, communicating their ideas and taking action on issues that are meaningful to them. Crawford Elementary students represent a global society and hold different perspectives so we will foster this strength.

Proposed Changes	
Once a week for 20-30 minutes students will engage in a content/activity that builds students' global leadership. This will include helping students to investigate the world, recognize perspectives, communicate ideas and take action. The content and activities will be directed by teachers in the first year and then by year 3, students will have choice in the content or activity they engage in at this time. Activities will leverage technology to provide students with additional tools and resources to support global leadership development.	
Current Challenges:	**Protective Factors:**
Currently, there are few strategic opportunities for students to develop global leadership skills.	- This structure will allow for increased engagement because students have selected their own content/activity - Students will have opportunities for increased use of technology to support global competency.
How does this plan address the major improvement strategies?	
This addresses all major improvement strategies by providing teachers with resources and data that align to standards so that all students have equitable access to standards based instruction and access to intervention/enrichment informed by data. When our staff has adopted new curriculum, all students will be engaged in rigorous lessons that are based on the standards and also integrate the International Studies Schools Network (ISSN) performance outcomes in each content area.	

Phase-In Timeline

> ➢ Year 1: Develop teachers' understandings of Global Leadership Skills Performance Outcomes. Teachers will utilize a 30 minute block once a week to provide students with the opportunity to utilize these skills.
> ➢ Year 2: Teachers will meet as grade levels to plan for grade level choice topics and activities to develop students' global leadership. Students will choose one of the topics or activities. These choices will change on a quarterly basis.
> ➢ Year 2: The K-2 Vertical Team and 3-5 Vertical Teams will meet to plan for choice topics and activities to develop students' global competency and International Leadership skills. Students will choose one of the topics or activities. These choices will change on a quarterly basis. The groupings will be K-2 groups or 3-5 groups.

Students will begin to learn about global competencies that they will need to possess in order to compete as a leader in a global society. They will have the opportunity to practice these skills through engaging topics and activities that they choose themselves. Our community will be affected by this structure because as we identify topics and activities, we will find experts in our community to help students learn about their topics of interest and serve as mentors in this work.

For this model to be successful, Crawford needs to extend the school contact day for students and needs to change the calendar to support more professional learning for teachers.

B.) **Special Populations**

The School District recognizes that the plan to create an Innovation School Zone will not impact or in any way diminish the schools' or District's obligations to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students' Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

Innovation Plans and IDEA

All innovation plans must be implemented with the Colorado Exceptional Children's Educational Act (article 20 of title 22, C.R.S.), which itself is intended to "closely align" with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

The implementation of specific innovations under the ACTION Zone plans

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a preexisting service model to an "innovative" model, it is expected that the student's teachers of record take the necessary steps—up to and including calling for an IEP meeting—to ensure that appropriate modifications, accommodations, or (if necessary) adjustments to the student's IEP are made, and that the IEP is delivered with fidelity.

Implications for students educated in district-determined full-time placements

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP's during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.

SECTION III: TALENT MANAGEMENT

A.) Highly Effective Teachers

1.) *Building the Capacity of Staff to Provide Feedback and Data Analysis- Building a cohort's understanding of observation feedback and data driven instruction protocols*

Proposed Changes
- All the teachers leader and other staff who provide coaching with be trained in the 6 Step Process Observation Protocol   - All teacher leaders and other staff that show interest in leadership with be training in the Data Drive Instruction Protocol to help facilitate data meetings

Current Challenges:	Protective Factors:
- Currently, the principal and assistant principal are formally training in the observation and feedback protocol and data driven instruction protocol - Teacher leaders and other staff that have provided coaching are familiar with the 6 Step Protocol but have not strategically implement it.	- This training will allow for increase capacity of the coaching staff to provide consistent and actionable feedback to teachers. - This training will build the capacity of the staff to utilize this protocol independently and lead data meetings.

How does this plan address the major improvement strategies?
This addresses all major improvement strategies by providing a structure to give teachers feedback on their instruction consistently. It will also build the capacity of staff to systematically look at data.

A. Budget and Policy

1. **School budget and funding streams**

All applicants are required to submit the school's prior year budget and a proposed budget, including funding for all innovations to be implemented. This budget should include all costs associated with innovations, including any staffing costs, and information about any local, state, federal, or private funds the school anticipates receiving. Budgets can be submitted as a separate attachment in Excel or PDF format.

Summary Budget:

School Name: Crawford Elementary	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	632	648	650	650	650
Per Pupil Revenue	5138	5323	5509	5757	6074
State & Federal Grant Funds	469,200	469,200	469,200	469,200	469,200
Other Sources (i.e. savings from actuals v. averages)	172,655	150,000	75,000	50,000	-
Total Revenue	3,889,071	4,068,504	4,125,050	4,261,250	4,417,300
Instructional Salaries & Benefits	3,005,638	3,233,785	3,347,104	3,447,311	3,499,021
Instructional Services / Supplies	85,500	86,355	88,082	90,725	94,354
Other Instructional Expenses	35,166	68,845	-	22,540	111,945
Total Instructional Expenditures	3,126,304	3,388,985	3,435,186	3,560,575	3,705,319
Supporting Services Salaries & Benefits	632,767	649,219	658,957	668,842	678,874
Other Supporting Services Expenses	130,000	30,300	30,906	31,833	33,107
Total Supporting Services Expenditures	762,767	679,519	689,863	700,675	711,981
Total Expenses	3,889,071	4,068,504	4,125,050	4,261,250	4,417,300
NET INCOME	-	0	0	(0)	0

Student change	0.00%	2.53%	0.31%	0.00%	0.00%
Inflation	1.80%	2.60%	1.50%	1.50%	1.50%
Other increase	0.00%	1.00%	2.00%	3.00%	4.00%

1) SFA increases generally by inflation; recently at-risk funding (Free & ELL) reduced unexpectedly. Therefore, inflation is used as the best metric with unknown statutory and regulatory risks. Other sources will decrease as more revenue is given directly to schools. Other sources assume a district level funding for start-up costs of the zone schools. Potential downside to number of students exists for opening of new public charter schools.
2) Current TIG grant; however, no additional resources are currently expected in the plan
3) N/A, this budget does not anticipate other grants other than Title and TIG
4) The budget anticipates start-up costs in other supporting costs and excess tech refreshes by 2020-21
If allowed, some expenditures will be underspent to build reserves for larger one-time purchases.

School Performance Goal:
Crawford ES is confident that through thoughtful implementation of the models described in this plan, we will dramatically impact our CDE School Performance Framework (SPF) rating year to year. The table below outlines our annual targets with a big goal of increasing our SPF rating by 3 percentage points each year with an ultimate goal of maintaining a consistent "Performance" identification with the CDE accountability system.

School Performance Target Table:

School Performance Targets (Innovation Years 1-4)[1]	
	Expected Overall SPF % Rating and Performance Status
Year 1	63.0% Performance
Year 2	66.5% Performance
Year 3	70.5% Performance
Year 4	73.5% Performance
Year 5	77.0% Performance

Performance Management:
Both the Office of Autonomous Schools and the individual ACTION Zone schools will have significant roles in managing the performance of the schools and the Zone. Staff from the Office of Autonomous Schools will play a significant, ongoing role in working with the Division of Accountability and Research, the Division of Equity in Learning, and the district's chief technology officer to ensure that Zone initiatives are well-managed using district systems so that district-wide local, state, and federal reporting systems are able to be implemented as efficiently as possible.

Participation in Zone-wide performance management activities

While the ACTION Zone schools will receive a number of performance management services from the ACTION Zone in order to promote further outcome attainment and more economical use of resources, each school maintains a high degree of accountability and responsibility for implementing performance management systems at each school.

Individual school initiatives

While all ACTION-Zone-wide innovation plan initiatives will be "rolled up" and included in Zone- and District-wide accountability reporting (where applicable), there will be a number of school-specific initiatives operating throughout the zone at any given time. Some of these initiatives will predate the innovation plan, while others will result from the plan or new opportunities for the school. Schools will report on these initiatives to their Instructional Leadership Team, any subcommittees, or others who are delegated the responsibility for monitoring implementation of such initiatives.

Student achievement data tracking at the school level

Each school, in keeping with the "pillar" of data-driven, student centered instruction, will implement a robust suite of assessments to track student learning and guide instructional practice. The schools in the Zone will use the district's Acuity system as the basis for their interim assessment system. Using the system's suite of exam item authoring and uploading tools, the ACTION Zone schools can adapt test items to incorporate high quality exam items that include International Leadership relevant content.

In addition to using the district's Acuity platform, the schools will also base their data driven instruction cycles on the work of Paul Bambrick-Santoyo, author of Driven by Data and Leverage Leadership. The current principal at Boston K8, Ruth Baldivia participated in the Relay Graduate School National Principals Academy Fellowship (NPAF), which provided her with an ample knowledge base upon which to build the Boston K8 data driven assessment cycles. Additionally, the Director of Innovation will work with school leaders to ensure that both the interim assessment systems, data meanings, common planning time, and individual teacher follow-up actions will be implemented with fidelity to the Relay model unless and until the districts augment or replace this system with a comparable program that is a better fit for the ACTION Zone.

Conditions Necessary for Innovation: Waivers

SUMMARY OF REQUIRED CHANGES

Crawford seeks specific conditions needed to support and implement the innovation Plan.

Located in the heart in old Aurora and serving students in preschool through 5th grade, Crawford Elementary School has approximately 699 students and employs 77 instructional and operational staff. As a Title 1 school, ninety percent of the students at Crawford qualify for the Free and Reduced Lunch Program. Eighty percent of the students are classified as Limited English Proficient, 74% speak English has their second language and approximately 25% of the student population are refugees. There are over 30 countries represented at the school. With a 75% student stability rate, Crawford serves 71% Hispanic, 14% Asian, 10% Black, 3% White, 2% Multiple Races and less than .1% Native American and .1% Native Hawaiian.

Crawford Elementary School is currently in Year 2 of the 3 year funding in the Colorado Department of Education's Tiered Intervention Grant (TIG) and has shown significant improvements in numerous areas of student achievement and professional learning. Crawford has experienced academic growth successes that have the school achieving Improvement, thus the school is eager continue this trend, as well as align Action Zone efforts to ensure students and families have seamless matriculation into their secondary school environments. With the latitude to move more freely within the governance of the school operations, it is anticipated that predicting need, implementing culturally-competent instructional environments, creating an individualized standards-based learning structure, monitoring growth data, assessing success and targeting movement to change if student need arises will be a more agile process.

When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an *overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math*. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average. For the last 3 years, *writing is the area where our students have scored the lowest out of the content areas.* The leadership team identified the root cause to be that instructional staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

The Innovations proposed in the **International Leadership** plan include impacts in three key innovation plan areas:

Under *Culture of Performance*, implement a program, (*Write our World Crawford*), focused around capturing Crawford's family journeys, celebrating our wide array of cultural diversity and the international exposures and diligence that these stories will give to all our students and staff. A leadership program (*Parents in Action*) will create leadership opportunities for families

to actively engage in their child's education.

Under *Academic Systems*, professional learning for staff will support release time for teachers to plan lessons that develop students' global competencies and monitor learning. Extended Learning Opportunities for students will lengthen the school day to provide students the opportunity to engage in rigorous lessons that develop their competency to compete globally. To support the opportunities for students to engage in learning opportunities that build students' 21st century skills and global leadership, an International Leadership development program will be implemented. Supporting the alignment of curriculum and assessment to Standards and Students' needs, Crawford will utilize curriculum that aligns to the standards which emphasis students' global competencies using efficient and timely assessments that monitor students understanding.

Under *Talent Management*, Crawford will build a cohorts' understanding of observation feedback and data driven instruction protocols by increasing the capacity of staff to provide feedback and data analysis.

Crawford Elementary School is requesting waivers from specific district policies, state statutes, and a select number of waivers from the AEA Master Agreement. The following flexibilities are requested to support the models detailed in the innovation plan:

- Recruiting and Hiring
- Staff Assignments and Transfers
- Teacher Licensure
- Calendar and Schedules
- Instructional Materials and Curriculum
- Grading and Assessment Systems

Additional details regarding shared Zone flexibilities and economies of scale can be found in the accompanying APS Zone Document.

Crawford will comply with all waived statutes and policies and will be accountable for positive results.

The innovation school shall comply with the intent of the waived statutes or rules and shall be accountable to the state for such compliance. The school has detailed Expected Outcomes: Improvements in Academic Achievement that will be used to monitor the effectiveness of the plan while continuing to comply with all federal, state and district regulations.

Additionally, in order to implement the International Leadership ACTION Zone effectively so that both the student achievement and school improvement goals are accomplished, APS is developing an Office of Autonomous Schools. This office, which will have oversight over both charter schools and the Zone schools, will be located within the office of Accountability and Research. This will allow for more efficient and effective design and delivery of the performance management structures necessary to report on progress to the State Board, the CDE, and Aurora community stakeholders while also providing schools with the data necessary to course-correct as challenges inevitably occur. Additional details about the Zone and Zone management can be

found in the accompanying APS Zone Document.

The school will continue to comply with NCLB Title II-A requirements (for districts receiving Title II-A funding). All staff will be appropriately qualified, and all core content staff will be licensed and highly qualified pursuant to the Federal ESEA Act.

Dispute Resolution

Crawford Elementary accepts that the Articles that remain in effect will continue to be subject to the grievance provisions of the Master Agreement. Crawford will develop its own dispute resolution process to respond to concerns that are exempt from the Master Agreement.

Internal Appeals Process

A. The Instructional Leadership Team (ILT) shall collaboratively develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at the Innovation School to address concerns which are capable of being addressed under the terms of the IAP.

B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Innovation School as specifically set forth in the application and/or written decisions of the ILT have been violated or misapplied.

C. If an Innovation School cannot agree on an IAP, the process set forth below shall be deemed to be the IAP at that school.

D. Every Innovation School employee shall receive a written copy of the IAP.

E. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Innovation School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.

F. This IAP shall be used at Innovation Schools only under the circumstances stated in the section above. A "complaint" for purposes of this IAP is defined as set forth in section above. A "day", for purposes of the time lines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. Informal Meeting Between the Grievant and School Leaders: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leaders, to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.

2. Second Meeting, With Association Representative Included: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from

the Informal Meeting, and also the Association Representative for the site or designated representative of the aggrieved employee, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the Association Representative to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the Association Representative or designated representative of the aggrieved employee may be personally affected by the outcome, and there is no designated co-representative, the matter shall automatically proceed to the next step.

3. <u>Third Meeting: ILT</u> If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the *Crawford* ILT. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Superintendent and AEA President as outlined in above.

A.) District Policy Waivers with Replacement Language

Crawford seeks specific District Policy Waivers and Flexibilities necessary to effectively support and implement the innovation plan.
For each district policy from which the school requests a waiver, the table below includes a policy summary, rationale for innovation, and policy replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above: • GCE/GCF: Professional Staff Recruiting/ Hiring • GCK: Professional Staff Assignments and Transfers • GDJ: Classified Staff Assignments and Transfers • GCFC: Professional Staff Licensing and Credentialing • IC/ICA: School Year/ School Calendar • ID: School Day • IJJ/IJK: Textbook Selection and Adoption/ Supplementary Materials Selection and Adoption • IKA: Grading and Assessment Systems

Request for Waivers from District Policy		
District Policy	**GCE/GCF: Professional Staff Recruiting/ Hiring** (GCE/GCF)	**Area of Impact:** Talent Management – Hiring

Policy Language/ Summary	Recruiting

The Board directs the Superintendent to develop and maintain a recruitment program designed to recruit and retain high performing licensed personnel in the District's schools. It is the responsibility of the Superintendent and chief personnel officer, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other licensed personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the school system and the need for licensed staff members of various backgrounds. Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the Board may apply for a position for which s/he is licensed and meets other stated requirements.

Background Checks

Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.

Hiring

There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the Superintendent and chief personnel officer.

Appointment of Candidates

Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Superintendent and chief personnel officer shall submit a new recommendation to the Board for approval.

GCE-GCF-R:

To maintain control and continuity in the hiring and transferring of teachers, no one other than the Division of Human Resources is to make a commitment for employment or assignment. All scheduling of interviews and decisions on employment status are communicated to applicants through the Division of Human Resources. The procedures followed in the hiring process are described in the policy GCE-GCF-R. |
| **Rationale for** | To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select |

Innovation	staff and set rates of pay.
Replacement Policy	Recruiting Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel and determination of compensation to the innovation school. While, the APS Human Resources Department will continue to provide support in professional staff recruitment and hiring, the school principal and leadership team, in alignment with the innovation plan, has the authority to determine the personnel needs of the school and to locate suitable candidates for employment. Any present employee of the Board may apply for a position for which s/he is qualified and meets other stated requirements. The superintendent will retain authority over recruitment and hiring decisions for school principals. Hiring There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the innovation school. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the school principal. The superintendent will retain authority over recruitment and hiring decisions for school principals. GCE-GCF-R: The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).

District Policy	**GCK: Professional Staff Assignments and Transfers (GCK)**	**Area of Impact:** Talent Management – Staff Transfers
Policy Language/ Summary	Licensed personnel shall be assigned and reassigned as needed in a manner determined by the principal, chief personnel officer or designee and consistent with the Master Agreement between the district and the Aurora Education Association, which includes the principal's consent for all transfers. The following transfer categories require approval by the Board of Education: 1. Transfer from one building to another; 2. Transfer from one position category to	

	another (i.e., teacher to counselor, teacher to administrator, administrator to teacher); and 3. Transfer from one organizational level to another (i.e., elementary to middle school, middle to high school).
	The following reassignment categories are not considered transfers and do not require approval by the Board of Education: 1. Reassignment to a different grade level or area of instruction within a building; and 2. Reassignment of special teachers and special education teachers within their area of expertise.
	The three consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity will not be included in computing the probationary period.
Rationale for Innovation	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.
Replacement Policy	The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position. The school will have the authority to determine which staff are contributed to the district hiring pool.

District Policy	GDJ: Classified Staff Assignments and Transfers (GDJ)	Area of Impact: Talent Management – Staff Transfers
Policy Language/ Summary	Classified employees shall be assigned only to those positions for which the Superintendent of Schools deems they are qualified. Classified employees who wish to transfer to a vacant position for which the employee is qualified shall: 1. Complete an online transfer request form. The employee's supervisor will be notified via e-mail from human resources of the employee's interest in transferring. Once a transfer form is complete, employees may use the HR request for transfer system to select posted positions to which they are interested in transferring. Only the assignments and/or locations specifically requested online by the employee shall be considered. 2. All requests for transfers will be considered; however, submission of a request does not guarantee an interview. 3. In all cases, the initiator of the transfer request will be advised of the action taken. 4. Transfer requests will be recorded in the human resources office. 5. The Board of Education shall act on all transfer requests approved by the Superintendent of Schools. 6. Employees requesting a transfer may withdraw said request at any time.	
Rationale for Innovation	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.	

Replacement Policy	The school may refuse direct placements or involuntary transfers of classified staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position.
District Policy	**GCFC – Professional Staff Licensing and Credentialing** (GCFC) **Area of Impact:** Talent Management – Teacher Hiring and Licensure
Policy Language/ Summary	Employment - License Requirement A Board of Education shall not enter into a contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds or is entitled to hold an educator's license or letter of authorization issued in the manner prescribed by law. Services - Disbursements No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless such person holds or is entitled to hold a valid educator's license, letter of authorization or written authorization from the Department of Education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or letter of authorization or shall have an application for such license or authorization in process at the Colorado Department of Education during all periods of employment by a school district. Any person who performs services as a teacher without possessing a valid educator's license or letter of authorization or without having an application for such license or authorization in process at the Colorado Department of Education shall forfeit all claim to compensation out of school district monies for the time during which services are performed without such license, letter or written authorization. Qualifications - Licensed Administrators All licensed administrators shall hold the required degree from an accredited institution of higher education. All building and district licensed administrators shall hold an appropriate Colorado license with the appropriate endorsement, as required by law, or prescribed by the district. All building administrators must have previous teaching experiencing. The Superintendent of Schools may designate other positions for which the incumbent must have previous teaching experience. Exceptions to these minimum qualifications for administrators may be made by the Superintendent of Schools: a. For applicants who lack the required professional license and/or degree, but who are pursuing a program leading to its completion; and/or b. When a position warrants special expertise, the district may request the Colorado Department of Education to issue the applicant emergency authorization.
Rationale	To strategically recruit, hire, and retain staff with qualities and credentials in

for Innovation	alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects and non-licensed administrators.
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction and non-licensed administrators as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.

District Policy	**IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR** (IC/ICA)	**Area of Impact:** Calendar and Schedule
Policy Language/ Summary	The school year calendar shall be adopted by the Board of Education each year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved by the Board of Education.	
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.	
Replacement Policy	In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.	
	The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved through the innovation plan.	

District Policy	**ID: SCHOOL DAY** (ID)	**Area of Impact:** Calendar and Schedule
Policy Language/ Summary	As stated in C.R.S. 22-32-109(n)(l), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation].	

Half-day kindergarten: 450 hours per school year

Full-day kindergarten: 900 hours per school year

Grades one through five: 990 hours per school year

The district recognizes the need for teachers to extend the normal school day for elementary students in order to provide extra help for students who have been absent; require additional assistance to master a subject; or to enforce penalties for the proper management of student behavior. Teachers may utilize recess or before/after school time for these purposes. If the student's school day is to be extended, efforts will be made to contact the parent. Extension of the student's school day may be no longer than 15 minutes without prior parent permission.

C.R.S. 22-32-109(n)(ll)(A) further states that actual hours of teacher-pupil instruction and teacher-pupil contact may be reduced to no fewer than [the hours indicated in the regulation].

Half-day kindergarten: 435 hours per school year

Full-day kindergarten: 870 hours per school year

Grades one through five: 968 hours per school year

ID indicates the district's minimum school day length requirements.

Half-day kindergarten shall be two hours and forty-five minutes long.

Full-day kindergarten shall be six and one-half hours long, exclusive of lunch.

Elementary school (grades 1 through 5) shall be six and one-half hours long, exclusive of lunch.

Extension of Elementary and K-8 School Day

Teachers may use recess and before/after school time in order to provide extra help to students and to enforce the proper management of their classes and appropriate student behavior. Teachers may not use recess and before/after school time when, in the best judgment of the principal or designee, this practice would be detrimental to the safety or well-being of the students. Teachers may extend a student's school day for up to 15 minutes before or after the normal school day without parent permission or prior parent notification. However, the teacher will make a reasonable effort to notify the parent prior to the extension. Teachers may extend a student's school day for more than 15 minutes before or after the normal school day only if prior parent permission has been obtained. Teachers will notify the office prior to extending a student's school day beyond the 15 minutes.

Teachers may not cause a student who is transported by school bus to miss a bus without prior arrangements for the parent to transport the student. Teachers who choose to extend the student's day during recess or before/after school will be responsible for providing for the

	supervision of the student during the extension. Schools shall provide notice to parents of the District school day policy and regulation through the school calendar, newsletters, handbooks, parent meetings, etc.
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.
Replacement Policy	In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. The school day adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. Information regarding impact on teacher working conditions from changes to the length of the school year or student school day is detailed in the waiver for Article 13 of the AEA Master Agreement.

District Policy	**IJJ/IJK: TEXTBOOK SELECTION AND ADOPTION/ SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (IJJ/IJK)**	**Area of Impact:** Educational Program
Policy Language/ Summary	I. The Board of Education shall determine the basic instructional material for all courses of instruction, including all material to be used in the human sexuality portion of any curriculum. II. The Board of Education shall adopt supplementary materials, as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly. III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A. Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to	

	provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy IJL, of the Aurora Public Schools
	IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.
	V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.
	VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education.
	VII. A special public display of instructional material recommended for adoption shall be maintained for two weeks during the month preceding action by the Board of Education.
	VIII. Materials adoption will normally occur as a part of the cyclical curriculum approval process, with lists of basic and supplementary materials available to the public.
	IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials.
	X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning.
Rationale for Innovation	To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.
Replacement Policy	I. School leadership, in collaboration with the ILT and any delegated staff leadership committee, will have the authority to determine its own basic instructional material for all courses of instruction as necessary to implement the innovation plan. The Board of Education shall determine the basic instructional material to be used in the human sexuality portion of any curriculum.
	II. The school shall adopt supplementary materials in accordance with the innovation plan and as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly. The school will retain the authority to adopt research-based materials in support of the innovation plan.
	III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A.

Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy IJL, of the Aurora Public Schools. Innovation schools will retain the authority to adopt additional research-based materials in support of the innovation plan.

IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.

V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.

VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education. The school will maintain an accurate, up-to-date list of any other instructional material adopted in accordance with the innovation plan, to be made available upon request.

IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials. Innovation schools will retain the authority to adopt and reapprove additional research-based materials in support of the innovation plan.

X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning. Innovation schools will retain the authority to purchase and use additional research-based instructional computer software in support of the innovation plan.

Procedure for Making Changes to Existing Policy

Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.

As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).

The ILT staff committee designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based

District Policy	**IKA: Grading and Assessment Systems** ([IKA](#))	**Area of Impact:** Educational Program
Policy Language/ Summary	District Assessment System In addition to the state assessment system, the district has developed a comprehensive assessment system that: • challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge; • includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary; • provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and • provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district's academic standards. Additional Assessment Information for Parents/Guardians In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year. Classroom Assessment System Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis. Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning. Student progress communication to parents/guardians Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee. Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, email, U.S. mail, home visits or conferences to discuss	

	student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective. Criteria for grading student progress will be prescribed by the Superintendent of Schools. IKA-R: Grading System The basic grading system for reporting student academic progress in grades kindergarten through 8th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 9-12, the A, B, C, D, F system will be used. The letters are interpreted as detailed in IKA.
Rationale for Innovation	To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and assessment systems.
Replacement Policy	School leadership, in collaboration with the ILT and any delegated staff leadership committee, will have the authority to develop and adopt basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to classroom assessment and grading systems, it will default to the existing district-adopted systems. As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017). The ILT staff committee designated to provide governance over any changes to classroom assessment and grading systems will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any classroom assessment and grading systems will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

B.) State Statute & Rule Waivers with Replacement Language

Crawford seeks specific State Statute Waivers and Flexibilities necessary to effectively support and implement the innovation plan.
Crawford acknowledges that Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act.[1] For each state statute from which the school requests a waiver, the table below includes a statute summary, rationale for innovation, and statute replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above: • C.R.S. 22-32-109(1)(f) • C.R.S. 22-63-206 • C.R.S. 22-63-201 • C.R.S. 22-63-402 • C.R.S. 22-9-106 • C.R.S. 22-32-109(1)(n)(I) • C.R.S. 22-32-109(1)(n)(II)(A) • C.R.S. 22-32-109(1)(n)(II)(B) • C.R.S. 22-32-109(1)(t)

Request for Waivers from State Statute		
State Statute	**Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay** ([109](#))	**Area of Impact:** Talent Management – Hiring
Statute Description	In addition to any other duty required to be performed by law, 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.	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay at or above existing schedules (interacts with 22-63-201 & 22-63-206).	
Replacement Policy	Pursuant to state law, the APS board will delegate decision-making authority related to selection of school personnel and determination of compensation to the innovation school. The principal, in consultation with the school leadership	

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[1] See 33-32.5-108 (1) and (2), C.R.S. for specificity on state statutes that cannot be waived out of using an innovation plan.

team and in alignment with the school innovation plan, will select school personnel directly and rates of pay will be at or above the district schedule. For all unique job descriptions the school leadership team shall determine the rate of pay during the budget cycle for the following year.

The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).

The superintendent will retain authority over recruitment and hiring decisions for school principals.

State Statute	C.R.S. 22-63-206 Teacher Transfers (206)	Area of Impact: Talent Management – Staff Transfers
Statute Description	(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization. (2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position. (3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.	

	(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits. (5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.
Rationale for Innovation	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers (interacts with 22-32-109(1)(f) & 22-63-201).
Replacement Policy	The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position. The school will have the authority to determine which staff are contributed to the district hiring pool.

State Statute	**C.R.S. 22-63-201 Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate** (201)	**Area of Impact:** Talent Management – Teacher Hiring and Licensure
Statute Description	(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title. (2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.	

	(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects (interacts with 22-32-109(1)(f) & 22-63-206).
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.

State Statute	**C.R.S. 22-63-402 Teacher Employment Act-Certificate required to pay teachers (402)**	**Area of Impact:** Talent Management – Teacher Hiring and Licensure
Statute Description	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. A waiver to C.R.S. 22-63-402 is required to pay any non-licensed teaching staff hired for non-core subjects.	
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.	

State Statute	C.R.S. 22-9-106 Local board duties concerning performance evaluations ([106](#))	Area of Impact: Talent Management - Performance Evaluation
Statute Description	(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.	
	(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.	
Rationale for Innovation	To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.	
Replacement Policy	1.5(a) In accordance with the innovation plan, the school may develop and adopt its own personnel evaluation system, which will comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.	
	4(a) The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Pursuant to state regulations, evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.	
	Any changes to teacher performance evaluation systems will be detailed in AEA Master Agreements Article 36. The superintendent will retain authority over performance evaluation systems for school principals.	
State Statute	22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar ([109](#))	Area of Impact: Calendar and Schedule
Statute Description	(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 one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefor by the board of education of the district.
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time and teacher planning time. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(I) to determine its own school year and school day calendar.
Replacement Policy	In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.
	The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

State Statute	**22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours** ([109](#))	**Area of Impact:** Calendar and Schedule
Statute Description	(n)(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 students.
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time and teacher planning time. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(A) to determine its own school year and school day calendar.
Replacement Policy	In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.
State Statute	**22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar** ([109](#)) **Area of Impact:** Calendar and Schedule
Statute Description	(n)(II)(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 or shall provide for the adoption of a school calendar for each individual school within the district. The district calendar or individual school calendars may be adopted by the board of education, the district administration, the school administration, or any combination thereof. A copy of the calendar shall be provided to the parents or guardians of all children enrolled in schools within the district. Such calendar shall include the dates for all staff in-service programs scheduled for the school year. The board, district administration, or school administration shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar, excluding changes resulting from emergency closings or other unforeseen circumstances, shall be preceded by adequate and timely notice from the board, district administration, or school administration of not less than thirty days.
Rationale	To effectively implement the innovation plan the school requires increased

for Innovation	flexibility around scheduling and use of time, including but not limited to increasing student learning time and teacher planning time. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(B) to determine its own school year and school day calendar.
Replacement Policy	In accordance with the innovation plan, the school will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled in the school. Such calendar shall include the dates for all staff in-service programs scheduled for the school year. The school shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of not less than thirty days.
State Statute	**22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)** **Area of Impact:** Educational Program
Statute Description	In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;
Rationale for Innovation	To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.
Replacement Policy	In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee shall determine its own educational programs to be carried on in the school and shall prescribe the textbooks for any course of instruction or study in such programs. Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned

	to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.
	As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).
	The ILT staff committee designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any instructional material for any course of instruction will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

C. Collective Bargaining Agreements Waivers with Replacement Language

Crawford seeks select changes to the working conditions outlined in the collective bargaining agreement necessary to effectively support and implement the innovation plan.

Crawford acknowledges that, with limited exceptions, Innovation Schools may request waivers from district negotiated collective bargaining agreements. For each article of the AEA Master Agreement from which the school requests a waiver, the table below includes an article summary, rationale for innovation, and article replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- Article 19: Teacher Transfers - *To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers. Crawford requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.*
- Article 20: Reduction in Force - *To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. Crawford requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.*
- Article 1: Definitions - *To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of "teachers" and "teaching staff" in Article 1 to include non-licensed, non-core teachers and staff members.*

- Article 36: Performance Evaluation- *To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system to ensure teachers receive frequent and actionable feedback in order to improve instruction for students.*
- Article 13: Teacher Duty Day and Teaching Hours- *To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time. The length of the student school day will increase by 45 minutes, which will increase teacher "contact time," but will not increase the teacher duty day. Teacher collaborative and independent planning time will be organized and protected to accommodate this.*

Innovation Replacement Policies for Additional Waivers from Collective Bargaining Agreements		
CBA Article/ Section	**Article 19: Teacher Transfers**	**Area of Impact:** Talent Management – Staff Transfers
Article Summary	A. General Considerations 1. Transfers shall mean only those changes involving moves from one (1) building (school location) to another. Reassignments to different grade levels or different areas of instruction within a building are not considered transfers. A transfer request shall be either voluntary and initiated by the employee or involuntary as initiated by the District. Return from leave as described in Articles 26, 30, 31, 32 and 33 and recall as described in Article 20 shall not be considered transfers under this Article. (2014) 2. In making transfers of teachers, consideration shall be given to the effect on students, the effect on the educational program of the District, the interest of the teachers involved, and establishing a balance in the distribution of teachers with regard to experience, length of employment in the District, and other significant characteristics such as gender, age and ethnic background. (2014) 3. Prior to filling a vacancy by hiring a new employee under contract (as opposed to using a substitute teacher in the vacancy), notice of that vacancy shall be posted on the District web site. (2014) 4. Teachers who desire a change of assignment within a building shall discuss the matter with their principal, but shall not submit a transfer request form. Final determination of intra-building assignments or reassignments shall be made by the principal. (2014) 5. Teachers who transfer through a voluntary transfer (Section B) or a mutual consent transfer (Section D) may transfer to a school only with consent of the hiring principal and with input from at least two (2) teachers employed at the school and chosen by the faculty of teachers at the school to represent them in

the hiring process. (2014)

B. Voluntary Transfers

3. New teachers shall not be given assignments until all existing teachers requesting transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all transfer candidates. (2014)

C. Involuntary Transfers

1. Teachers shall not be assigned without their consent to any position outside their areas of professional competence. (2014)

2. No teacher shall be transferred involuntarily without good cause. Such cause shall be stated in writing at a meeting between the teacher involved and the Superintendent, or the Superintendent's designee, prior to the actual transfer. Good cause includes, but is not limited to, any teacher who is displaced as a result of a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution. (2014)

3. A list of all vacant appropriate positions shall be made available to an involuntary transfer. (2014)

4. If, in the view of the administration, there are two (2) or more assignments or schools appropriate for assignment to teachers involved in involuntary transfers, the teachers involved may designate an order of preference for up to three (3) positions. The administration shall consider the designation and shall make reasonable effort to place the teacher in one of the designated positions. (2014)

5. Involuntary transferred teachers shall retain all rights to subsequent voluntary transfer. (2014)

6. When a building must involuntarily transfer a teacher due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be the last non-probationary person hired into the building in the program area being reduced and is deemed effective by the existing evaluation system, unless there is a compelling need in the building to retain the teacher. The principal will then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below. (2014)

D. Mutual Consent Transfer Procedures

1. The school District shall immediately provide the teacher with a list of all vacant positions for which s/he is qualified, as well as a list of vacancies in any area identified by the school District to be an area of critical need. To secure a mutual consent placement, the teacher shall apply and be considered for positions for which s/he is qualified. New teachers shall not be given

	assignments until all existing teachers requesting a mutual consent transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all candidates. (2014)
	2. A non-probationary teacher who does not secure a mutual consent placement by the end of the contract year, shall become a member of a priority hiring pool and will be provided first opportunity to interview for a reasonable number of available positions for which s/he is qualified in the School District. New teachers shall not be interviewed until all teachers in the priority hiring pool who are qualified for the vacancy have been provided the opportunity to interview for the position by an administrator in the building where the vacancy exists. (2014)
	3. The School District has the ability to place the teacher in a twelve-month or other limited-term assignment, substitute assignment or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. (2014)
	4. If the teacher is unable to secure an assignment at a school of the School District after two (2) hiring cycles, the School District shall place the teacher on an unpaid leave of absence until such time the teacher is able to secure an assignment. For purposes of this Article, a hiring cycle shall be defined as the period of time commencing on April 1 and concluding on September 1. (2014)
	5. If the teacher secures a position at a school of the District while placed on unpaid leave, the School District shall reinstate the teacher's salary and benefits to the level they would have been had the teacher not been placed on unpaid leave. (2014)
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.
Replacement Policy	The school may refuse direct placements or involuntary transfers of personnel as initiated by the district.
	The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position.
	When a building must involuntarily transfer a staff member due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be selected by the principal based on performance evaluations and effectiveness. The school will not be required to involuntarily transfer the last non-probationary employee hired into the building in the program area being reduced who is deemed effective by the existing evaluation system. The

	principal will not be required to then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below.

The school will have the authority to determine which staff are contributed to the district hiring pool. |
| **CBA Article/ Section** | **Article 20: Reduction in Force**   **Area of Impact:** Talent Management - Staff Transfers |
| **Article Summary** | 1. A reduction in the number of teachers in the District shall be in accordance with Colorado statutes in effect when the reduction notice is mailed. As used in this Article, "teacher" means any person, including a specialist, as defined in Article 1, Section 6 of this Agreement. (2014)

2. As used in this Article, "qualified" means that the teacher has the appropriate Colorado Department of Education licensure and endorsement or has the proper courses to meet regional or State of Colorado accreditation standards. The teacher's qualifications under this Article shall be judged on the transcripts, endorsements and certifications in that teacher's file in the Human Resources Office not later than 10 calendar days after the date the reduction notice is mailed to the teacher. Later obtained or noted endorsements and certifications and later additions to that teacher's transcript shall not be considered in connection with the reduction. (2014)

3. If the Board in its judgment determines that teachers should be reduced (cancellation of employment) by reason of financial necessity, declining enrollment or for other reasons justifying a decrease in the number of teaching positions, the District shall institute the procedures set forth in this Article. (2014)

The procedures in this Article shall apply to any reduction of a non-probationary teacher and to a reduction of a probationary teacher either at the semester or at the end of the school year when the probationary teacher has not been given a timely notice of nonrenewal of the teacher's contract. The provisions of this Article do not apply to the nonrenewal of the contract of a probationary teacher in accordance with Colorado statutes then in effect, whether or not said nonrenewal is caused by a reduction in the number of available positions. Likewise, the provisions of this Article do not apply to overages of teachers in a building or program area that can be handled under the voluntary or involuntary transfer provisions of this Agreement and that would not result in the teacher in an overage situation being reduced. (2014)

5. Before District representatives recommend a reduction in force, subject to this Article, to the Board, the Association shall be notified of the conditions necessitating the reduction and the needs of the District. If possible, said notification shall be given by November 1 prior to an anticipated semester |

	reduction and by April 15 prior to an anticipated end-of-the-year reduction. With such notification, the Superintendent, or the Superintendent's designee, shall furnish the Association with relevant appropriate data concerning the reduction. Reductions shall only occur at the end of a semester or academic year. (2014) 6. The District shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected by taking the following factors into account: (2014) a. Effectiveness, meaning teacher performance as determined by the teacher performance rating over the previous three (3) evaluation cycles as determined by the District's performance evaluation system. If the teacher does not have three (3) years of performance ratings from the District, then the Superintendent or Superintendent's designee shall consider only those available performance ratings. Nothing in this Article requires the consideration of evaluations conducted in other school districts. b. Length of service in the School District. (2014) After considering the factors above, the Superintendent or Superintendent's designee shall also consider the following factors in recommending a teacher for inclusion in the pool for consideration for reduction: (2014) a. Education, licensing endorsements and other professional qualifications (2014) b. Probationary and non-probationary status (2014)
Rationale for Innovation	To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. Crawford requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.
Replacement Policy	6. In the event of a reduction in force, the school shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected. The principal, in collaboration with the leadership team will have the authority to determine which personnel are contributed to the district pool in accordance with the innovation plan. Considerations may include performance evaluations and effectiveness, length of service in the school and school district, education and licensing endorsements, and other professional qualifications.

CBA Article/ Section	**Article 1: Definitions**	**Area of Impact:** Talent Management – Teacher Hiring and Licensure
Article Summary	The terms "teachers" and "teaching staff" shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general	

	instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special assignment. (2014)
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of "teachers" and "teaching staff" in Article 1 to include non-licensed, non-core teachers and staff members.
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan.
CBA Article/ Section	**Article 36: Performance Evaluation** **Area of Impact:** Talent Management - Performance Evaluation
Article Summary	A. General Considerations: 1. All teachers will be evaluated annually. (2014) 2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals' designee as outlined below. (2014) a. Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education (CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training. (2014) B. Observations: FORMAL: 1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of two (2) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year. (2014) 6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January. (2014) INFORMAL 8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such

observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of four (4) times per year. (2014)

9. Within two (2) working days of each informal observation, the teacher will be provided with documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher's instructional practice. (2014)

10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)

C. Evaluation Procedures

SELF-EVALUATION AND TEACHER PROFESSIONAL LEARNING PLAN procedures are outlined in Article 36.

MID YEAR REVIEW procedures are outlined in Article 36.

END OF YEAR REVIEW AND FINAL RATING procedures are outlined in Article 36.

D. Ineffective Performance:

1. If the non-probationary teacher's performance is determined to be ineffective, a remediation plan shall be developed in writing using the final ratings, comments and evidence discussed during the end of year review and will identify areas for improvement and resources to support improvement. The evaluator and teacher will then collaboratively update the teacher professional learning plan to be used for the following school year. (2014)

2. If a probationary teacher is to be recommended for nonrenewal, the District shall provide written notification of the fact of such nonrenewal both to the teacher and to the Association at least four (4) working days prior to final Board action on such nonrenewal and in no event later than June 1. At the time of such notification, the District shall also advise the teacher of the reasons for said nonrenewal; however, the District shall be under no obligation to provide a copy of said reasons in its notification to the Association. In the case of a dismissal of a probationary or non-probationary teacher, regardless of the date, the dismissal shall be conducted in accordance with the procedures set forth in the Colorado Teacher Employment, Compensation, and Dismissal Act of 1990. (2014)

3. Any teacher who believes their ineffective rating was the result of improper application of the evaluation procedures set forth in this Article may file a grievance as outlined in Article 44 Grievance Procedure of this agreement. (2014)

E. Evaluation Appeals

Per State Statute and Colorado Board of Education rules, the process to appeal a

	rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate. (2015)

J. The superintendent or designee shall be the final decision-making authority in determining a teacher's final Performance Evaluation Rating and whether a non-probationary teacher shall lose his or her non-probationary status. The superintendent OR DESIGNEE shall provide a written rationale for his or her final determination. (2015)

K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the following school year as a probationary employee. (2015)

L. If the superintendent or designee determines that a rating of ineffective or partially effective was not accurate, but there is not sufficient information to assign a rating of effective, the teacher shall receive a "no score" and shall not lose his or her non-probationary status. However, if in the following academic school year that Teacher receives a final Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating and the Teacher shall be subject to loss of non-probationary status. This subsequent rating of partially or ineffective may be appealed. (2015) |
| **Rationale for Innovation** | To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system. |
| **Replacement Policy** | A. General Considerations

1. All teachers at the school will be evaluated annually.

B. Observations

FORMAL

1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. In accordance with the innovation plan, all teachers will be observed formally a minimum of one time per year and will be observed informally a minimum of five times per year.

6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January.

INFORMAL

8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond |

that seen in the formal observation. Informal observations will be conducted a minimum of five times per year. Additional informal feedback and observations may be solicited from select peer teachers as detailed in the innovation plan.

9. Within two (2) working days of each informal observation, the teacher will be provided with documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher's instructional practice. (2014)

10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)

Evaluation timelines and details will be determined by school leadership and shared with staff prior to the start of the following school year.

CBA Article/ Section	Article 13: Teacher Duty Day and Teaching Hours	Area of Impact: Calendar and Schedule
Article Summary	TEACHER DUTY DAY 1. The length of the student school day, a matter of Board policy, is based upon judgment as to the value of time spent in school by the student and is not a negotiable subject. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014) 2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30- minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014) 3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as "contact time"). The "contact time" may not exceed 30 hours per week including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014) a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014) b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)	

PLAN TIME AND SUPERVISION

10. Teachers in elementary schools shall have 90 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual elementary schools may choose alternative blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)

11. Teachers in K-8 and P-8 schools shall have 75 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual K-8 and P-8 schools may identify the blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)

12. The hours per duty day during which a teacher is not in contact with the teacher's students shall be used for teacher determined preparation, planning and consultations. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)

TEACHER WORK DAY

17. Teacher work days are necessary for teachers to complete responsibilities of their position. Therefore, such days will be scheduled both at the beginning of, and during the school year. Schools will schedule at least one (1) full duty day or two (2), one-half days previous to the start of the school year as a non-contact teacher work day. This time will be designated for teachers to get ready for the school year and no meetings or other events will be scheduled during this time. This provision will only apply if there is a 187 day contract for returning teachers with four (4) consecutive non-student days at the beginning of the contract year. If either the contract days are reduced to less than 187 or non-student days are reduced to less than four (4) prior to the beginning of school, this provision will not apply. Any days identified on the calendar as teacher work days shall be teacher directed. No required meetings or other events will be

	scheduled during this time. (2014)
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from Sections of Article 13 to determine its own school year and school day calendar, as well as to dictate teacher duty day, contact time, plan time, and work day.
Replacement Policy	TEACHER DUTY DAY 1. The length of the student school day shall be determined by the school in accordance with the innovation plan, prior to the end of the school year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014) 2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30- minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014) 3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as "contact time"). The school shall determine the teacher duty day and teacher "contact time," which may exceed 30 hours per week, in accordance with the innovation plan, including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014) b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014) PLAN TIME AND SUPERVISION 10. Teachers in elementary schools shall have 45 minutes of daily noncontact time during their duty day. By action of the principal in consultation with other school-based teams, individual elementary schools may determine these blocks

| | of time. Such time shall be utilized for teacher determined planning or preparation. The process for establishing non-contact time will coincide with the process for developing the school calendar as detailed above. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time averaged over the school year, and supervision duties shall not exceed 35 minutes per week averaged over the school year. For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver.

12. The hours per duty day during which a teacher is not in contact with the teacher's students shall be used for teacher determined preparation, planning and consultations, as outlined in the innovation plan. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher's noncontact time averaged over the school year, and supervision duties shall not exceed 35 minutes per week averaged over the school year. For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver. |
|---|---|

Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee
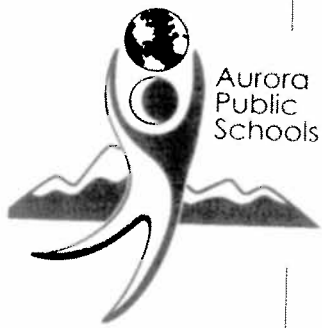
Colorado Department of Education
Choice and Innovation
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Room 300
Denver, CO 80203

Aurora Public School
Board of Education
1085 Peoria Street
Aurora, CO 80011

**Crawford
ementary School**

1600 Florence St.
Aurora, CO 80010

Phone
303-340-3290

FAX
303-326-1210

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RE: Innovation Model Approval

Dear Approval Entities:

As the School Design Team (SDT), we are respectfully submitting Crawford Elementary School's proposed Innovation Model for your consideration, support and approval. Planning for the la four months for the development of this proposal was the result of hours of attentive and diligent wor from committed Crawford Elementary School staff, students, parents, and community members, as we as district administrators and educational advisors. Five stakeholder open forums and feedbac opportunities also contributed to the design and engagement efforts of this impactful plan.

It is the belief of the School Design Team that with the approval and implementation of thi International Leadership model that Crawford Elementary School will be better positioned to educat and leverage the culturally-diverse student and community's assets for many academic, and caree achievements nationally and internationally. Crawford Elementary School has made significan educational advancements over the past two years. The proposed plan has continue to address the roo causes for persistent academic deficiencies and thoughtfully formed aggressive and impactful solution to create a learning environment that is fully focused on the unique Crawford Elementary Schoo student. The efforts presented in this plan capitalize on strength that our high quality instructional staf and our multilingual, culturally-adept, resilient students and families bring to each classroom. This plai has placed competency at the center of the success metric for each student, linking accountability fo academic achievement to students and parents, in addition to staff and the school.

To move this school environment to a thriving culture of community and global leaders, the SDT and stakeholders have proposed:

- Responsive Teaching and Learning
- Increased student learning time and extended learning opportunities
- Encouraging engagement for parents and partners
- Celebration of cultural diversity
- Building the Global Leaders of tomorrow
- Accountability of successes

The undersigned School Design Team is proud to submit the attached International Leadership Plan on behalf of all the current and future Crawford Elementary School students and families.

Respectfully submitted,

Printed Name	Signature
Sylvia M Carnahan	SM Carnahan
Elizabeth Soltus	Elizabeth Sol
Michelle Bohy	Michelle Bohy
Marie Peterson	Marie Peterson
JORDAN CROSBY	jordan cros
Erin Gravatt	Erin Gravatt
Lacey Farmer	Lacey Farmer
Linnea Reed-Ellis	Linnea Reed-Ellis
Clara Hernandez	Clara Hernandez
Mallory Kostrewa	Mallory Kostn
Rachel Zalewski	Rachel Zalewski
Stacey Ciurej	Stacey Ciurej
Maren Getz	Maren Getz
Christian Eaves	Christian Eaves
Jordan Bustos	Jordan Bustos
Holly S. Comstock	H Comstock
Jennifer Buster	Jenny Buster
Jennifer Passchier	Jennifer Passchier
Amanda-Kate Garin	Garin

Crawford SAC/ILT served as the School Design Team, with a total of 24 members.

Crawford Elementary Innovation Status Staff Vote Results

2/23/2016

	Yes	No	No Response
Administration/PT	3	0	
Teachers	32	11	1
Classified	14	2	
Other (did not designate category)	2	0	
Totals	51/64= 80%	13/64= 20%	

Teachers	32/43= 74% Yes	11/43= 26% No
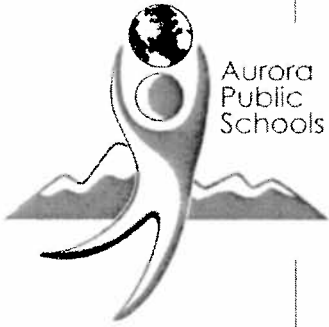
Aurora
Public
Schools

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Statement of Support from Crawford Elementary

February 19, 2016

We, the leadership team of Crawford Elementary agree with and support the application for Innovation Status put forth by the school design team. The plan was created in conjunction with our input, as well as input from other stakeholders, and we endorse the plan with our full support.

Jennifer Passchier, Principal

Jennifer Buster, Assistant Principal

Appendix B: Evidence of Support from Additional School Community Stakeholders

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
	Parent	02/09/2016
∞ 9:30 ⊂	Parent	02/09/2016
SARIAH	Parent	02/09/2016
Sai Shwe	Parent	02/09/2016

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
(signature)	parent	02/09/2016
(signature)	parent	02/09/2016

Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Crawford Elementary, apoyo la aplicación de Crawford Elementary para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

Firma	Relación con la escuela	Fecha
Veronica Zaragoza		2-9-16
Oralia Barraza		2-9-16
Maria Ruacho.		2-9-16
Cristina Jimenez		2-9-16
Maria Falcon		2-9-16
Genoveva Catarino		2-9-16

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
SHUKRI	grandmother	2/9/2016
IBRAHIM	father /dad	2/9/2016
Hellmo	~~Mother~~ mother	2/9/2016

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
Graciela Simental	Parent.	2-9-16

Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Crawford Elementary, apoyo la aplicación de Crawford Elementary para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

Firma	Relación con la escuela	Fecha
Margarita Simbrón		02/09/16
Raquel Vasquez		02/09/16
Andrea Diaz		02/09/16

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
Sonia Aguilar		2-90 2/6

Parents/Community Partners/Member of School Community

As a parent, family member, friend or community partner of Crawford Elementary, I support the adoption of the Crawford Elementary's application for Innovation Status. The plan was developed with the input of families, teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
John Giffin	Parent	2/9/11

Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Crawford Elementary, apoyo la aplicación de Crawford Elementary para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

Firma	Relación con la escuela	Fecha
Candido Z~c	alondra Zepeda	2/09/16
Candido Z~c	antony Zepeda	2/09/16

Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Crawford Elementary, apoyo la aplicación de Crawford Elementary para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

Firma	Relación con la escuela	Fecha
Maria Choc-Madra	Si Apoyo	Feb-09-16
Araceli Pantoja	Si Apoyo	FeB. 09-16
Rocio Castro	Si Apoyo	FeB-09-16
Gisela Castillo	Si	FeB 09-16
Amelia manriquez	Si Apoyo	FeB-09-16
Laura Ramirez	Si Apoyo	FeB-09-16

Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Crawford Elementary, apoyo la aplicación de Crawford Elementary para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

Firma	Relación con la escuela	Fecha
Dina Velazquez	si apello	2/9/16
Roacella Soto	Madre de estudiante	2/9/16

Appendix C: Unified Improvement Plan (UIP)

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Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0180   District Name: ADAMS-ARAPAHOE 28J   School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL
Official 2014 SPF: 1-Year

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Writing Across Content Areas:** Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).
- **Use of Standards Based Teaching and Learning Cycle in Math:** Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).
- **The 5 Components of Reading:** Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Building an Understanding Proficiency:** As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.
- **Rigor of Standards:** Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate their learning at the application level.
- **Developing Understanding of the 5 Components of Reading:** We lack a consistent understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Writing Across the Content Areas:** If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade, then students will increase in proficiency in all content areas and especially in writing.
- **Standards Based Teaching and Learning Cycle in Math:** If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor students' understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.
- **Five Components of Reading:** If we understand all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.
- **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

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Section II: Improvement Plan Information

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):
☐ State Accreditation ☐ Title I Focus School   Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ School Improvement Support Grant ☐ Other:
School Contact Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis.
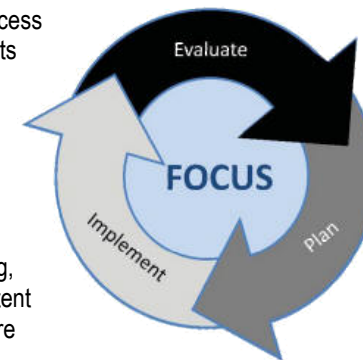
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. Description of School Setting and Process for Data Analysis
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Description: <u>SCHOOL CONTEXT</u>
Crawford Elementary is a large elementary school located in the heart in old Aurora. We serve approximately 675 students in preschool through 5th grade. There are 2 sections of preschool, 6 sections of kindergarten, 5 sections of first, second, third and fifth grade and 4 sections of 4th grade. We are a school that is highly impacted by poverty and second language learners which include a diverse refugee population. One thing that is unique about Crawford Elementary is the fact that approximately twenty-five percent of our student population are refugees. This presents a distinct challenge for our school as we strive to support helping our refugee students adapt to life in the United States and address the social, emotional and academic needs. They bring many different languages and cultures to our school community. Ninety percent of our students qualify for free and reduced lunch and 74% of our students speak English as their second language. Our demographics are as follows: 60% Hispanic, 22% Asian, 14% Black, 4% White, 2% Multiple Races and less than 2% Native American. There are over 30 countries represented at our school. We have a 75% stability rate at Crawford with our student population.

<u>UIP DEVELOPMENT PROCESS</u>
Developing our unified improvement plan has involved our staff as well as our families. The Leadership Team at Crawford Elementary has taken the main lead in developing the UIP. That team consists of representation from the primary grades, intermediate grades, special education and ELA. The work of the leadership team has been shared with all Crawford Elementary staff for their input. The team collaboratively considered 3 years of data related to the academic performance standards. This data was also shared with all staff and families. The data included TCAP results, TCAP growth data, TCAP growth gap data, DRA2 data for kindergarten through 5th grade, ACCESS data and our district administered assessments. The team examined, analyzed and wrote statements based on the data to determine trends to show where we are making growth and where we are struggling. Our data and school improvement strategies were shared with families in October 2015. They were welcome to give their input on how they thought Crawford should move forward. Families will also be involved in the UIP process through Family Involvement Activities, Parent Classes and Quarterly Accountability Meetings.

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2. Prior Year Targets
Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Academic Achievement (Status)

Prior Year Target: Reading Goals:

Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool   80%

Kindergarten   59%

1st Grade   65%%

2nd Grade   45%

3rd Grade   45%

4th Grade   35%

5th Grade   45%

Math:

Students scoring strong or distinguished command will increase to the 30th percentile on CMAS PARCC Math

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool   80%

Kindergarten   80%

1st Grade   75%

2nd Grade   60%

3rd Grade   62%

4th Grade   61%

5th Grade   55%

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Writing:

Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool   80%

Kindergarten   75%

1st Grade   70%

2nd Grade   45%

3rd Grade   35%

4th Grade   35%

5th Grade   35%

Performance on Target: Reading: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 53%, 1st Grade 31%, 2nd Grade 27%, 3rd Grade 45%, 4th Grade 39% and 5th Grade 40%.

Math: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 61%, 1st Grade 41%, 2nd Grade 36%, 3rd Grade 34%, 4th Grade 42% and 5th Grade 33%.

Writing: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 54%, 1st Grade 21%, 2nd Grade 16%, 3rd Grade 28%, 4th Grade 29% and 5th Grade 22%.

Academic Growth

Prior Year Target: The median growth percentile in math will be at the 70th percentile
Performance on Target: Because of the change in assessments, growth could not be measured.

Academic Growth Gaps

Prior Year Target: Our median growth percentile will increase to the 55th percentile.
Performance on Target: Because of the change in assessments, growth could not be measured.

Academic Achievement **Reflection**

With the exception of 3rd Grade reading, we did not make our goals in any of the areas. We set rigorous goals last year, however, they were not attainable based on the growth students needed to make in order to show proficiency around the grade level standards. Our staff are making significant changes to their instruction and students are growing in their learning, but it is not yet demonstrated in the proficiency scores.

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3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

Academic Achievement: Crawford did not meet any of the targets for reading, writing, math or science; however, all areas increased in proficiency.

	2012	2013	2014
Reading TCAP	28.23% Proficient/Advanced	28.3% Proficient/Advanced	29.15% Proficient/Advanced
Writing TCAP	20.16% Proficient/Advanced	19.3% Proficient/Advanced	25.63% Proficient/Advanced
Math TCAP	34.35% Proficient/Advanced	34.94% Proficient/Advanced	48.44% Proficient/Advanced

Local Reading Data as measured by DRA2:

	2013	2014	2015
K	28%	59%	53%
1st	41%	31%	31%
2nd	45%	35%	27%
3rd	34%	31%	45%
4th	24%	44%	39%
5th	17%	43%	40%

Local Writing Data as measured by a Body of Evidence:

	2015	GOAL
K	54%	75%
1st	21%	70%
2nd	16%	45%
3rd	28%	35%
4th	29%	35%
5th	22%	35%

Local Math Data as measured by a Body of Evidence:

	2015	GOAL
K	61%	80%
1st	41%	75%
2nd	36%	60%
3rd	34%	62%
4th	42%	61%
5th	33%	55%

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Academic Growth: Crawford Elementary met standards in overall academic growth for writing, math and English Language Proficiency. In reading we were approaching.

	2014 Growth Percentile
Reading TCAP	48
Writing TCAP	60
Math TCAP	56
English Language Proficiency (ACCESS)	46

Academic Growth Gaps: Crawford Elementary met standards overall and for every subgroup in writing and math. In reading we were approaching standards. All subgroups were approaching.

4.   Trend Analysis
Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Academic Achievement (Status)

- Academic Achievement: When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average. Writing has been the area where students have performed the lowest over the last 3 years. Because of this, writing needs to be a focus.

Academic Growth

- Academic Growth: From 2011-2013, our students' growth percentile has been below the 50th percentile with the exception of 2012 Writing. During this time the growth percentile in reading and writing was steadily increasing until a dip in 2013; however, the growth percentile in math steadily decreased in that timeframe. In 2014, the median growth percentile increased in every area, but the largest increase was in math. Based on this information, math will continue to be a focus for growth. This is due to the fact that students showed progress with this focus, and we want to maintain the growth which will also increase math proficiency

Academic Growth Gaps

- In all other content areas, we met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component. In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the

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comprehension component as well as strengthen our core instruction to be standards based.

Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge	⟹	Root Cause
Writing Across Content Areas: Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).	⟹	Building an Understanding Proficiency: As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.
Use of Standards Based Teaching and Learning Cycle in Math: Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).	⟹	Rigor of Standards: Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate their learning at the application level.
The 5 Components of Reading: Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.	⟹	Developing Understanding of the 5 Components of Reading: We lack a consistent understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.

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Reflection on Priority Performance Challenges

ACHIEVEMENT: For the last 3 years, writing is the area where our students have scored the lowest out of the content areas. Leadership team identified the root cause as our staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

GROWTH: From 2011-2013, the growth percentile decreased in math, and math had the largest gap between the median growth percentile and median adequate growth percentile. After focusing on math during the 2013-2014 school year, our overall math growth percentile increased to 60. We accounted for the growth by planning and facilitating standards based lessons in math as well as monitoring students' understandings of the standards consistently. After maintaining this focus during the 2014-2015 school year, we need to shift our instruction to supports students' in applying their math understandings to continue to meet the higher cognitive demands of the standards in order to continue to grow in math. Our ACCESS data shows the total median growth percentile decreasing since 2013.   We need to accelerate the achievement of our second language learners by making sure that we build their language skills across all content areas.

GROWTH GAPS: In all other content areas, we met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.   In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the comprehension component as well as strengthen our core instruction to be standards based.

Reflection on Root Cause

These root causes were developed by the leadership team which include representation from administration, ELA, Special Education, classrooms, specials, etc.

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1. Summary/Conclusion

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III).   For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
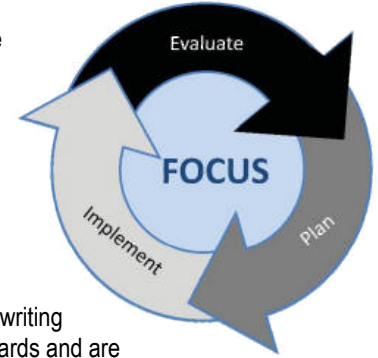
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

School Target Setting Form

Academic Achievement (Status)

Subject	W		
Priority Performance Challenge	Writing Across Content Areas		
Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA Grade Percent P/A on a body of evidence Preschool 75% Kindergarten 55% 1st Grade 35% 2nd Grade 35% 3rd Grade 25% 4th Grade 33% 5th Grade 30%	
	2016-2017	Students scoring strong or distinguished command will increase to the 35th percentile on CMAS PARCC ELA Percent P/A on a body of evidence	

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		Preschool 80%
		Kindergarten 75%
		1st Grade 55%
		2nd Grade 45%
		3rd Grade 45%
		4th Grade 45%
		5th Grade 45%
Interim Measures		-Quarterly Writing Tasks -Readable Writing Task for grades 3-5 every other week -Writing Matrices -Acuity

Academic Growth

Subject		M
Priority Performance Challenge		Use of Standards Based Teaching and Learning Cycle in Math
Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 30th percentile on CMAS PARCC Math Grade Percent P/A on a body of evidence Preschool 75% Kindergarten 62% 1st Grade 45% 2nd Grade 45% 3rd Grade 41% 4th Grade 51% 5th Grade 45%
	2016-2017	Students scoring strong or distinguished command will increase to the 40th percentile on CMAS PARCC Math Grade Percent P/A on a body of evidence Preschool 80% Kindergarten 70% 1st Grade 55% 2nd Grade 55%

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		3rd Grade 51% 4th Grade 61% 5th Grade 55%
Interim Measures		-Common Formative Assessments for Math Application Tasks -K-2 Math Screeners -Math Assessment Matrices -Acuity

Academic Growth Gaps

Subject		R
Priority Performance Challenge		The 5 Components of Reading

Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA
		
		 Percent P/A on a body of evidence
		 Preschool 75%
		  Kindergarten 55%
		 1st Grade 40%
		  2nd Grade 40%
		 3rd Grade 40%
		 4th Grade 41%
		 5th Grade 40%

	2016-2017	Students scoring strong or distinguished command will increase to the 35th percentile on CMAS PARCC ELA Percent P/A on a body of evidence Preschool 80% Kindergarten 75% 1st Grade 55% 2nd Grade 50% 3rd Grade 50% 4th Grade 50% 5th Grade 50%
Interim Measures		-PASI (Phonological Awareness Screening Inventory from 95% Group)

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	-PSI (Phonics Screening Inventory from 95% Group) -PALS -BAS -Common Formative Assessment for Comprehension -Acuity

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Action Planning Form for 2015-16 and 2016-17
Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Major Improvement Strategy: Writing Across the Content Areas
If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade, then students will increase in proficiency in all content areas and especially in writing.

Root Cause(s) Addressed:
Building an Understanding Proficiency

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ State Accreditation   ☐ Title I Focus School   ☒ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

Action Steps	
Aug. 2015 - May. 2017	**Unpacking Standards** **Description:** Teachers will continue to unpack writing standards to clearly understand what students need to know and be able to do in writing through all content areas on a quarterly basis. **Implementation Benchmarks:** Staff Action Grade levels will unpack standards in writing by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know. Student Result Students will be able to articulate what they need to know and be able to do.

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	Resources: CCSS Standards TIG funding - additional planning **Key Personnel:** Teaching Partner, Literacy Teacher Leader **Status:** In Progress
Aug. 2015 - May. 2017	**Assessment Matrices** **Description:** Teachers will revise and utilize assessment matrices to monitor students' learning around standards in writing in all content areas on a quarterly basis. **Implementation Benchmarks:** Staff Action: Grade levels will create an assessment matrix for writing each quarter that reflects the power standards. Teachers will utilize these matrices to monitors students' learning against these standards. They will be turned into the principal and assistant principal quarterly so they can monitor student learning and look for grade level trends. Student Result: Students will be able to articulate whether or not they are meeting g the learning target and why. They will be provided support if they are not meeting the target. **Resources:** CCSS Standards and Appendices Lucy Caulkins Units of Study TIG Funds for additional planning

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	Key Personnel: Teaching Partner, Literacy Teacher Leader **Status:** In Progress
Aug. 2016 - May. 2017	**Effectively Teaching Writing** **Description:** Teachers will learn how to effectively teach standards based writing lessons **Implementation Benchmarks:** Staff Actions: Teachers will plan and facilitate a standards-based lesson that contains effective components such as learning targets, demonstration, guided practice, independent practice, checks for understanding, and formative assessments. Student Result: Students will articulate the learning, practice the learning and articulate whether they met the target and why. **Resources:** Lucy Caulkins Units of Study Step Up to Writing CCSS Standards and Appendices **Key Personnel:** Teaching Partner, Literacy Teacher Leader **Status:** Not Started

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Aug. 2015 - May. 2017	**Exemplars**
	Description:
	Teachers will communicate proficiency through the use of exemplars.
	Implementation Benchmarks:
	Staff Action: Teachers will unpack pieces of writing to identify what students need to know and be able to do to be proficient at writing around specific genres. Teacher will share these exemplars with students so they can eventually use these to self-assess their writing and identify what they need to do to be proficient.
	Student Result: Students will utilize exemplars to help them understand what they need to know and do to be proficient.
	Resources:
	Common Core Standards and Appendices, Lucy Caulkins Units of Study
	Key Personnel:
	Teaching Partner, Literacy Teacher Leader
	Status:
	In Progress
Aug. 2015 - May. 2017	**"Stair Step" Model**
	Description:
	Teachers will provide a "stair step" model to help students understand the steps needed to demonstration proficiency in writing so student can self-assess their writing and set goals.
	Implementation Benchmarks:
	Staff Action: Teachers will create a stair step model that demonstrates the progression of learning by looking at grade level standards and standards below/above their grade level. Teachers will communicate these to students.
	Student Result: Students will utilize the stair step model to self-assess their writing and set goals.

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Resources:

Common Core standards and appendices, Lucy Caulkins Units of Study

Key Personnel:

Teaching Partner, Literacy Teacher Leader

Status:

In Progress

Jan. 2016 - May. 2017	**Quarterly Written Response to Literature** **Description:** Implement a quarterly school wide written response to literature that will be analyzed using a common writing rubric. **Implementation Benchmarks:** Staff Action: Teachers will administer a quarterly written response to literature preschool through 5th grade. These writing prompts will be graded collaboratively in grade level teams using a common rubric. Proficient examples will be shared vertically to see the progression of learning. Student Result: Each classroom will perform at a level to meet their end of the year writing goal. With the support of the teacher, students will begin to be able to articulate their proficiency level that they achieved and why. Students will also begin articulate their next steps with support. . **Resources:** Common Core Standards and Appendices **Key Personnel:** Principal, Teaching Partner

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	Status: Not Started
Aug. 2015 - May. 2017	**Daily Opportunities to Write Across Content Areas** **Description:** Teachers will provide students with daily opportunities to respond to their learning in reading, math and science through writing. **Implementation Benchmarks:** Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in reading, math and science. Students will be held accountable for established school wide writing expectations. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves. Student Result: Students will respond to their learning in reading, math and science through writing on a daily basis. **Resources:** Common Core Standards **Key Personnel:** Principal **Status:** In Progress
Jan. 2016 -	**Responding to Literature in Writing** **Description:** Teachers will provide opportunities for students to do a respond to literature through writing once a week. These responses will be graded using a common rubric **Implementation Benchmarks:**

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Staff Action: Teachers will plan for students to respond to their reading once a week through a writing response. Teachers will grade these using a common rubric and provide students will feedback.

Student Result: Students will respond to their reading once a week through a writing response. With the support of the teacher, students will articulate their strengths and next steps.

Resources:

Common Core Standards and Appendices

R.A.C.E. rubric

Key Personnel:

Principal, Teaching Partner, Teacher Leaders

Status:

Not Started

Nov. 2015 - May. 2017

Developing Second Language Learners

Description:

Teachers will develop their understanding of second language learners, specifically what students should know and be able to do at their given language level determined by WIDA rubric and can do descriptors.

Implementation Benchmarks:

Staff Action: Teachers will utilize what they know about their students' language to differentiate how students engage in the lesson and express their learning.

Student Result: Students will be able to access and express learning through supports provided.

Resources:

WIDA rubric, Can Do Descriptors

Key Personnel:

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Principal, ELA teacher leaders

Status:

In Progress

Aug. 2015 - May. 2017	**Habits of Discussion**
	Description:
	Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively.
	Implementation Benchmarks:
	Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions.
	Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions.
	Resources:
	Great Habits, Great Readers book
	Key Personnel:
	Principal, Assistant Principal, ELA teacher leaders
	Status:
	In Progress
Aug. 2015 - May. 2017	**Observation and Feedback**
	Description:
	Principal, Assistant Principal and coaches will utilize an observation and feedback tool from RELAY.
	Implementation Benchmarks:

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Staff Action: Teachers will receive frequent feedback identifying a single action step that they can implement immediately into their instruction.

Student Result: Students will engage in quality lessons.

Resources:

6 Step Process for Feedback

TIG

Key Personnel:

Principal, Assistant Principal, Teaching Partner, Teacher Leaders, Interventionists

Status:

In Progress

Aug. 2015 - May. 2017	**Culturally Responsive Practices**

Description:

Teachers will integrate the themes of culturally responsive education into their lesson planning.

Implementation Benchmarks:

Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning.

Student Action: Student engagement will increase in lessons.

Resources:

Key Personnel:

Principal, Assistant Principal

Status:

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

COLORADO
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	In Progress
Aug. 2015 - May. 2017	**Family Involvement**
	Description:
	Informal families of how they can support learning at home
	Implementation Benchmarks:
	Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home.
	Student Result: Students will engage in activities at home that will support them with grad level concepts.
	Resources:
	Title One Family Engagement
	Key Personnel:
	Principal, Assistant Principal, Family Liaison, Community Corp
	Status:
	In Progress
Aug. 2016 - May. 2017	**Effective Writing Conferences**
	Description:
	Teachers will implement effective writing conferences with students to discuss the students' strengths in relation to standards as well as their next steps in order to help them develop as a writer.
	Implementation Benchmarks:
	Staff Action: Teachers will develop their understandings of effective writing conferences and implement them into their instruction. They will utilize these conferences to help students understand their strengths and next steps in relation to the standards. They will meet with students at least once every 2 weeks.

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Student Result: Students will be able to articulate their strengths and next steps in writing after conferencing with their teacher.

Resources:

Lucy Caulkins Unit of Study

Common Core Standards and Appendices

Key Personnel:

Principal, Assistant Principal, Teacher Leaders, Teaching Partner

Status:

Not Started

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Major Improvement Strategy: Standards Based Teaching and Learning Cycle in Math

If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor students' understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.

Root Cause(s) Addressed:

Rigor of Standards

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☒ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

Action Steps	
Aug. 2015 - May. 2017	**Habits of Discussion** **Description:** Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively. **Implementation Benchmarks:** Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions. Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions. **Resources:** Great Habits, Great Readers **Key Personnel:** Principal, Assistant Principal, ELA Teacher Leaders

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	Status: In Progress
Aug. 2015 - May. 2016	**Math Unit Planning** **Description:** Teachers will revise math unit plans on a quarterly basis to ensure they are aligned to standards, paced accurately and include ways to assess students' understanding through common formative assessments and assessment matrices **Implementation Benchmarks:** Staff Action: Teachers will meet to revise math unit plans. They will review the standards to be sure they are unpacked. They will make sure that there is good pacing of the standards. They will review and revise common formative assessments and assessment matrices. Student Result: Students will be able to articulate what they need to know and be able to do. They will also demonstrate their understandings on common formative assessments and assessment matrices. **Resources:** Common Core Standards TIG **Key Personnel:** Grade Level Teams, Math Teacher Leaders **Status:** In Progress
Aug. 2015 - May. 2017	**Unpacking Math Standards** **Description:** Teachers will unpack standards in each math lesson that they are planning in order to have a clear understanding of what students need to know and be able to do. They will pay close attention to what standards look like at an application level. **Implementation Benchmarks:**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Staff Action: Grade levels will unpack standards in each math lesson by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know. They will determine what concepts students should know and what skills they will need to demonstrate proficiency at an application level. They will also articulate the depth of knowledge of the standard.

Student Result: Students will be able to articulate what they need to know and be able to do.

Resources:

Common Core Standards

TIG

Key Personnel:

Grade Level Teams, Math Teacher Leaders, Principal, Assistant Principal

Status:

In Progress

Aug. 2015 - May. 2017	**Math Assessment Matrices** **Description:** Teachers will revise and utilize assessment matrices to monitor students' learning around the standards in math **Implementation Benchmarks:** Staff Action: Grade levels will create an assessment matrix for each math unit that reflects the standards in that unit. Teachers will utilize these matrices to monitors students' learning against those standards. They will be turned into the principal and assistant principal will review them so they can monitor student learning and look for grade level trends. Student Result: Students will be able to articulate whether or not they are meeting the standard (learning target) and why. They will be provided support if they are not meeting the target. **Resources:**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Common Core Standards, TIG

Key Personnel:

Teachers, Math Teacher Leaders, Principal, Assistant Principal

Status:

In Progress

Aug. 2015 - May. 2017	**Common Formative Assessment** **Description:** Teachers will create common formative math assessments at the application level. **Implementation Benchmarks:** Staff Action: Teachers will create common formative assessments for each standard in each math unit. These assessments will include proficiency scales to determine where students are in relation to the standard in order to know the progression of learning and plan for next steps. Each classroom will perform at a level to meet their end of the year math goal on each formative assessment. Student Result: Students will be able to articulate whether or not they met the learning target and why. **Resources:** Common Core Standards and Appendices, PARCC and Smarter Balance Sample Items **Key Personnel:** Math Teacher Leaders, Principal, Assistant Principal **Status:** In Progress
Aug. 2015 - May. 2017	**Writing in Math**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

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Description:

Teachers will provide students with daily opportunities to respond to their learning in math through writing using a common rubric

Implementation Benchmarks:

Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in math. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves.   Student Result: Students will respond to their learning in math through writing on a daily basis.

Resources:

Key Personnel:

Teachers, Assistant Principal, Principal

Status:

In Progress

Aug. 2015 - May. 2017	**Collaborative Planning of Standards Based Lessons** **Description:** Teacher will collaboratively plan standard based lessons that include evidence based strategies utilizing the standards based teaching and learning cycle. **Implementation Benchmarks:** Staff Action Teachers will meet in math PLCs to plan one standards based math application lesson that contains all the effective lesson components and checks for understandings/formative assessment. Teachers will then debrief the lesson looking at student data. They will then utilize that information to plan interventions or enrichment around the standard before planning another lesson. Student Result: Students will be able to articulate the learning in the lesson, practice that learning and articulate whether or not they met the target and why. Students will also engage in intervention or enrichment activities connected to the standard. **Resources:**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	Common Core Standards and Appendices **Key Personnel:** Teachers, Principal, Assistant Principal **Status:** In Progress
Nov. 2015 - May. 2017	**Supporting Second Language Learners in Math** **Description:** Teachers will develop their understanding of second language learners, specifically what students should know and be able to do at their given language level determined by WIDA rubric and can do descriptors. **Implementation Benchmarks:** Staff Action: Teachers will utilize what they know about their students' language to differentiate how students engage in the lesson and express their learning. Student Result: Students will be able to access and express learning through supports provided. **Resources:** WIDA Rubric, Can Do descriptors **Key Personnel:** ELA teacher leaders, Principal **Status:** In Progress
Aug. 2015 - May. 2017	**Math Intervention and Enrichment**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

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Description:

Teachers will collaboratively look at students work in relation to standards and plan interventions or enrichment opportunities for students who did not meet or who were proficient on the standards/learning trajectories.

Implementation Benchmarks:

Staff Action: Teachers will utilize their data from common formative assessment, Acuity and K-2 math screeners to identify students' strengths and next steps in order to plan effective intervention and enrichment opportunities.

Student Result: Students will engage in activities to accelerate their learning based on their data.

Resources:

Common Formative Assessments, Acuity, K-2 BVSD Math Screeners

Key Personnel:

Principal, Assistant Principal, Math Teacher leaders, Interventionists

Status:

In Progress

Dec. 2015 - May. 2017	**Math CCLs**

Description:

Teachers will engage in CCLs (Collaborative Coaching and Learning) opportunities that engage them in the standards based teaching and learning cycle.

Implementation Benchmarks:

Staff Action: Teachers will engage in CCLs once a semester. Teachers will collaboratively plan a standards based application lesson that utilizes the effective lesson components and checks for understandings/formative assessment. Teachers will then teach the lesson and observe each other. After the lesson, teachers will reflect on the student work and the lesson to reflect on changes that they would make in future lessons.

Student Result: Students will be able to articulate the learning in the lesson, practice that learning and articulate whether or not they met the target and why.

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Resources:

Common Core Standards and Appendices

TIG

Key Personnel:

Teachers, Math Teacher Leaders, Principal

Status:

Not Started

| Sep. 2015 - May. 2017 | **Math Screeners** |

Description:

Teachers will utilize BVSD Math Screeners and ForeFront Math to assess students' understandings of number sense and plan for instruction based on this data.

Implementation Benchmarks:

Staff Action: Teachers will administer math screeners in the fall, winter and spring to assess students' understandings of number sense. Teachers will engage in professional develop to learn how to plan effective intervention and enrichment.

Resources:

BVSD Math Screeners, Forefront Math

Key Personnel:

Assistant Principal, Interventionists, Math Teacher Leaders

Status:

In Progress

| Aug. 2015 - May. 2017 | **Culturally Responsive Practices** |

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Description:

Teachers will integrate the themes of culturally responsive education in their lesson planning.

Implementation Benchmarks:

Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning.

Student Action: Student engagement will increase in lessons.

Resources:

Key Personnel:

Principal, Assistant Principal

Status:

In Progress

Aug. 2015 - May. 2017	**Family Involvement**

Description:

Inform families on how they can support learning at home

Implementation Benchmarks:

Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home.

Student Result: Students will engage in activities at home that will support them with grad level concepts.

Resources:

Title One Family Engagement

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	Key Personnel:
	Principal, Assistant Principal, Family Liaison, Community Corp
	Status:
	In Progress

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

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Major Improvement Strategy: Five Components of Reading

If we understand all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.

Root Cause(s) Addressed:

Developing Understanding of the 5 Components of Reading

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☒ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program   ☐ Other:

Action Steps	
Aug. 2016 - May. 2017	**Unpacking Reading Standards** **Description:** Teachers will unpack reading standards to clearly understand what students need to know and be able to do in reading. **Implementation Benchmarks:** Staff Action: Grade levels will unpack standards in reading by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know. Student Result: Students will be able to articulate what they need to know and be able to do. **Resources:** Common Core Standards and Appendices **Key Personnel:** Principal, Teaching Partner, Literacy teacher leaders **Status:**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	Not Started
Aug. 2016 - May. 2017	**Assessment Matrices** **Description:** Teachers will create and utilize assessment matrices to monitor students' learning around the standards in reading. **Implementation Benchmarks:** Staff Action: Grade levels will create an assessment matrix for reading each quarter that reflects the standards. Teachers will utilize these matrices to monitors students' learning against these standards. They will be turned into the principal and assistant principal so they can monitor student learning and grade level trends. Student Result: Students will be able to articulate whether or not they are meeting the learning target and why. They will be provided support if they are not meeting the target. **Resources:** Common Core standards and appendices **Key Personnel:** Principal, Teaching Partner, Literacy Teacher Leaders **Status:** Not Started
Aug. 2015 - May. 2017	**Responding to Learning in Writing** **Description:** Teachers will provide students with daily opportunities to respond to their learning in reading through writing. **Implementation Benchmarks:** Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in reading. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves.

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Student Result: Students will respond to their learning in reading through writing on a daily basis.

Resources:

Key Personnel:

Teachers

Status:

In Progress

Jan. 2016 - May. 2017	**Responding to Literature in Writing**

Description:

Teachers will provide opportunities for students to do a respond to literature through writing once a week. These responses will be graded using a common rubric

Implementation Benchmarks:

Staff Action: Teachers will plan for students to respond to their reading once a week through a writing response. Teachers will grade these using a common rubric and provide students will feedback.

Student Result: Students will respond to their reading once a week through a writing response. With the support of the teacher, students will articulate their strengths and next steps.

Resources:

Common Core Standards and Appendices

R.A.C.E. rubric

Key Personnel:

Principal, Teaching Partner, Teacher Leaders

Status:

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	Not Started
Aug. 2015 - Aug. 2015	**Reading Assessment Schedule** **Description:** Develop a year-long, school-wide Reading Assessment Schedule for K-5 teachers **Implementation Benchmarks:** Staff Action:100% of teachers will administer the assessments outlined in the schedule in order to monitor student learning in Tier 1, Tier 2, and Tier 3 instruction. Student Result: Students will receive targeted instruction based on the lowest deficit skills identified in the assessment. **Resources:** BAS, Word Analysis tasks, PALS, DIBELS, PASI, PSI **Key Personnel:** Assistant Principal, Interventionists, Teaching Partner, Literacy Teacher Leaders **Status:** Complete
Aug. 2015 - May. 2017	**Administration and Analysis of Reading Assessments** **Description:** Teachers will administer and analyze diagnostic reading assessments given to all students according to the Crawford Reading Assessment Schedule. **Implementation Benchmarks:** Staff Action: 100% of teachers will administer diagnostic reading assessments to all students according to the assessment schedule. Student Result: Students will receive targeted instruction around their lowest deficit skills

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Resources:

TIG

BAS, DIBELS, PSI, PASI, PALS, Word Analysis Tasks

Key Personnel:

Teachers, Teaching Partner, Interventionists

Status:

In Progress

Aug. 2015 - May. 2017	**Reading Data Analysis Meetings** **Description:** K-5 Teachers will meet approximately every 25 instructional days to utilize student data (BAS, Word Analysis tasks, PALS, DIBELS, PASI, PSI) to plan targeted interventions and enrichment opportunities **Implementation Benchmarks:** Staff Action: 100% of teachers in K-5 will participate in these meetings. Intervention and enrichment plans will be planned and implemented every 25 instructional days. Student Result: Students will increase their reading ability and comprehension through targeted interventions and enrichment. **Resources:** TIG BAS, PALS, DIBELS, Word Analysis Tasks, PASI, PSI **Key Personnel:** Teachers, Teaching Partner, Interventionists, Principal, Assistant Principal **Status:** In Progress

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Aug. 2015 - May. 2017	**Intervention and Enrichment Opportunities During the School Day**
	Description: Teachers will provide focused interventions and enrichment for students based on their lowest deficit skill during a specified intervention time. **Implementation Benchmarks:** Staff Action: Teachers will provide focused intervention or enrichment for students based on their lowest deficit skills. This will occur in Kindergarten through 3rd grade for 20-30 minutes a day, 4 days a week. Student Result: Students will engage in an intervention or enrichment lesson that will accelerate their learning and address their lowest deficit skill. **Resources:** TIG, LLI, 95% group resources **Key Personnel:** Teachers, Interventionists, Teaching Partner **Status:** In Progress
Sep. 2015 - May. 2017	**After School Reading Intervention** **Description:** Teachers will provide focused intervention for identified students based on their lowest deficit skill through extended learning opportunities after school. **Implementation Benchmarks:** Staff Action: Teachers will provide focused intervention for identified students based on their lowest deficit skill. This will occur in 6 weeks session for 3 days a week for 45 minutes. There will be at least 3 sessions. Student Result: Identified students will engage in an intervention lesson that will accelerate their learning and address their lowest deficit

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

skill.

Resources:

TIG, LLI, 95% group resources

Key Personnel:

Teachers, Interventionists

Status:

In Progress

Aug. 2015 - May. 2016	**Professional Learning for Comprehension Intervention Resource**
	Description:
	Grades 3-5 Teachers will attend three ½ -day workshops with the 95% Group consultant to learn how to implement a comprehension resource for intervention.
	Implementation Benchmarks:
	Staff Action: All 3-5 Teachers will implement supplementary materials to support their instruction around comprehension.
	Student Result: Students will increase their understandings of phonological awareness and phonics concepts.
	Resources:
	TIG, 95% Group Resources
	Key Personnel:
	Principal, Assistant Principal, Teacher, Teaching Partner, Inteventionists
	Status:
	In Progress
	Habits of Discussion

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Aug. 2015 - May. 2017	**Description:** Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively. **Implementation Benchmarks:** Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions. Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions. **Resources:** Great Habits, Great Readers **Key Personnel:** Principal, Assistant Principal, ELA teacher leaders **Status:** In Progress
Aug. 2015 - May. 2017	**Observation and Feedback** **Description:** Principal, Assistant Principal and coaches will utilize an observation and feedback tool from RELAY. **Implementation Benchmarks:** Staff Action: Teachers will receive frequent feedback identifying a single action step that they can implement immediately into their instruction. Student Result: Students will engage in quality lessons. **Resources:**

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	TIG 6 Step Process for Feedback **Key Personnel:** Principal, Assistant Principal, Teaching Partner, Teacher Leaders, Interventionists **Status:** In Progress
Sep. 2015 - May. 2017	**Close Reading** **Description:** Grades 3-5 Teachers will implement close reading into their reading instruction and across content areas. **Implementation Benchmarks:** Staff Action: Teachers will plan and facilitate close reading lessons that are standards based. These lesson will include thoughtful text selection and text dependent questions. Common formative assessments will be utilized to assess students' understandings from the close reading lesson. Student Result: Students will engage in close reading lessons that help them to more deeply understand text. **Resources:** A Closer Look at Close Reading Common Core Standards and Appendices **Key Personnel:** Principal, Teaching Partner, ELA Literacy Teacher Leader **Status:** In Progress
Sep. 2015 - May. 2017	**Guided Reading**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Description:

First and second grade teachers will engage in professional learning around guided reading.

Implementation Benchmarks:

Resources:

TIG

Key Personnel:

Assistant Principal, Interventionists

Status:

In Progress

| May. 2016 - Sep. 2016 | **Oral Language and Vocabulary Scope and Sequence** |

Description:

Literacy Leadership Team will participate in a book study to develop a scope and sequence for oral language and vocabulary instruction and assessment

Implementation Benchmarks:

Staff Action: Admininstration and coaches will deepen their understandings of instruction and formative assessment in the areas of oral language development and vocabulary.

Student Action: Students will increase their overall reading proficiency, specifically in the area of comprehension. Overall ACCESS scores will increase.

Resources:

TIG

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	Key Personnel:
	Principal, Assistant Principal, Teaching Partner, Teacher Leaders and Interventionists
	Status:
	Not Started
Aug. 2016 - May. 2017	**Explicit, Systematic and Sequential Instruction for Vocabulary and Oral Language**
	Description:
	Teachers will implement an explicit, systematic and sequential instructional routine targeting vocabulary and oral language.
	Implementation Benchmarks:
	Staff Action: Teachers will identify Tier 2 and Tier 3 vocabulary words that align with units of instruction and grade level expectations. Teachers will implement a daily vocabulary instructional routine. Teachers will deepen their understandings of oral language development.
	Student Action: Students will increase their overall reading proficiency, specifically in the area of comprehension. Overall ACCESS scores will increase.
	Resources:
	TIG
	Key Personnel:
	Principal, Assistant Principal, Teacher Leaders, Teaching Partner, Inteventionists
	Status:
	Not Started
Aug. 2015 - May. 2017	**Culturally Responsive Practices**
	Description:
	Teachers will integrate the themes of culturally responsive education into their lesson planning.

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

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	Implementation Benchmarks: Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning. Student Action: Student engagement will increase in lessons. **Resources:** **Key Personnel:** Principal, Assistant Principal **Status:** In Progress
Aug. 2015 - May. 2017	**Family Involvement** **Description:** Inform families on how they can support learning at home. **Implementation Benchmarks:** Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home. Student Result: Students will engage in activities at home that will support them with grad level concepts. **Resources:** Title One Family Engagement **Key Personnel:** Principal, Assistant Principal, Family Liaison, Community Corp **Status:**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

	In Progress

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Department of Education

Major Improvement Strategy: School Redesign
Full school redesign resulting in ACTION Zone Innovation Plan

Root Cause(s) Addressed:

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ State Accreditation ☒ Title I Focus School ☒ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Aug. 2015 - Feb. 2016	**School Design Team**
	Description:
	Development of school-based team to engage in collaborative design process resulting in school redesign of systems, structures and practices
	Implementation Benchmarks:
	Weekly Status Check meetings to monitor progress and quality of School Design Team efforts
	Resources:
	District funds, TIG
	Key Personnel:
	Administrative Team, Teachers, Staff, Community members, District Leaders, Mass Insight Education Consultants
	Status:
	In Progress
Aug. 2015 - Feb. 2016	**Community Engagement**

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Description:

School-based strategy to engage all community stakeholders in redesign efforts, including input and feedback

Implementation Benchmarks:

Weekly Status Check meetings to monitor progress and impact of Community Engagement strategy

Resources:

District funds, TIG

Key Personnel:

Administrative Team, district Communications Team, Mass Insight Education Consultants

Status:

In Progress

Aug. 2015 - Feb. 2016

Writing of the Innovation Plan

Description:

Written Innovation Plan

Implementation Benchmarks:

Weekly Status Check meetings to monitor progress and quality of Innovation Plan

Resources:

District funds, TIG

Key Personnel:

Writer, Administrative Team, School Design Team, Zone Design Team, Mass Insight Education Consultants

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

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Department of Education

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School Code: 1948   School Name: CRAWFORD ELEMENTARY SCHOOL

Appendix D: Current and Proposed School Budget

Aurora Public Schools
Crawford Elementary School
FY 2016-2017 Budget Form

	Total Funding	Total Budgeted	Remaining
	$ 2,955,045	$ 3,017,937	$ (62,892)

	2016-2017

Funding Assumptions

Student enrollment projection	632
English language count	480
SPED count	63
Free count	543
School size	-
Kindergarten allocation	2.500
Average teacher salary	58,370

Funding Sources:	**Factor**	**Calculated Factor**	**Formula Dollars**
Staffing funding calculation			
Base	25.200	25.080	$ 1,463,920
At-risk (free lunch)	0.0095	5.159	301,131
Small school	-	-	-
Kindergarten		2.500	145,925
ELA teacher adjustment	0.500	0.500	29,185
At-risk (ELL) adjustment	0.0006553	(0.315)	(18,387)
Total		32.924	$ 1,921,774
PPA funding calculation			
Base: including supplies, copies and equipment	$ 101.50		$ 64,148
SPED	$ 16.00		1,008
Total	$ 117.50		$ 65,156
Other funding sources			
Title I			$ 469,200
Title I benefit reduction (20.85%)	No. of Positions	5.1800	(63,041)
READ Act			126,098
OTI			18,628
Instructional Materials			10,846
Additional ELA teacher adjustment	0.884		51,599
Translation			18,387
Extra Duty			400
Classified Overtime			1,000
International Baccalaureate			-
Other, TBD			-
DSS			-

Aurora Public Schools
Crawford Elementary School
FY 2016-2017 Budget Form

Total Funding	Total Budgeted	Remaining
$ 2,955,045	$ 3,017,937	$ (62,892)

	2016-2017
Total Available Resources	$ 2,620,047

Required positions and spending levels:

Principal, Elementary School	$ 107,570
Assistant Principal, Elementary School	$ 83,441
TOSA - Admin Support	$ -
Teaching Partner	$ 51,074
Secretary, Principal - 210 Days	$ 41,498
Clerk, General Ed Support - 205 Days	$ 29,488
Paraeducator, Health/Office - 187 Days	$ 21,927
Paraeducator, Classroom - 177 Days	$ -
ESS Supports	
ECE Supports	
ECE Supports - Kindergarten	

Aurora Public Schools
Crawford Elementary School
FY 2016-2017 Budget Form

Funding Assumptions

	2015-2016, *estimated*
Student enrollment projection	700
English language count	523
SPED count	65
Free count	625
School size	-
Kindergarten allocation	2.500
Average teacher salary	56,964

Funding Sources:	**Factor**	**Calculated Factor**	**Formula Dollars**
Staffing funding calculation			
Base	25.200	27.780	$ 1,582,460
At-risk (free lunch)	0.0095	5.938	338,252
Small school	-	-	-
Kindergarten		2.500	142,410
ELA teacher adjustment	0.500	0.500	28,482
At-risk (ELL) adjustment	0.0006553	(0.343)	(19,539)
Total		36.375	$ 2,072,065
PPA funding calculation			
Base: including supplies, copies and equipment	$ 101.50		$ 71,050
SPED	$ 16.00		1,040
Total	$ 117.50		$ 72,090
Other funding sources			
Title I			$ 373,125
Title I benefit reduction (20.85%)			-
READ Act			123,169
OTI			18,628
Instructional Materials			11,900
Additional ELA teacher adjustment			-
Translation			19,539
Extra Duty			400
Classified Overtime			1,000
International Baccalaureate			-
Other, TBD			-
DSS			-

Aurora Public Schools
Crawford Elementary School
FY 2016-2017 Budget Form

	2015-2016, *estimated*
Total Available Resources	$ 2,691,916

Required positions and spending level	Comments:
Principal, Elementary School	General fund - school administration
Assistant Principal, Elementary School	General fund - school administration
TOSA - Admin Support	
Teaching Partner	Verify
Secretary, Principal - 210 Days	General fund - school administration
Clerk, General Ed Support - 205 Days	General fund - school administration
Paraeducator, Health/Office - 187 Days	General fund - instructional support
Paraeducator, Classroom - 177 Days	Kindergarten
ESS Supports	ESS
ECE Supports	ECE - additionally verify fund 19 amount
ECE Supports - Kindergarten	ECE

Total Funding	Total Budgeted	Remaining
$2,955,044.65	$3,017,937.00	-$62,892.35

	Count	Amount
Staffing funding calculation		$1,921,774.00
PPA funding calculation	632	$65,156.00
Other funding sources		$633,116.65
Required Positions	6	$334,998.00

Certified and Admin Staff	40.375	$2,430,960.00
Classified Staff	13.75	$326,321.00
Non-salary		$260,656.00

Aurora Public Schools
Crawford Elementary School
FY 2016-2017 Budget Form

Total Funding	Total Budgeted	Remaining
$ 2,955,045	$ 3,017,937	$ (62,892)

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Account	Program Description	Object Description	Sub Program Description	Prior Year	Current Year Budget	Current Year YTD	2016-17 Budget	Notes
10-110-95-0010-0130-405-0000-0000-00-000-00	Elementary	Overtime		106	-	-		Classified Overtime
10-110-95-2400-0130-506-0000-0000-00-000-00	Administration	Overtime		104	-	106	250	Classified Overtime
10-110-95-2400-0110-358-0000-3506-00-508-00	Administration	Salaries		778	-	8,342	15,000	ELA - Translating
10-110-95-2400-0150-358-0000-3506-00-508-00	Administration	Extra Duty Pay		2,105	19,539	2,446	1,000	ELA - Translating
10-110-95-2400-0200-358-0000-3506-00-508-00	Administration	Benefits		676	3,960	3,266	5,000	ELA - Translating
10-110-95-2400-0300-000-0000-3506-00-508-00	Administration	Purchased Professional Services		5,564	-	-	10,000	ELA - Translating
10-110-95-0010-0150-201-0000-0000-00-508-00	Elementary	Extra Duty Pay		235	400	105	250	Fund 10 Site Paid Subs & Extra-Duty Pay
10-110-00-0010-0150-201-0000-3580-00-508-00	Elementary	Extra Duty Pay		-	-	2,040		On-Time Intervention (OTI)
10-110-00-0010-0200-201-0000-3580-00-508-00	Elementary	Benefits		-	-	402		On-Time Intervention (OTI)
10-110-00-0010-0610-000-0000-3580-00-508-00	Elementary	Supplies		-	18,628	972	18,628	On-Time Intervention (OTI)
10-110-95-0010-0550-000-0000-0000-70-508-00	Elementary	Printing, Binding and Duplicating		876	1,500	337	2,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0555-000-0000-0000-70-508-00	Elementary	Copier Service		3,475	11,000	5,006	11,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0580-000-0000-0000-70-508-00	Elementary	Travel,Entrance,RegistrationFees		460	-	-		PPA and Fund 10 Professional Learning
10-110-95-0010-0610-000-0000-0000-70-508-00	Elementary	Supplies		16,953	41,060	24,766	36,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0630-000-0000-0000-70-508-00	Elementary	Food		31	600	52	600	PPA and Fund 10 Professional Learning
10-110-95-0010-0650-000-0000-0000-70-508-00	Elementary	Electronic Media Materials		18	200	988	1,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0735-000-0000-0000-70-508-00	Elementary	Non-Capitalized Equipment		2,395	2,200	3,814	2,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0851-000-0000-0000-70-508-00	Elementary	Internal Transportation		1,725	6,000	2,134	6,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0852-000-0000-0000-70-508-00	Elementary	Maintenance - Internal		1,329	2,000	-	1,000	PPA and Fund 10 Professional Learning
10-110-95-0010-0854-000-0000-0000-70-508-00	Elementary	Printing - Internal		-	150	548		PPA and Fund 10 Professional Learning
10-110-95-0200-0610-000-0000-0000-70-508-00	Visual Arts	Supplies		1,205	1,200	7	500	PPA and Fund 10 Professional Learning
10-110-95-0200-0650-000-0000-0000-70-508-00	Visual Arts	Electronic Media Materials		-	-	495	100	PPA and Fund 10 Professional Learning
10-110-95-0830-0610-000-0000-0000-70-508-00	Physical Education	Supplies		189	250	217	250	PPA and Fund 10 Professional Learning
10-110-95-1210-0610-000-0000-0000-70-508-00	General Music	Supplies		(224)	250	(164)	250	PPA and Fund 10 Professional Learning
10-110-95-2134-0610-000-0000-0000-70-508-00	School Nurses	Supplies		45	150	21	150	PPA and Fund 10 Professional Learning
10-110-95-2213-0120-207-0000-0000-63-508-00	Professional Learning - Instruction	Temporary Employees		2,000	-	945	2,000	PPA and Fund 10 Professional Learning
10-110-95-2213-0150-201-0000-0000-63-508-00	Professional Learning - Instruction	Extra Duty Pay		550	-	-		PPA and Fund 10 Professional Learning
10-110-95-2213-0200-201-0000-0000-63-508-00	Professional Learning - Instruction	Benefits		103	-	-		PPA and Fund 10 Professional Learning
10-110-95-2213-0200-207-0000-0000-63-508-00	Professional Learning - Instruction	Benefits		452	-	187		PPA and Fund 10 Professional Learning
10-110-95-2213-0320-000-0000-0000-63-508-00	Professional Learning - Instruction	Professional Ed. Services		-	100	-		PPA and Fund 10 Professional Learning
10-110-95-2213-0580-000-0000-0000-63-508-00	Professional Learning - Instruction	Travel,Entrance,RegistrationFees		-	1,000	1,261	1,000	PPA and Fund 10 Professional Learning
10-110-95-2213-0640-000-0000-0000-63-508-00	Professional Learning - Instruction	Books and Periodicals		853	900	962	900	PPA and Fund 10 Professional Learning
10-110-95-2220-0642-000-0000-0000-70-508-00	Media Center	Library Books		(290)	1,200	(81)	1,200	PPA and Fund 10 Professional Learning
10-110-95-2220-0643-000-0000-0000-70-508-00	Media Center	Periodicals		-	200	-		PPA and Fund 10 Professional Learning
10-110-95-2220-0650-000-0000-0000-70-508-00	Media Center	Electronic Media Materials		-	200	-	100	PPA and Fund 10 Professional Learning
10-110-95-2220-0735-000-0000-0000-70-508-00	Media Center	Non-Capitalized Equipment		-	500	-	100	PPA and Fund 10 Professional Learning
10-110-95-2400-0350-000-0000-0000-63-508-00	Administration	Employee Training and Development Services		-	-	338		PPA and Fund 10 Professional Learning
10-110-95-2400-0533-000-0000-0000-70-508-00	Administration	Postage		-	30	-	50	PPA and Fund 10 Professional Learning
10-110-95-2400-0580-000-0000-0000-63-508-00	Administration	Travel,Entrance,RegistrationFees		-	-	276	100	PPA and Fund 10 Professional Learning
10-110-95-2400-0610-000-0000-0000-70-508-00	Administration	Supplies		1,060	1,000	-	250	PPA and Fund 10 Professional Learning
10-110-95-2400-0735-000-0000-0000-70-508-00	Administration	Non-Capitalized Equipment		-	400	-	250	PPA and Fund 10 Professional Learning
	Extra Duty Pay for Early Start						21,000	Innovation
	Subs for visiting ISSN School						10,000	Innovation
	ENGAGE NY professional learning						10,000	Innovation
	Supplies for Engage NY/ISSN						5,000	Innovation
	Training for Observation/Feedback and DDI						20,000	Innovation

L110-Crawford Elementary School

		2013-14 Actual	2014-15 FTE	2014-15 Budget	2015-16 FTE	2015-16 Budget
Instructional Programs						
F10 L110 SRE00 Instructional Programs JC201 GRANT0000 Total Grade OP508	0150-Extra Duty Pay	2,033	-	-	-	-
F10 L110 SRE95 Instructional Programs JC201 GRANT0000 Total Grade OP000	0110-Salaries	1,396,921	35.22	1,977,770	34.68	2,122,904
F10 L110 SRE95 Instructional Programs JC201 GRANT0000 Total Grade OP508	0110-Salaries	-	-	56,945	-	-
F10 L110 SRE95 Instructional Programs JC201 GRANT0000 Total Grade OP508	0150-Extra Duty Pay	740	-	400	-	400
F10 L110 SRE95 Instructional Programs JC206 GRANT0000 Total Grade OP000	0110-Salaries	166,235	-	-	-	-
F10 L110 SRE95 Instructional Programs JC207 GRANT0000 Total Grade OP508	0120-Temporary Employees	960	-	-	-	-
F10 L110 SRE95 Instructional Programs JC218 GRANT0000 Total Grade OP000	0110-Salaries	263,600	4.50	342,025	5.73	339,243
F10 L110 SRE95 Instructional Programs JC405 GRANT0000 Total Grade OP000	0110-Salaries	35,771	-	-	-	-
F10 L110 SRE95 Instructional Programs JC405 GRANT0000 Total Grade OP000	0120-Temporary Employees	-	-	62,000	-	62,000
F10 L110 SRE95 Instructional Programs JC409 GRANT0000 Total Grade OP000	0110-Salaries	23,317	0.88	26,367	1.00	26,959
F10 L110 SRE95 Instructional Programs JC415 GRANT0000 Total Grade OP000	0110-Salaries	118,518	6.38	143,872	6.38	196,967
F10 L110 SRE95 Instructional Programs JC415 GRANT0000 Total Grade OP508	0120-Temporary Employees	206	-	-	-	-
F10 L110 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP508	Employee Benefits	1,175	-	-	-	-
F10 L110 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP508	Supplies (0600)	-	-	-	-	18,628
F10 L110 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP508	Property (0700)	4,972	-	-	-	-
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP000	Employee Benefits	617,435	-	751,866	-	811,139
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Employee Benefits	356	-	15,055	-	-
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Purchase Prof. & Tech (0300)	4,870	-	-	-	-
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Other Purchased (0500)	9,491	-	13,000	-	12,500
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Supplies (0600)	56,042	-	55,392	-	43,560
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Property (0700)	200	-	4,000	-	2,200
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP508	Other Objects (0800)	8,657	-	7,500	-	8,150
F10 L110 SRE95 Instructional Programs JC000 GRANT0000 Total Grade OP578	Other Objects (0800)	(379,877)	-	(381,237)	-	(373,125)
	Total Instructional Programs	2,331,621	46.98	3,074,955	47.78	3,271,525
School Nurse Services						
F10 L110 SRE95 P2134 JC000 GRANT0000 Total Grade OP508	Supplies (0600)	83	-	150	-	150
	Total School Nurse Services	83	-	150	-	150
Professional Learning						
F10 L110 SRE95 P2213 JC207 GRANT0000 GRD63 OP508	0120-Temporary Employees	11,450	-	-	-	-
F10 L110 SRE95 P2213 JC415 GRANT0000 GRD63 OP508	0120-Temporary Employees	160	-	-	-	-
F10 L110 SRE95 P2213 JC000 GRANT0000 GRD63 OP508	Employee Benefits	2,180	-	-	-	-
F10 L110 SRE95 P2213 JC000 GRANT0000 GRD63 OP508	Purchase Prof. & Tech (0300)	1,341	-	2,500	-	100
F10 L110 SRE95 P2213 JC000 GRANT0000 GRD63 OP508	Other Purchased (0500)	-	-	2,500	-	1,000
F10 L110 SRE95 P2213 JC000 GRANT0000 GRD63 OP508	Supplies (0600)	844	-	600	-	900
	Total Professional Learning	15,974	-	5,600	-	2,000
Media Specialists						
F10 L110 SRE95 P2220 JC000 GRANT0000 Total Grade OP508	Supplies (0600)	1,792	-	1,900	-	1,600
F10 L110 SRE95 P2220 JC000 GRANT0000 Total Grade OP508	Property (0700)	51,390	-	600	-	500
	Total Media Specialists	53,182	-	2,500	-	2,100
Office of the Principal						
F10 L110 SRE95 P2400 JC105 GRANT0000 Total Grade OP000	0110-Salaries	95,859	1.00	100,892	1.00	103,162
F10 L110 SRE95 P2400 JC106 GRANT0000 Total Grade OP000	0110-Salaries	70,097	1.00	78,932	1.00	80,708
F10 L110 SRE95 P2400 JC358 GRANT0000 Total Grade OP508	0110-Salaries	8,038	-	-	-	-
F10 L110 SRE95 P2400 JC358 GRANT0000 Total Grade OP508	0130-Overtime	34	-	-	-	-
F10 L110 SRE95 P2400 JC358 GRANT0000 Total Grade OP508	0150-Extra Duty Pay	8,468	-	20,532	-	19,539
F10 L110 SRE95 P2400 JC506 GRANT0000 Total Grade OP000	0110-Salaries	68,383	2.00	78,195	2.00	79,955
F10 L110 SRE95 P2400 JC506 GRANT0000 Total Grade OP000	0130-Overtime	83	-	1,000	-	-
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP000	Employee Benefits	58,110	-	71,950	-	75,445
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Employee Benefits	4,328	-	3,972	-	3,960
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Purchase Prof. & Tech (0300)	6,095	-	-	-	-
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Other Purchased (0500)	27	-	30	-	30
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Supplies (0600)	1,924	-	1,000	-	1,000
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Property (0700)	1,529	-	600	-	400
F10 L110 SRE95 P2400 JC000 GRANT0000 Total Grade OP508	Other Objects (0800)	194	-	-	-	-
	Total Office of the Principal	323,169	4.00	357,103	4.00	364,199
	Location Total	**2,724,029**	**50.98**	**3,440,308**	**51.78**	**3,639,974**